



Pacific  
Community  
Communauté  
du Pacifique

Republic of Kiribati

# 2019/20 Household Income and Expenditure Survey (HIES)

## Field Staff Manual

May 2019

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## Introduction

This manual serves as a reference for field staff who are participating in Kiribati's 2019-20 Household Income and Expenditure Survey (HIES). The manual is broken down into 6 parts, which are described below.

### **Part 1: general introduction to HIES and responsibilities of field staff**

The following items are covered:

- i. Introduction to HIES
- ii. Duties of the National Statistics Office
- iii. Field staff code of conduct
- iv. Confidentiality

### **Part 2: HIES field operations and procedures**

The following items are covered:

- i. HIES sample
- v. HIES teams
- vi. Field staff responsibilities and functions
- ii. HIES rounds and HIES schedule
- iii. Daily schedule for each round
- iv. First contact with the household
- v. Replacements
- vi. Field maps

### **Part 3: concepts and definitions**

The following items are covered:

- i. Dwelling and household
- ii. Household members
- iii. Household head
- iv. Consumption data: 7-day recall and food away from home
- v. Partakers
- vi. Reference / recall periods
- vii. Sequence guides and skip patterns
- viii. Dealing with unknown responses and refusals
- ix. The "other" category
- x. Answering on behalf of other people
- xi. Translation

### **Part 4: teams and codes**

### **Part 5: survey materials**

### **Part 6: HIES questionnaire instruction**

### **Part 7: market survey**

### **Part 8: village resource survey**

## Part 1: general introduction to HIES and responsibilities of field staff

### Introduction to HIES

The HIES is an economic survey that describes the economic situation of the households within the country (financial situation regarding income and expenditure) and their consumption. The HIES is conducted by the NSO and the last survey was conducted in 2006.

The Household Income and Expenditure Survey (HIES) consists of collecting information from a sample of households (not the whole population) based on face-to-face interviews in the dwelling. The questions asked to the households are related to living standard conditions, expenses, purchases, income, consumption, etc. It is the only survey conducted at a national level that deals with households habits in terms of expenditure, income, production and consumption. As the private and public sector, households represent an economic and social actor of the country which needs to be known.

The purpose of the HIES survey is to obtain information on the income, consumption pattern, incidence of poverty, and tendency towards saving for different groups of people in Kiribati. This information will be used to guide policy makers in framing socio-economic developmental policies and in initiating financial measures for improving economic conditions of the people.

Some more specific outputs from the survey are listed below:

- i. Updating national gross domestic product (GDP) estimates
- ii. Rebasings the consumer price index (CPI) to measure cost of living
- iii. Conducting poverty and nutrition analysis
- iv. Collect data on health
- v. Collecting sociodemographic and economic data to form policy across multiple sectors
- vi. To populate national, regional and global indicators, including the Sustainable Development Goals (SDG)

The main characteristics of the HIES are:

- i. National survey conducted in all the Pacific Island countries and territories (normally every 5 to 7 years).
- ii. Random survey: all the respondents (households) are randomly selected.
- iii. Responses are confidential and anonymous (protection of the respondent) and the names of the respondent will never be released.
- iv. One-year of data collection to capture seasonal fluctuations in household income, expenditure, consumption and production patterns.
- v. Kiribati's 2019-20 HIES will be the third HIES ever conducted in the Republic, with the previous surveys occurring in 2006 and 1996.
- vi. The results of the Kiribati HIES will be representative at the national level, by urban-rural and by the main divisions (Northern Gilberts, Central Gilberts, Southern Gilberts, South Tarawa and Line/Phoenix).

### Collaboration with other projects

The Kiribati Government is collaborating with research and development partners on a unique project that seeks to understand how coral reef health and effective management can benefit human health. The long-term aim of the initiative is to contribute to improved wellbeing of I-Kiribati.

The health and development of generations of I-Kiribati to come is dependent on healthy marine resources, but coral reefs are becoming less productive and the nation is increasingly dependent on imported food. Further, the food system is vulnerable to external shocks, such as climate change and global economic fluctuations. Increased availability of less-healthy imported foods increases the risk of non-communicable diseases (NCDs) like obesity, diabetes, and heart disease. Inadequate progress has been made in addressing the national challenge of NCDs. The rise in NCDs will place increasingly unsustainable burdens on the national budget and on the lives of people affected. This collaboration between the HIES and other projects (see below) will provide a baseline across a spectrum of coral reef health, welfare, food security and NCD indicators to help guide future policy and interventions.

This collaboration will provide direct support to the Kiribati Vision 20 (KV20), the Kiribati Development Plan, and a range of sectoral policies, including the Kiribati Integrated Environment Policy – that “the People of Kiribati continue to enjoy a safe and healthy environment that is resilient to the impacts of global climate change and supports livelihoods, human health, and sustainable development”.

This initiative brings together three significant projects and integrates on-going activities by the Kiribati Government and the Pacific Community (SPC). These projects have been developed in collaboration with relevant agencies and enjoy formal support to proceed. Each project has its own objectives and partnerships, but together provide an integrated picture of the ecological, governance, socio-economic, and health status of communities and their marine resources. Below we briefly summarize these components:

- *Human health monitoring.* Clinical health measurements will be collected to map the current health and nutritional status of people in selected communities. This is a collaboration between Kiribati’s Ministry of Health and Medical Services (MHMS) and the Harvard TH Chan School of Public Health.
- *Community-based fisheries management (CBFM).* Kiribati’s Ministry of Fisheries and Marine Resources Development (MFMRD) Coastal Fisheries Division leads an ongoing project to implement CBFM in the Gilbert Islands. This component supports communities in developing and implementing fisheries management interventions and monitoring to improve the supply of fish in rural communities. This is a collaboration between I-Kiribati communities the University of Wollongong (UOW).
- *Governance and CBFM.* This component focuses on how communities organize themselves and the rules they make about fishing to provide important linkages between coral reefs and human health. Working in the same communities where CBFM is being implemented, fisheries governance arrangements will be described across a gradient of effectiveness to provide insights for improved fisheries policies and consequent nutrition security. This is a collaboration between the University of California, Santa Cruz (UC-SC), and UOW.
- *Coral reef resource monitoring.* This component combines two parts: (1) monitoring of coral reefs, and (2) fishery surveys in communities. This is a collaboration between MFMRD, the University of California, Santa Barbara (UC-SB), UOW and SPC.
- *Household Income and Expenditure Survey (HIES).* In 2019-20, the National Statistics Office will complete a nationally representative survey of I-Kiribati households. This survey will provide a snapshot of how I-Kiribati acquire and consume food, including fish. The HIES provides an important national context for the community work and sets a baseline for future analyses. This is a collaboration between Kiribati’s National Statistics Office and SPC.

The HIES is a national survey implemented on 21 of the 23 inhabited islands. The above initiatives will focus on the islands of: Butaritari, Abaiang, North and South Tarawa, Abemama, North and South Tabiteuea, and Onotoa – these will be referred to as the HARVARD sites for easy reference in this document.

The HIES field schedule (i.e., order of islands and enumeration areas) has been adjusted to accommodate to overlap with the above projects. The random sample selection was not changed.

### Duties of the National Statistics Office

The National Statistics Office (NSO) was established under the Statistics Ordinance (1974). In accordance with the Statistics Ordinance, it shall be the duty of the Republic Statistician:

- i. to collect, compile, analyse, abstract and publish statistical information relating to the commercial, industrial, agricultural, social, economic and general activities and condition of the people, institutions and environment of the Republic;
- ii. to promote the collection, compilation, and analysis of the type of information required for development planning and for the evaluation of plan implementation;
- iii. to collaborate with departments of the Government of Kiribati in the collection, compilation, analysis and publication of statistics from administrative records;
- iv. to determine, in collaboration with governmental, semi-governmental and interested private bodies and organizations, standards (including concepts, definitions, classifications and procedures) for the collection, processing, and presentation of statistical information, and to ensure that the standards are implemented by government agencies; and
- v. generally to establish, develop and maintain a coordinated system of social and economic statistics in relation to the Republic.

The Statistics Ordinance (1974) assigns authority to the Republic Statistician to:

- i. Collect, compile, analyse certain statistical information (incl. "Population and housing", "Primary and secondary production", "Agriculture, Forestry and Fishing", "Employment and unemployment", "Salaries, wages, etc.", "Income, earnings, costs of production, profits and interest, and household expenditure", "health", "transport and communication").
- ii. Employ such persons in addition to staff of NSO as may be necessary for a particular purpose.
- iii. Appoint any person to be an authorised officer.

### Authorised Officers

Each field staff employed in the HIES will be an "Authorised Officer". Authorised Officers must comply with national statistical regulations whereby they:

- i. Cannot publish "individual return" or "enable identification of persons".
- ii. May require any person to supply him/her with particulars either by interviewing such person personally...".
- iii. Cannot "disclose to any person otherwise than in the course of that employment any information that comes into his/her possession in the course of that employment".

An important part of the Authorised Officers work is to maintain confidentiality of responses. HIES deals with personal and sensitive information and we want to protect and respect the respondent.

We want to build the trust of the respondent to ensure that they fully respond and to ensure that the respondent will continue to take part of surveys. Therefore:

- All the information collected will be anonymised.
- All information collected has to be kept secret.
- All information collected will be only used for statistical matters.
- All staff involved in this survey and all the statistics office staff work under the Oath of Secrecy.

### Oath of Secrecy

All Authorised Officers are required to sign an Oath of Secrecy before starting employment. The oath states:

“I, [NAME OF AUTHORISED PERSON], do swear (or solemnly affirm) that I will faithfully and honestly fulfil my duties as, [TITLE/POSITION OF AUTHORISED PERSON], in conformity with the requirements of the Statistics Ordinance, and that I shall not, without due authority, reveal any information acquired by virtue of my said duties, nor, until such information is made public, or directly or indirectly use it for personal gain”.

### Field Staff Code of Conduct

Field Staff will exercise the following:

- **Objectivity:** Interviewers have to report the exact answer without influencing the interviewee with personal opinion;
- **Rigour:** Interviewers have to fill the entire questionnaire, even if the same information is asked several times;
- **Self-control:** Interviewers have to stay neutral, without showing any feeling or surprise when the interviewee answer a question. Moreover interviewers have to stay patient and take time to explain the question if the interviewee do not understand the question;
- **Courtesy:** Interviewers have to stay polite, they need to often make eye contacts with the interviewee and not just look at the questionnaire, to avoid disengagement;
- **Listening:** Interviewers have to be able to detect any inconsistencies in the answer, and should be able to cross-check all the information in the questionnaire during the interview. If an inconsistency is detected, interviewers have to ask the question again clearly and nicely;
- **Adaptation:** Interviewers have to adapt themselves to the environment of the household. They have to make themselves available according to the availability of the interviewee, meaning sometimes after working hours;
- **Organisation:** Interviewers have to show initiative and organisation, preparing the questionnaire before the visit, filling all the information they already know (Island code, Enumeration Area code...);
- **Neutrality:** Interviewers must not spread any political, religious or any other personal feeling. If asked about their personal opinion, they should remain as neutral as possible;
- **Confidentiality:** Interviewers have to show that they are reliable, insisting on the confidentiality and the anonymity of the survey;
- **Professionalism:** Interviewers have to be able to explain clearly the objective of the survey, how the household is selected and the meaning of each question.

## Part 2: HIES field operations and procedures

The 2019 HIES aims to produce data that provides statistically significant income, expenditure and consumption aggregates by national, urban/rural and divisional domains (South Tarawa, Northern Gilberts, Central Gilberts, Southern Gilberts and Line/Phoenix).

### HIES sample

The optimal allocation of 1,800 households was used as a first step to the sample allocation and, through several adjustments, the total sample size is 2,184 households with a cluster size of 12 households. Using the adjusted optimal allocation and based on the errors derived from the 2006 HIES, the below sample allocation was derived.

*Table 1: 2019 HIES sample allocation - households and enumeration areas to interview by domain*

| <b>Division</b> | <b>Households</b> | <b>Enumeration areas</b> |
|-----------------|-------------------|--------------------------|
| Central         | 300               | 25                       |
| Line_Phoenix    | 408               | 34                       |
| Northern        | 396               | 33                       |
| S_Tarawa        | 600               | 50                       |
| Southern        | 480               | 40                       |
| <b>Total</b>    | <b>2,184</b>      | <b>182</b>               |

### Enumeration Area (EA)

An EA is a geographical area where around 80 households live (some are larger some are smaller). An EA is delimited by boundaries such as: roads, rivers and the sea side. During each of the 40 rounds, interviewers will interview 6 households within a single EA.

### HIES sample allocation

The random selection of primary sampling units (EAs) was based on a probability proportional to size selection within each domain. The cluster size is 12 (number of households to interview per EA), which is the primary target households (Set A), however in order to avoid non-response we select a backup list of 6 households per enumeration area (Set B). The backup list of households are only approached in the case that a primary selected household cannot respond (i.e., the household is absent, the house is vacant, the household refuses to participate, etc.). As such, we select 18 households per cluster (EA) being 12 primary selected households (Set A) and 6 replacement households (Set B).

Table 2 presents the sample allocation, by Division, Island, Enumeration Area and Set.

Table 2: Enumeration area and household selection by Domain and Island

| Domain / Island     | Enumeration Areas | Households   |              |              |
|---------------------|-------------------|--------------|--------------|--------------|
|                     |                   | Set A        | Set B        | Total        |
| <b>Central</b>      | <b>25</b>         | <b>300</b>   | <b>150</b>   | <b>450</b>   |
| Abemama             | 11                | 132          | 66           | 198          |
| Aranuka             | 3                 | 36           | 18           | 54           |
| Kuria               | 4                 | 48           | 24           | 72           |
| Maiana              | 7                 | 84           | 42           | 126          |
| <b>Line_Phoenix</b> | <b>34</b>         | <b>408</b>   | <b>204</b>   | <b>612</b>   |
| Kiritimati          | 19                | 228          | 114          | 342          |
| Tabuaeran           | 7                 | 84           | 42           | 126          |
| Teraina             | 8                 | 96           | 48           | 144          |
| <b>Northern</b>     | <b>33</b>         | <b>396</b>   | <b>198</b>   | <b>594</b>   |
| Abaiang             | 9                 | 108          | 54           | 162          |
| Butaritari          | 6                 | 72           | 36           | 108          |
| Makin               | 3                 | 36           | 18           | 54           |
| Marakei             | 5                 | 60           | 30           | 90           |
| North Tarawa        | 10                | 120          | 60           | 180          |
| <b>S_Tarawa</b>     | <b>50</b>         | <b>600</b>   | <b>300</b>   | <b>900</b>   |
| Sth. Tarawa & Betio | 50                | 600          | 300          | 900          |
| <b>Southern</b>     | <b>40</b>         | <b>480</b>   | <b>240</b>   | <b>720</b>   |
| Arorae              | 2                 | 24           | 12           | 36           |
| Beru                | 6                 | 72           | 36           | 108          |
| Nikunau             | 5                 | 60           | 30           | 90           |
| Nonouti             | 8                 | 96           | 48           | 144          |
| North Tabiteuea     | 9                 | 108          | 54           | 162          |
| Onotoa              | 4                 | 48           | 24           | 72           |
| South Tabiteuea     | 3                 | 36           | 18           | 54           |
| Tamana              | 3                 | 36           | 18           | 54           |
| <b>Total</b>        | <b>182</b>        | <b>2,184</b> | <b>1,092</b> | <b>3,276</b> |

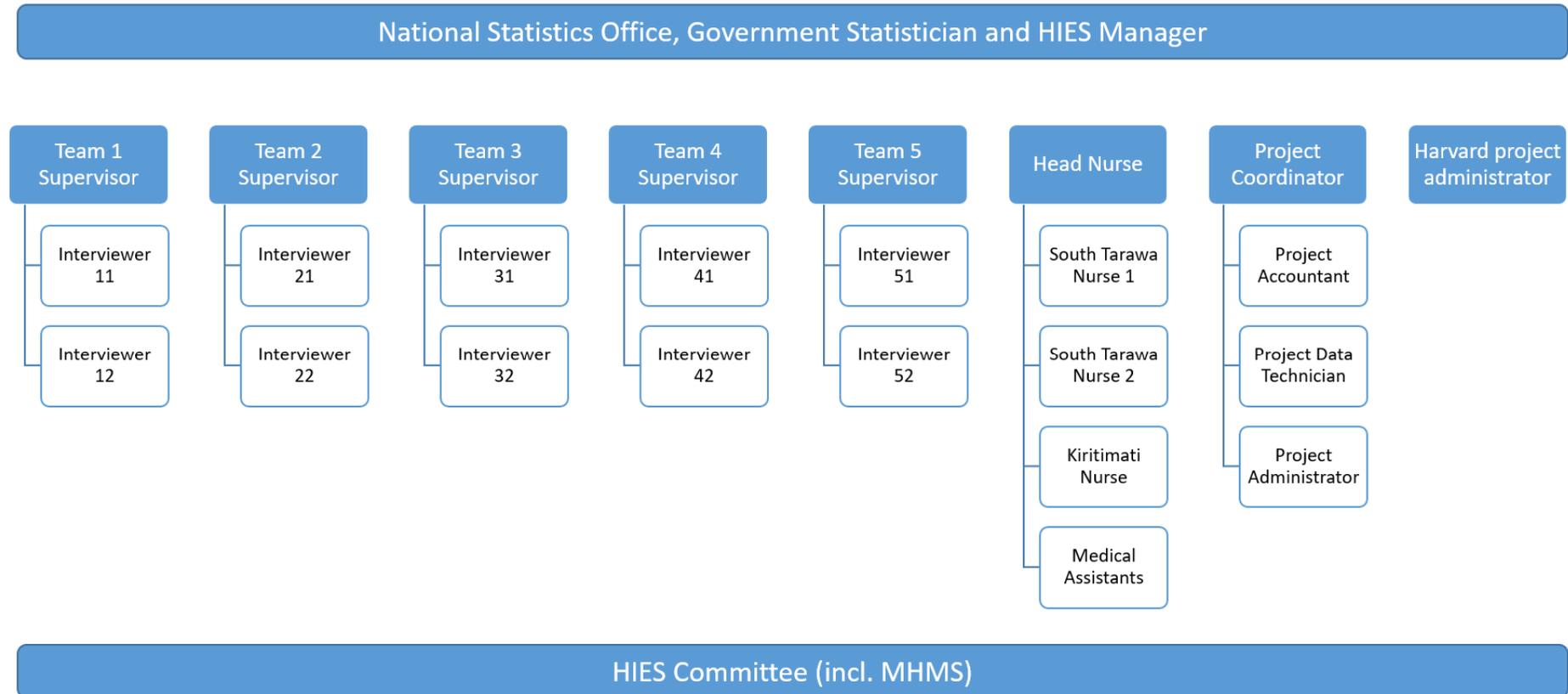
### Staffing required to achieve sample

The 2019 HIES is broken down into 40 one-week rounds (plus some breaks to allow for disruptions to the schedule, such as flight cancellations, and for holidays). The HIES is designed to be administered over a 12-month period to account for seasonal fluctuations in income, expenditure and consumption patterns.

Considering the sample of 182 enumeration areas and the 40 round field operation schedule, the HIES would require 4.55 field teams, which is rounded up to in order to allocate a realistic workload to each team.

Based on recent experience of conducting HIES in other Pacific Island countries, a reasonable workload per enumerator is 6 households per round. Each of the 5 teams would thereby require 2 enumerators to complete the workload of interviewing 12 households per cluster per week.

## HIES team



- There are 5 field teams, consisting of one supervisor and two enumerators.
- Each team will work with a nurse (hired under the project, or a medical assistant) in each round.
- The HIES is supported by the NSO and a number of administrative staff.
- The HIES Committee will oversee HIES project implementation.
- The Harvard team has a project administrator.

## Field Staff responsibilities and function

Below we describe some of the key responsibilities and functions of each position in the HIES team.

### HIES Manager

- Act as Headquarters (Survey Solutions) to review and approve submitted questionnaires (data submitted through the Tablet).
- Overall project oversight and ensure that field staff implement project according to schedule and within budget.
- Financial management, including: payment of wages and allowances, procurement of field supplies, transport and communication (4G sim cards and Outer Island teams internet connection).
- Recruitment and management of field staff, including preparation and signing of contracts and Oath of Secrecy.
- Field staff management and ongoing communication with field teams.
- Ensure the distribution of survey materials takes place in a timely manner.
- Communication with stakeholders, including Councils, households and general public to advocate for the survey.
- Management, including distribution of tablets, and safe return at the end of the project.
- Conduct refresher training, as required.
- Providing regular project updates to SPC.

### HIES Supervisor

- Overall management of field staff in each round and ensuring that Enumerators implement the project according to plan and schedule.
- Ensure that all schedules and materials are distributed to interviewers/interviewers according to the instructions of the HIES manager.
- Work with field staff to complete first contact with each selected households.
- Day-to-day communication with enumerators and working with enumerators to ensure that project is implemented according to schedule.
- Coordination of nurse and field staff.
- Visit households with the enumerator for quality control.
- Provide internet connection and ensure that enumerators submit data on a daily basis.
- Review submitted data to ensure that it is of high quality and free of error before submitting to headquarters.
- Support field staff to overcome challenges during field operations.
- Ongoing communication with HIES Manager in regards to implementation of the project.
- Ensure safe keeping of field equipment and ensure all field equipment is returned to NSO.
- Immediately raise any concerns or issues with NSO for prompt action.
- Complete the market survey for every round.
- Complete the Village Resource Survey for every village.

### Enumerator (Interviewers)

- Collect high quality data through high quality interviews.
- Support Supervisor to make first contact with selected households.
- Implement survey according to schedule.
- Build trust and rapport with households to ensure full cooperation.
- Look after field equipment and return to Supervisor at the end of the round/project.

- Follow instruction of supervisor.
- Maintain a round agenda and submit to Supervisor at the end of each round.
- Immediately raise any concerns or issues with fieldwork to their supervisor for prompt action.

### HIES rounds of collection

A round of collection is a 1-week period during which each interviewer has to survey 6 households. In total, the fieldwork is divided into 40 rounds over the 12-month project (from May 2019 to March 2020). For each round, the 6 households that are interviewed by each enumerator are located in the same area called “Enumeration Area” (EA).

- The HIES is broken up into 40 rounds;
- Each round lasts for 1-week;
- In total, the HIES will interview 60 households per round (5 teams);
- Each team will interview 12 households per round (2 interviewers per team); and
- Each interviewer will interview 6 households per round.

### HIES round schedule

It’s important that the field staff understand how to read the below schedules. The schedule helps to guide where each field team will be working in each round. The colour coding is explained below:

- The blue shared cells indicate training
- The orange shaded cells indicate a Harvard site. The Harvard sites require the households to fast from after dinner on the night before the HIES interview until the nurse takes the blood sample on the day of the HIES interview.
- The green shaded cells are team-specific breaks. These were designed to account for flight/schedule delays.
- The yellow shaded cells are HIES team breaks for independence week and Christmas.

The below three tables show:

- i. HIES and team schedule by island.
- ii. HIES and team schedule by island and enumeration area:
  - a. The enumeration areas are defined in the Supervisor Maps.
  - b. The households to interview in each enumeration area (including the selected Set A and Set B households) are defined in the Enumerator Maps.
- iii. Nurses schedule by team and island.

Table 3: HIES Schedule by island and round

| Week     | Round    | Start  | Finish | ISLAND SCHEDULE |           |            |           |            |
|----------|----------|--------|--------|-----------------|-----------|------------|-----------|------------|
|          |          |        |        | Team 1          | Team 2    | Team 3     | Team 4    | Team 5     |
| Training | Training | 29-Apr | 5-May  | Training        | Training  | Training   | Training  | Training   |
| Training | Training | 6-May  | 12-May | Training        | Training  | Training   | Training  | Training   |
| Week 0   | Round 0  | 13-May | 19-May | Practical       | Practical | Practical  | Practical | Travel     |
| Week 1   | Round 1  | 20-May | 26-May | STarawa         | STarawa   | STarawa    | STarawa   | Kiritimati |
| Week 2   | Round 2  | 27-May | 2-Jun  | Beru            | STarawa   | STarawa    | STarawa   | Kiritimati |
| Week 3   | Round 3  | 3-Jun  | 9-Jun  | Beru            | Nikunau   | NTarawa    | STarawa   | Kiritimati |
| Week 4   | Round 4  | 10-Jun | 16-Jun | Beru            | Nikunau   | NTarawa    | Kuria     | Kiritimati |
| Week 5   | Round 5  | 17-Jun | 23-Jun | Beru            | Nikunau   | NTarawa    | Kuria     | Kiritimati |
| Week 6   | Round 6  | 24-Jun | 30-Jun | Beru            | Nikunau   | NTarawa    | Kuria     | Kiritimati |
| Week 7   | Round 7  | 1-Jul  | 7-Jul  | Beru            | Nikunau   | NTarawa    | Kuria     | Kiritimati |
| Week 8   | BREAK    | 8-Jul  | 14-Jul | Break           | Break     | Break      | Break     | Break      |
| Week 9   | Round 8  | 15-Jul | 21-Jul | Nonouti         | STarawa   | Butaritari | Abemama   | Teraina    |
| Week 10  | Round 9  | 22-Jul | 28-Jul | Nonouti         | STarawa   | Butaritari | Abemama   | Teraina    |
| Week 11  | Round 10 | 29-Jul | 4-Aug  | Nonouti         | STarawa   | Butaritari | Abemama   | Teraina    |
| Week 12  | Round 11 | 5-Aug  | 11-Aug | Nonouti         | STarawa   | Butaritari | Abemama   | Teraina    |
| Week 13  | Round 12 | 12-Aug | 18-Aug | Nonouti         | STarawa   | Butaritari | Abemama   | Teraina    |
| Week 14  | Round 13 | 19-Aug | 25-Aug | Nonouti         | STarawa   | Butaritari | Abemama   | Teraina    |
| Week 15  | Round 14 | 26-Aug | 1-Sep  | Nonouti         | STarawa   | Makin      | Abemama   | Teraina    |
| Week 16  | Round 15 | 2-Sep  | 8-Sep  | Nonouti         | STarawa   | Makin      | Abemama   | Teraina    |
| Week 17  | Round 16 | 9-Sep  | 15-Sep |                 | STarawa   | Makin      | Abemama   |            |
| Week 18  | Round 17 | 16-Sep | 22-Sep |                 | STarawa   | Abaiang    | Abemama   | Kiritimati |
| Week 19  | Round 18 | 23-Sep | 29-Sep | Tab North       | STarawa   | Abaiang    | Abemama   | Kiritimati |
| Week 20  | Round 19 | 30-Sep | 6-Oct  | Tab North       | STarawa   | Abaiang    | Maiana    | Kiritimati |
| Week 21  | Round 20 | 7-Oct  | 13-Oct | Tab North       | STarawa   | Abaiang    | Maiana    | Kiritimati |
| Week 22  | Round 21 | 14-Oct | 20-Oct | Tab North       | STarawa   | Abaiang    | Maiana    | Kiritimati |
| Week 23  | Round 22 | 21-Oct | 27-Oct | Tab North       | STarawa   | Abaiang    | Maiana    | Kiritimati |
| Week 24  | Round 23 | 28-Oct | 3-Nov  | Tab North       | STarawa   | Abaiang    | Maiana    | Kiritimati |
| Week 25  | Round 24 | 4-Nov  | 10-Nov | Tab North       | STarawa   | Abaiang    | Maiana    | Kiritimati |
| Week 26  | Round 25 | 11-Nov | 17-Nov | Tab North       | STarawa   | Abaiang    | Maiana    | Kiritimati |
| Week 27  | Round 26 | 18-Nov | 24-Nov | Tab North       |           | STarawa    |           | Kiritimati |
| Week 28  | Round 27 | 25-Nov | 1-Dec  | Tab South       | Onotoa    | STarawa    | STarawa   | Kiritimati |
| Week 29  | Round 28 | 2-Dec  | 8-Dec  | Tab South       | Onotoa    | STarawa    | STarawa   | Kiritimati |
| Week 30  | Round 29 | 9-Dec  | 15-Dec | Tab South       | Onotoa    | STarawa    | STarawa   |            |
| Week 31  | Round 30 | 16-Dec | 22-Dec |                 | Onotoa    | STarawa    | STarawa   |            |
| Week 32  | BREAK    | 23-Dec | 29-Dec | Break           | Break     | Break      | Break     | Break      |
| Week 33  | BREAK    | 30-Dec | 5-Jan  | Break           | Break     | Break      | Break     | Break      |
| Week 34  | Round 31 | 6-Jan  | 12-Jan | STarawa         | STarawa   | NTarawa    | Aranuka   | Tabuearan  |
| Week 35  | Round 32 | 13-Jan | 19-Jan | STarawa         | Arorae    | NTarawa    | Aranuka   | Tabuearan  |
| Week 36  | Round 33 | 20-Jan | 26-Jan | STarawa         | Arorae    | NTarawa    | Aranuka   | Tabuearan  |
| Week 37  | Round 34 | 27-Jan | 2-Feb  | STarawa         |           | NTarawa    |           | Tabuearan  |
| Week 38  | Round 35 | 3-Feb  | 9-Feb  | STarawa         |           | NTarawa    | STarawa   | Tabuearan  |
| Week 39  | Round 36 | 10-Feb | 16-Feb | STarawa         | Tamana    | Marakei    | STarawa   | Tabuearan  |
| Week 40  | Round 37 | 17-Feb | 23-Feb | STarawa         | Tamana    | Marakei    | STarawa   | Tabuearan  |
| Week 41  | Round 38 | 24-Feb | 1-Mar  | STarawa         | Tamana    | Marakei    | STarawa   |            |
| Week 42  | Round 39 | 2-Mar  | 8-Mar  | STarawa         |           | Marakei    | STarawa   |            |
| Week 43  | Round 40 | 9-Mar  | 15-Mar |                 |           | Marakei    |           |            |

Table 4: HIES schedule by enumeration area

| Week     | Round    | Start  | Finish | ISLAND SCHEDULE |           |            |           |            | ENUMERATION AREA SCHEDULE |           |           |           |          |
|----------|----------|--------|--------|-----------------|-----------|------------|-----------|------------|---------------------------|-----------|-----------|-----------|----------|
|          |          |        |        | Team 1          | Team 2    | Team 3     | Team 4    | Team 5     | Team 1                    | Team 2    | Team 3    | Team 4    | Team 5   |
| Training | Training | 29-Apr | 5-May  | Training        | Training  | Training   | Training  | Training   | Training                  | Training  | Training  | Training  | Training |
| Training | Training | 6-May  | 12-May | Training        | Training  | Training   | Training  | Training   | Training                  | Training  | Training  | Training  | Training |
| Week 0   | Round 0  | 13-May | 19-May | Practical       | Practical | Practical  | Practical | Travel     | Practical                 | Practical | Practical | Practical | Travel   |
| Week 1   | Round 1  | 20-May | 26-May | STarawa         | STarawa   | STarawa    | STarawa   | Kiritimati | 7161011                   | 7160981   | 7160971   | 7160900   | 22010011 |
| Week 2   | Round 2  | 27-May | 2-Jun  | Beru            | STarawa   | STarawa    | STarawa   | Kiritimati | 15090090                  | 7160922   | 7160951   | 7160871   | 22010013 |
| Week 3   | Round 3  | 3-Jun  | 9-Jun  | Beru            | Nikunau   | NTarawa    | STarawa   | Kiritimati | 15080080                  | 16010010  | 6060060   | 7160851   | 22010015 |
| Week 4   | Round 4  | 10-Jun | 16-Jun | Beru            | Nikunau   | NTarawa    | Kuria     | Kiritimati | 15050050                  | 16030030  | 6020020   | 10050050  | 22010016 |
| Week 5   | Round 5  | 17-Jun | 23-Jun | Beru            | Nikunau   | NTarawa    | Kuria     | Kiritimati | 15030030                  | 16030030  | 6010010   | 10030030  | 22020021 |
| Week 6   | Round 6  | 24-Jun | 30-Jun | Beru            | Nikunau   | NTarawa    | Kuria     | Kiritimati | 15020020                  | 16030030  | 6040040   | 10020020  | 22020022 |
| Week 7   | Round 7  | 1-Jul  | 7-Jul  | Beru            | Nikunau   | NTarawa    | Kuria     | Kiritimati | 15020020                  | 16050050  | 6090090   | 10010010  | 22020023 |
| Week 8   | BREAK    | 8-Jul  | 14-Jul | Break           | Break     | Break      | Break     | Break      | Break                     | Break     | Break     | Break     | Break    |
| Week 9   | Round 8  | 15-Jul | 21-Jul | Nonouti         | STarawa   | Butaritari | Abemama   | Teraina    | 12050050                  | 7160821   | 3030030   | 9060060   | 20010010 |
| Week 10  | Round 9  | 22-Jul | 28-Jul | Nonouti         | STarawa   | Butaritari | Abemama   | Teraina    | 12070070                  | 7160771   | 3010010   | 9020020   | 20020020 |
| Week 11  | Round 10 | 29-Jul | 4-Aug  | Nonouti         | STarawa   | Butaritari | Abemama   | Teraina    | 12080080                  | 7160792   | 3050050   | 9020020   | 20030030 |
| Week 12  | Round 11 | 5-Aug  | 11-Aug | Nonouti         | STarawa   | Butaritari | Abemama   | Teraina    | 12080080                  | 7160722   | 3100100   | 9040040   | 20050050 |
| Week 13  | Round 12 | 12-Aug | 18-Aug | Nonouti         | STarawa   | Butaritari | Abemama   | Teraina    | 12090090                  | 7160750   | 3100100   | 9100100   | 20050050 |
| Week 14  | Round 13 | 19-Aug | 25-Aug | Nonouti         | STarawa   | Butaritari | Abemama   | Teraina    | 12040040                  | 7160700   | 3080080   | 9100100   | 20060060 |
| Week 15  | Round 14 | 26-Aug | 1-Sep  | Nonouti         | STarawa   | Makin      | Abemama   | Teraina    | 12030030                  | 7150661   | 2010011   | 9080080   | 20080080 |
| Week 16  | Round 15 | 2-Sep  | 8-Sep  | Nonouti         | STarawa   | Makin      | Abemama   | Teraina    | 12020020                  | 7150681   | 2010012   | 9080080   | 20080080 |
| Week 17  | Round 16 | 9-Sep  | 15-Sep |                 | STarawa   | Makin      | Abemama   |            |                           | 7150631   | 2010013   | 9120120   |          |
| Week 18  | Round 17 | 16-Sep | 22-Sep |                 | STarawa   | Abaiang    | Abemama   | Kiritimati |                           | 7140612   | 5020020   | 9120120   | 22020023 |
| Week 19  | Round 18 | 23-Sep | 29-Sep | Tab North       | STarawa   | Abaiang    | Abemama   | Kiritimati | 13060060                  | 7130592   | 5030030   | 9010010   | 22020024 |
| Week 20  | Round 19 | 30-Sep | 6-Oct  | Tab North       | STarawa   | Abaiang    | Maiana    | Kiritimati | 13050050                  | 7130583   | 5050050   | 8030030   | 22020025 |
| Week 21  | Round 20 | 7-Oct  | 13-Oct | Tab North       | STarawa   | Abaiang    | Maiana    | Kiritimati | 13030030                  | 7130571   | 5070070   | 8020020   | 22020026 |
| Week 22  | Round 21 | 14-Oct | 20-Oct | Tab North       | STarawa   | Abaiang    | Maiana    | Kiritimati | 13020020                  | 7130551   | 5080080   | 8040040   | 22020026 |
| Week 23  | Round 22 | 21-Oct | 27-Oct | Tab North       | STarawa   | Abaiang    | Maiana    | Kiritimati | 13100100                  | 7130541   | 5180180   | 8060060   | 22030031 |
| Week 24  | Round 23 | 28-Oct | 3-Nov  | Tab North       | STarawa   | Abaiang    | Maiana    | Kiritimati | 13040040                  | 7120521   | 5110110   | 8080080   | 22030033 |
| Week 25  | Round 24 | 4-Nov  | 10-Nov | Tab North       | STarawa   | Abaiang    | Maiana    | Kiritimati | 13070070                  | 7110481   | 5140140   | 8120120   | 22030033 |
| Week 26  | Round 25 | 11-Nov | 17-Nov | Tab North       | STarawa   | Abaiang    | Maiana    | Kiritimati | 13070070                  | 7110502   | 5150150   | 8120120   | 22030035 |
| Week 27  | Round 26 | 18-Nov | 24-Nov | Tab North       |           | STarawa    |           | Kiritimati | 13080080                  |           | 7100463   |           | 22040041 |
| Week 28  | Round 27 | 25-Nov | 1-Dec  | Tab South       | Onotoa    | STarawa    | STarawa   | Kiritimati | 14010010                  | 17030030  | 7100444   | 7090432   | 22030035 |
| Week 29  | Round 28 | 2-Dec  | 8-Dec  | Tab South       | Onotoa    | STarawa    | STarawa   | Kiritimati | 14030030                  | 17040040  | 7090422   | 7070401   | 22040041 |
| Week 30  | Round 29 | 9-Dec  | 15-Dec | Tab South       | Onotoa    | STarawa    | STarawa   |            | 14040040                  | 17060060  | 7070362   | 7070383   |          |
| Week 31  | Round 30 | 16-Dec | 22-Dec |                 | Onotoa    | STarawa    | STarawa   |            |                           | 17010010  | 7060331   | 7060351   |          |
| Week 32  | BREAK    | 23-Dec | 29-Dec | Break           | Break     | Break      | Break     | Break      | Break                     | Break     | Break     | Break     | Break    |
| Week 33  | BREAK    | 30-Dec | 5-Jan  | Break           | Break     | Break      | Break     | Break      | Break                     | Break     | Break     | Break     | Break    |
| Week 34  | Round 31 | 6-Jan  | 12-Jan | STarawa         | STarawa   | NTarawa    | Aranuka   | Tabuearan  | 7050281                   | 7050302   | 6110110   | 11020020  | 21060060 |
| Week 35  | Round 32 | 13-Jan | 19-Jan | STarawa         | Arorae    | NTarawa    | Aranuka   | Tabuearan  | 7050252                   | 19010010  | 6120120   | 11020020  | 21070070 |
| Week 36  | Round 33 | 20-Jan | 26-Jan | STarawa         | Arorae    | NTarawa    | Aranuka   | Tabuearan  | 7050222                   | 19020020  | 6130130   | 11010010  | 21080080 |
| Week 37  | Round 34 | 27-Jan | 2-Feb  | STarawa         |           | NTarawa    |           | Tabuearan  | 7050180                   |           | 6140140   |           | 21080080 |
| Week 38  | Round 35 | 3-Feb  | 9-Feb  | STarawa         |           | NTarawa    | STarawa   | Tabuearan  | 7050172                   |           | 6140140   | 7040142   | 21020020 |
| Week 39  | Round 36 | 10-Feb | 16-Feb | STarawa         | Tamana    | Marakei    | STarawa   | Tabuearan  | 7040132                   | 18010010  | 4010010   | 7030113   | 21040040 |
| Week 40  | Round 37 | 17-Feb | 23-Feb | STarawa         | Tamana    | Marakei    | STarawa   | Tabuearan  | 7030092                   | 18020020  | 4010010   | 7030081   | 21040040 |
| Week 41  | Round 38 | 24-Feb | 1-Mar  | STarawa         | Tamana    | Marakei    | STarawa   |            | 7030071                   | 18030030  | 4020020   | 7020051   |          |
| Week 42  | Round 39 | 2-Mar  | 8-Mar  | STarawa         |           | Marakei    | STarawa   |            | 7020021                   |           | 4070070   | 7020032   |          |
| Week 43  | Round 40 | 9-Mar  | 15-Mar |                 |           | Marakei    |           |            |                           |           | 4050050   |           |          |

Table 5: HIES schedule by nurse

| Week    | Round    | Start  | Finish | ISLAND SCHEDULE |         |            |         |            | ISLAND SCHEDULE |         |        |         |          |
|---------|----------|--------|--------|-----------------|---------|------------|---------|------------|-----------------|---------|--------|---------|----------|
|         |          |        |        | Team 1          | Team 2  | Team 3     | Team 4  | Team 5     | Team 1          | Team 2  | Team 3 | Team 4  | Team 5   |
| Week 1  | Round 1  | 20-May | 26-May | Starawa         | Starawa | Starawa    | Starawa | Kiritimati | TIRITE          | TEBANO  | TEBI   | BAURINA | Nabwebwe |
| Week 2  | Round 2  | 27-May | 2-Jun  | Beru            | Starawa | Starawa    | Starawa | Kiritimati | OIN             | TEBANO  | TEBI   | BAURINA | Nabwebwe |
| Week 3  | Round 3  | 3-Jun  | 9-Jun  | Beru            | Nikunau | NTarawa    | Starawa | Kiritimati | OIN             | OIN     | TEBANO | BAURINA | Nabwebwe |
| Week 4  | Round 4  | 10-Jun | 16-Jun | Beru            | Nikunau | NTarawa    | Kuria   | Kiritimati | OIN             | OIN     | TEBANO | OIN     | Nabwebwe |
| Week 5  | Round 5  | 17-Jun | 23-Jun | Beru            | Nikunau | NTarawa    | Kuria   | Kiritimati | OIN             | OIN     | TEBANO | OIN     | TEBI     |
| Week 6  | Round 6  | 24-Jun | 30-Jun | Beru            | Nikunau | NTarawa    | Kuria   | Kiritimati | OIN             | OIN     | TEBANO | OIN     | TEBI     |
| Week 7  | Round 7  | 1-Jul  | 7-Jul  | Beru            | Nikunau | NTarawa    | Kuria   | Kiritimati | OIN             | OIN     | TEBANO | OIN     | TEBI     |
| Week 8  | BREAK    | 8-Jul  | 14-Jul | Break           | Break   | Break      | Break   | Break      | Break           | Break   | Break  | Break   | Break    |
| Week 9  | Round 8  | 15-Jul | 21-Jul | Nonouti         | Starawa | Butaritari | Abemama | Teraina    | BAURINA         | TIRITE  | TEBI   | TEBANO  | Nabwebwe |
| Week 10 | Round 9  | 22-Jul | 28-Jul | Nonouti         | Starawa | Butaritari | Abemama | Teraina    | BAURINA         | TIRITE  | TEBI   | TEBANO  | Nabwebwe |
| Week 11 | Round 10 | 29-Jul | 4-Aug  | Nonouti         | Starawa | Butaritari | Abemama | Teraina    | BAURINA         | TIRITE  | TEBI   | TEBANO  | Nabwebwe |
| Week 12 | Round 11 | 5-Aug  | 11-Aug | Nonouti         | Starawa | Butaritari | Abemama | Teraina    | BAURINA         | TIRITE  | TEBI   | TEBANO  | Nabwebwe |
| Week 13 | Round 12 | 12-Aug | 18-Aug | Nonouti         | Starawa | Butaritari | Abemama | Teraina    | BAURINA         | TIRITE  | TEBI   | TEBANO  | Nabwebwe |
| Week 14 | Round 13 | 19-Aug | 25-Aug | Nonouti         | Starawa | Butaritari | Abemama | Teraina    | BAURINA         | TIRITE  | TEBI   | TEBANO  | Nabwebwe |
| Week 15 | Round 14 | 26-Aug | 1-Sep  | Nonouti         | Starawa | Makin      | Abemama | Teraina    | BAURINA         | TIRITE  | TEBI   | TEBANO  | Nabwebwe |
| Week 16 | Round 15 | 2-Sep  | 8-Sep  | Nonouti         | Starawa | Makin      | Abemama | Teraina    | BAURINA         | TIRITE  | TEBI   | TEBANO  | Nabwebwe |
| Week 17 | Round 16 | 9-Sep  | 15-Sep |                 | Starawa | Makin      | Abemama |            |                 | BAURINA | TEBI   | TEBANO  |          |
| Week 18 | Round 17 | 16-Sep | 22-Sep |                 | Starawa | Abaiang    | Abemama | Kiritimati |                 | BAURINA | OIN    | TEBANO  | Nabwebwe |
| Week 19 | Round 18 | 23-Sep | 29-Sep | Tab North       | Starawa | Abaiang    | Abemama | Kiritimati | OIN             | BAURINA | OIN    | TEBANO  | Nabwebwe |
| Week 20 | Round 19 | 30-Sep | 6-Oct  | Tab North       | Starawa | Abaiang    | Maiana  | Kiritimati | OIN             | BAURINA | OIN    | OIN     | Nabwebwe |
| Week 21 | Round 20 | 7-Oct  | 13-Oct | Tab North       | Starawa | Abaiang    | Maiana  | Kiritimati | OIN             | BAURINA | OIN    | OIN     | Nabwebwe |
| Week 22 | Round 21 | 14-Oct | 20-Oct | Tab North       | Starawa | Abaiang    | Maiana  | Kiritimati | OIN             | BAURINA | OIN    | OIN     | Nabwebwe |
| Week 23 | Round 22 | 21-Oct | 27-Oct | Tab North       | Starawa | Abaiang    | Maiana  | Kiritimati | OIN             | BAURINA | OIN    | OIN     | Nabwebwe |
| Week 24 | Round 23 | 28-Oct | 3-Nov  | Tab North       | Starawa | Abaiang    | Maiana  | Kiritimati | TEBI            | BAURINA | TEBANO | OIN     | Nabwebwe |
| Week 25 | Round 24 | 4-Nov  | 10-Nov | Tab North       | Starawa | Abaiang    | Maiana  | Kiritimati | TEBI            | BAURINA | TEBANO | OIN     | Nabwebwe |
| Week 26 | Round 25 | 11-Nov | 17-Nov | Tab North       | Starawa | Abaiang    | Maiana  | Kiritimati | TEBI            | BAURINA | TEBANO | OIN     | Nabwebwe |
| Week 27 | Round 26 | 18-Nov | 24-Nov | Tab North       |         | Starawa    |         | Kiritimati | TEBI            |         | TEBANO |         | Nabwebwe |
| Week 28 | Round 27 | 25-Nov | 1-Dec  | Tab South       | Onotoa  | Starawa    | Starawa | Kiritimati | TEBI            | BAURINA | TEBANO | Starawa | Nabwebwe |
| Week 29 | Round 28 | 2-Dec  | 8-Dec  | Tab South       | Onotoa  | Starawa    | Starawa | Kiritimati | TEBI            | BAURINA | TEBANO | Starawa | Nabwebwe |
| Week 30 | Round 29 | 9-Dec  | 15-Dec | Tab South       | Onotoa  | Starawa    | Starawa |            | TEBI            | BAURINA | TEBANO | Starawa |          |
| Week 31 | Round 30 | 16-Dec | 22-Dec |                 | Onotoa  | Starawa    | Starawa |            |                 | BAURINA | TEBANO | Starawa |          |
| Week 32 | BREAK    | 23-Dec | 29-Dec | Break           | Break   | Break      | Break   | Break      | Break           | Break   | Break  | Break   | Break    |
| Week 33 | BREAK    | 30-Dec | 5-Jan  | Break           | Break   | Break      | Break   | Break      | Break           | Break   | Break  | Break   | Break    |
| Week 34 | Round 31 | 6-Jan  | 12-Jan | Starawa         | Starawa | NTarawa    | Aranuka | Tabuearan  | TIRITE          | Starawa | TEBANO | BAURINA | TEBI     |
| Week 35 | Round 32 | 13-Jan | 19-Jan | Starawa         | Arorae  | NTarawa    | Aranuka | Tabuearan  | TIRITE          | OIN     | TEBANO | BAURINA | TEBI     |
| Week 36 | Round 33 | 20-Jan | 26-Jan | Starawa         | Arorae  | NTarawa    | Aranuka | Tabuearan  | TIRITE          | OIN     | TEBANO | BAURINA | TEBI     |
| Week 37 | Round 34 | 27-Jan | 2-Feb  | Starawa         |         | NTarawa    |         | Tabuearan  | BAURINA         |         | TEBANO |         | TEBI     |
| Week 38 | Round 35 | 3-Feb  | 9-Feb  | Starawa         |         | NTarawa    | Starawa | Tabuearan  | BAURINA         |         | TEBANO | TIRITE  | TEBI     |
| Week 39 | Round 36 | 10-Feb | 16-Feb | Starawa         | Tamana  | Marakei    | Starawa | Tabuearan  | BAURINA         | TEBANO  | OIN    | TIRITE  | TEBI     |
| Week 40 | Round 37 | 17-Feb | 23-Feb | Starawa         | Tamana  | Marakei    | Starawa | Tabuearan  | BAURINA         | TEBANO  | OIN    | TIRITE  | TEBI     |
| Week 41 | Round 38 | 24-Feb | 1-Mar  | Starawa         | Tamana  | Marakei    | Starawa |            | BAURINA         | TEBANO  | OIN    | TIRITE  |          |
| Week 42 | Round 39 | 2-Mar  | 8-Mar  | Starawa         |         | Marakei    | Starawa |            | BAURINA         |         | OIN    | TIRITE  |          |
| Week 43 | Round 40 | 9-Mar  | 15-Mar |                 |         | Marakei    |         |            |                 |         | OIN    |         |          |

## Daily schedule for each round

The daily schedule for each round for all field staff is provided below.

The main activities for each round include:

- i. First contact with the household
- ii. Household interview (incl. health tests)
- iii. Market survey
- iv. Village resource survey
- v. Data quality checks and transfer

More detail on these activities is provided below.

Table 6: Day-by-day schedule for a HIES round

|                      | HIES ROUND   |               |               |               |               |                               |                               |
|----------------------|--|---------------|---------------|---------------|---------------|-------------------------------|-------------------------------|
|                      | Day-0  | Day-1         | Day-2         | Day-3         | Day-4         | Day-5                         | Day-6                         |
|                      | Sunday   | Monday        | Tuesday       | Wednesday     | Thursday      | Friday                        | Saturday                      |
| <b>Entire team</b>   | Household 1  | Household 3   | Household 4   | Household 5   | Household 6   |                               |                               |
|                      | Household 2  |               |               |               |               |                               |                               |
|                      | Household 7  | Household 9   | Household 10  | Household 11  | Household 12  |                               |                               |
|                      | Household 8  |               |               |               |               |                               |                               |
|                      | First contact  | First contact | First contact | First contact | First contact |                               |                               |
| <b>Supervisor</b>    | Supervision of HIES team (incl. nurse)                           |               |               |               |               |                               | Finalise any incomplete tasks |
|                      | Data quality checks  |               |               |               |               |                               |                               |
|                      | Village resource survey  |               |               |               |               |                               |                               |
|                      | Market survey  |               |               |               |               |                               |                               |
|                      | Organise field team access to the internet                       |               |               |               |               |                               |                               |
|                      | Data transfer to Headquarters                                    |               |               |               |               |                               |                               |
| <b>Interviewer 1</b> | Household 1  | Household 3   | Household 4   | Household 5   | Household 6   | Finalise any incomplete tasks |                               |
|                      | Household 2  |               |               |               |               |                               |                               |
|                      | Interview 6 households   |               |               |               |               |                               |                               |
|                      | Data transfer to Supervisor                                      |               |               |               |               |                               |                               |
| <b>Interviewer 2</b> | Household 7  | Household 9   | Household 10  | Household 11  | Household 12  | Finalise any incomplete tasks |                               |
|                      | Household 8  |               |               |               |               |                               |                               |
|                      | Interview 6 households   |               |               |               |               |                               |                               |
|                      | Data transfer to Supervisor                                      |               |               |               |               |                               |                               |
| <b>Nurse</b>         | Household 1  | Household 3   | Household 4   | Household 5   | Household 6   | Finalise any incomplete tasks |                               |
|                      | Household 2  |               |               |               |               |                               |                               |
|                      | Household 7  | Household 9   | Household 10  | Household 11  | Household 12  |                               |                               |
|                      | Household 8  |               |               |               |               |                               |                               |
|                      | Health test  |               |               |               |               |                               |                               |
|                      | Anthropometric (height, weight, arm/cranial/ wist circumference) |               |               |               |               |                               |                               |

### First contact with the household

More detail on first contact is provided below. In terms of field operations, the first contact is completed the day before the interview. This is done so that the households can advise the field staff when a good time will be to conduct the interview, which should be when all household members are home. The first contact is an opportunity to get confirmation that the household will participate in the HIES and to advise the household when it is necessary to fast (Harvard sites).

Using the above daily schedule for each round, the first households (households 1, 2 7 and 8) should be contacted on Sunday before the interview on Monday. If the first contact is made on the Friday before, this is fine too, but for fasting households, it's recommended that they household is reminded on Sunday to not eat after dinner until the interview is conducted the next morning.

If a household is not available on the Monday, make an appointment for a different day in the week when the household is available and make first contact with another household to interview tomorrow. If the household is not available at all, you may need to replace the household (see below).

The enumerator agenda should be completed to document the agreed time/date for the interview with the household.

### Household interview and health tests

The HIES interview should occur when all household members are present. This will allow household members to respond to individual modules for themselves and for the household members to participate in the health checks.

It's important that the HIES enumerator and the nurse coordinate with each other to be in the household at the same time. The nurse does not need to be present for the entire interview,

however it's a requirement that the nurse is there for part of the interview so that the health and anthropometric (height, weight, arm/head/waist circumference) can be entered into the data capture system by the enumerator on the tablet.

The enumerator is responsible for ensuring that quality interviews are conducted and that all captured data are consistent and comprehensive.

If the household needs to stop the interview, then make an appointment to return at a later time/day to complete the interview.

The nurse should complete the health checks and anthropometric measurements. If the nurse is not available, the HIES field staff are not to do the health tests, but they can collect the anthropometric information.

### Market survey

The market survey is to be completed once for every round. The market survey is completed by the supervisor and it should cover general stores that sell food/groceries/fruit/vegetables/seafood. If there are also fresh markets in the enumeration area (such as fruit and vegetable and fish markets), these should be surveyed.

To successfully complete the market survey, the supervisor will need a set of scales to convert non-standard to standard units of measurement.

### Village resource survey

The village resource survey should be conducted once for every village. As such, if the same village is interviewed over multiple rounds, the village resource survey only needs to be completed once. If possible, you can conduct the VRS more than once in each village.

### Data quality checks and transfer

The enumerators, supervisors and headquarters are responsible for data quality control and data transfer. To complete data transfer, you will need to be connected to the internet. Data quality checks are imperative at all stages to ensure high quality data is collected and data transfer is essential to ensure that data are backed up and to allow the supervisor/headquarters to complete data quality reviews.

### First contact with the household

First contact with the household should occur on the day before the household is interviewed. This gives the field team an opportunity to:

- i. Identify a good time to conduct the interview when the entire household will be present
- ii. Ensure that the household can be interviewed, or identify if replacement is necessary
- iii. Help to coordinate where and when the field staff will go each round, including the supervisors, interviewers and nurses

Some of the steps that you need to take during the first contact visit are described below.

- i. Introduce yourself and what you are doing

*“Hello/Mauri my name is (...) and I work for the Government of the Kiribati’s National Statistics Office. Can I speak to the owner or decision maker of this household?”*

*Your household has been selected to participate in a government survey that will collect information about your household's income, expenditure and health. The information that you will be providing*

*is confidential and it's very important to the entire Republic. Participation in the survey is mandatory and I'm employed to help you to complete the survey and answer any questions you may have.*

*Are you available to participate in the survey tomorrow, or sometime this week?*

- ii. Advise them that the interview will take between 2 and 3 hours;
- iii. Set up a time and date for you to interview the household when all (or most) household members will be present;
- iv. Advise them that the nurse will be doing a finger prick test and that the household members will receive health information; and
- v. For Harvard Sites, ask them to fast (not eat) for 12-hours prior to the interview (which should ideally be conducted in the morning).

Each household will be presented with a primary approach letter, which states:

Mauri and Greetings from the National Statistics Office.

Under Kiribati's Statistics Ordinance (1976), we are assigned the responsibility of collecting information on I-Kiribati. The information that we collect is used by the Government to form policy and to make plans to improve the lives of I-Kiribati in areas such as health, employment, education, oceans management and food consumption.

Kiribati's National Statistics Office is currently conducting a household income and expenditure survey and your household has been selected to participate. The survey collects data for national economic and health purposes, and to estimate the prevalence of poverty and food insecurity in Kiribati. We will be interviewing over 2,000 I-Kiribati households between May 2019 and April 2020 and your household was randomly selected to participate in the survey.

To participate in the survey, a representative of the National Statistics Office and a representative from the Ministry of Health and Medical Services will visit your household to conduct an interview and to collect health information through a non-invasive medical test. The medical test will require your household to fast (not eat) from after dinner the evening before until the test is done the following morning. We kindly ask your cooperation in this regard and we'd like to note that the medical test will benefit you as you will immediately receive results on your health. We expect that the interview will take around two to three hours to complete and it is necessary for all household members to attend.

The representatives who will be visiting your house have signed an Oath of Secrecy and the information that we collect will only be used for statistical purposes. The results will not be linked to your household, so your confidentiality is assured.

Thank you in advance for your participation and ongoing cooperation. If you need further information, please do not hesitate to contact me.

Aritita Tekaieti  
Republic Statistician  
National Statistics Office  
Ministry of Finance and Economic Development

### [Replacing a household](#)

As mentioned above, we have selected two types of households:

- i. Set A: these are the households that we first target to interview. As much as possible, we should try to interview these households as priority.
- ii. Set B: these are replacement households if a Set A household cannot be interviewed for some reason (see below).

In all cases, we should try our best to interview Set A households. To ensure the quality of the survey, it is important to interview the selected households (Set A). Replacing a household is a big decision and affects the quality of the survey.

The first contact with the selected households is very important, and it is crucial to get the permission from the household head to conduct the interview in this house. If the household head is not there at the time of the first visit, it is better to come back later (ask the time when the household head is available), or the day after.

Convince the selected household (Set A) to collaborate (giving the letter, explaining the importance of this survey for the country). Explain to the selected household who you are and the content of this survey. Make an appointment to conduct the interview.

It is important to:

- i. To have the contact with the appropriate person: if impossible to meet the appropriate household member, come back later this day or the day after.
- ii. To have the permission of the appropriate person: if the appropriate person does not give permission or does not want to collaborate, try to convince him or her.

The following figure shows all the options and all the recommendations that should be taken into account before starting the survey. The reasons for replacement are described below.

### **Reason 1 - Refusal – Don't want to be part of the survey**

For whatever reason (eg, political), a household may strongly refuse to be part of the survey. When this occurs the interviewer must notify the supervisor immediately, and it will be the role of the supervisor to visit the household to request their participation. Explaining the importance of the survey and the strict confidential guidelines in which information will be collected, should be explained in more detail to the household when the supervisor visits. If the household still refuses to participate in the survey, this should be accepted and simply treat this household as "refusal". The Statistics Rules does empower the NSO to use legal force to encourage participation in such surveys, but this power should not be exercised.

### **Reason 2 - Not appropriate time**

If a household is experiencing a difficult time (eg, death in the family), and as a result wish to not participate in the survey, then this should be respected. When this occurs the interviewer should simply treat this household as refusal as well and proceed to the replacement (Set B).

### **Reason 3 - Non-contact – Household members not present at time of visits**

There will be times when the occupants of the household are on island, but not at home when the interviewer visits the household. When this occurs, try to determine from neighbours when an appropriate time to visit the household will be, and make at least 3-4 visits during these times before treating the household as non-contact and proceed to replacement (Set B).

### **Reason 4 - Non-contact – Household members away during survey period**

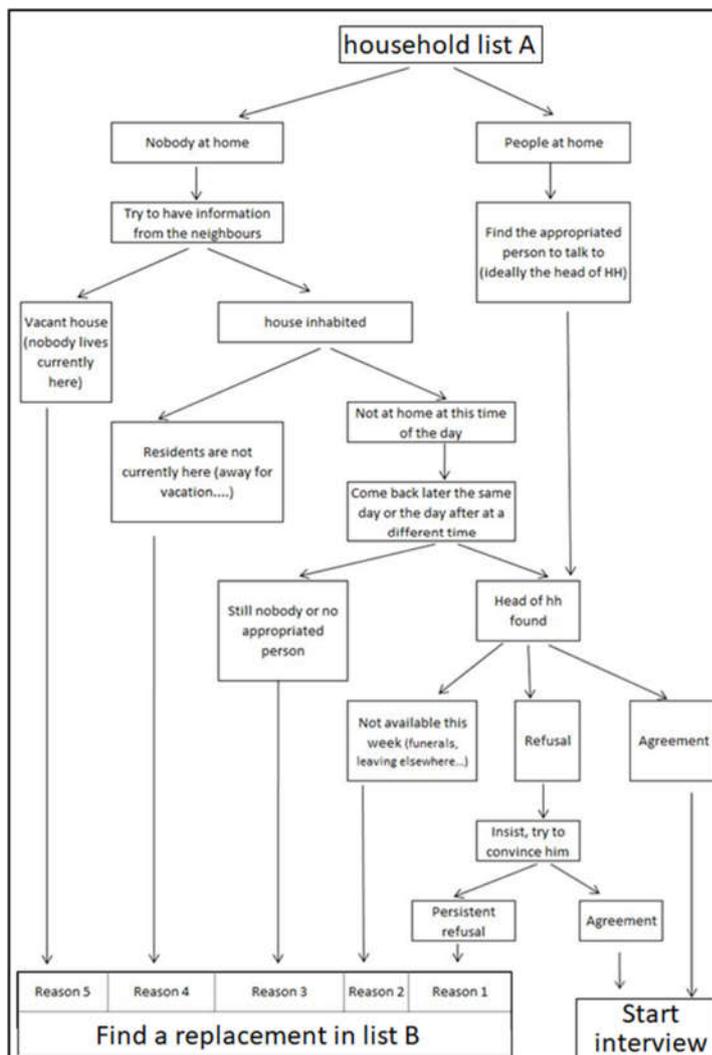
Situations will arise where a dwelling will be occupied, but the occupants are off island during the collection period for the survey. In order to ascertain this is indeed the case, the interviewer should seek confirmation from neighbours, and when confirmed, proceed to the replacement (Set B).

**Reason 5 - Vacant house**

Some dwellings selected in the survey will not be occupied. When this occurs, seek confirmation from neighbours that the dwelling is indeed vacant, and then proceed to replacement Set B.

**Out-of-scope household**

As mentioned previously in this document, not all households are considered within scope of the survey. A household is considered within scope for the survey if they have resided in Kiribati for the last 12 months or more; or if not, they intend to live in Kiribati for the next 12 months. A couple of questions should be asked at the start of the interview to determine in the household is within scope, and if not, proceed to replacement (Set B).



## Field maps

The field maps are a very important part of the survey as they tell you where each team will be working for each round. The field maps need to be used along with the HIES schedule (with list of EAs per round) to ensure that the selected households in each EA are enumerated according to the schedule.

There are two types of maps:

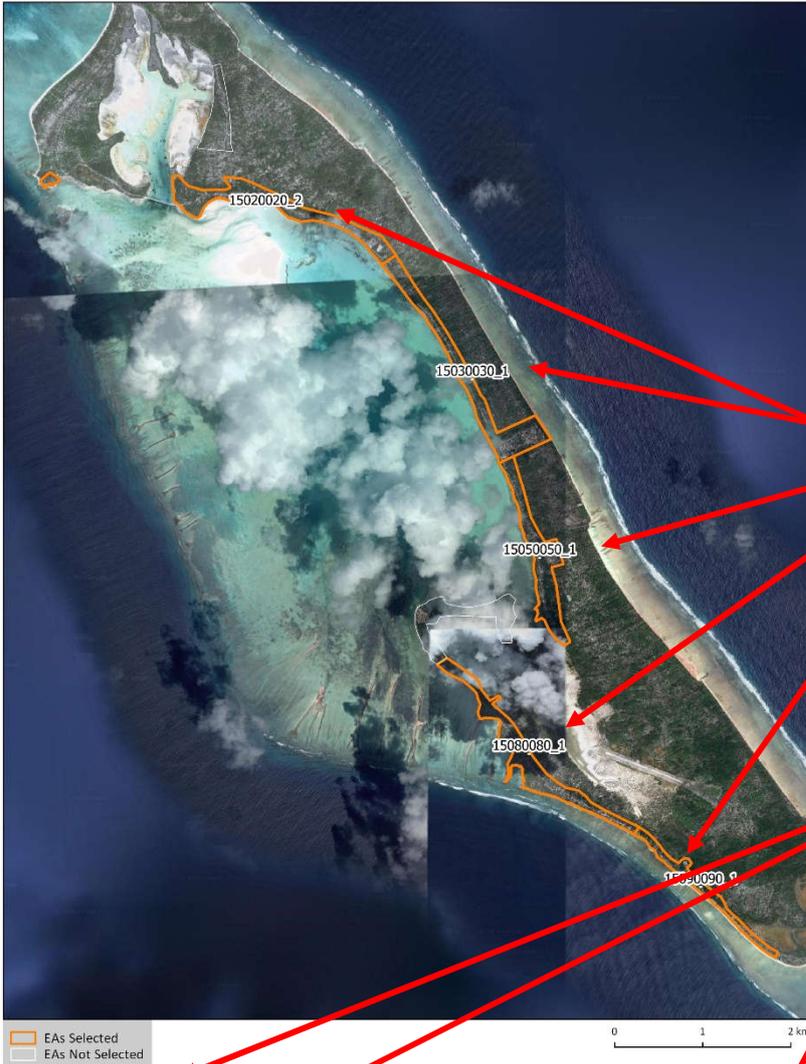
- i. Supervisor maps: these maps show the enumeration areas that were selected and need to be interviewed according to the HIES. These maps show the enumeration areas where the selected households (12 from Set A and 6 from Set B) reside.
- ii. Enumerator maps: these maps show the selected households (Set A and Set B) that are to be interviewed for each round. On the back of the enumerator maps is the list of selected households (Set A and Set B), with additional information, including:
  - a. Household ID: a unique household identifier
  - b. Island name: needed for the data entry
  - c. Village name: needed for the data entry
  - d. Enumeration area code: needed for the data entry and to be linked to the HIES schedule
  - e. Name of household head: this is used to help to find the household.

Below is an example of how the field plan and the supervisor maps interact.



## 2019 Kiribati HIES PLANNING Map

Island Name: BERU / Island code: 15



Team 1 goes to Beru from Round 2 to 4 (27 May to 7 July). The enumeration areas are on the right. Team 1 will cover the following EAs in Beru:

- i. 15090090 (Round 2)
- ii. 15080080 (Round 3)
- iii. 15050050 (Round 4)
- iv. 15030030 (Round 5)
- v. 15030020 (Round 6)
- vi. 15020020 (Round 7)

Looking at the map and the EA codes, we can then use the field plan and the map so that we know where to go for each round

| Week   | Round   | Start  | Finish | ISLAND SCHEDULE |         |         |         |            | ENUMERATION AREA SCHEDULE |          |         |          |          |
|--------|---------|--------|--------|-----------------|---------|---------|---------|------------|---------------------------|----------|---------|----------|----------|
|        |         |        |        | Team 1          | Team 2  | Team 3  | Team 4  | Team 5     | Team 1                    | Team 2   | Team 3  | Team 4   | Team 5   |
| Week 2 | Round 2 | 27-May | 2-Jun  | Beru            | STarawa | STarawa | STarawa | Kiritimati | 15090090                  | 7160922  | 7160951 | 7160871  | 22010013 |
| Week 3 | Round 3 | 3-Jun  | 9-Jun  | Beru            | Nikunau | NTarawa | STarawa | Kiritimati | 15080080                  | 16010010 | 6060060 | 7160851  | 22010015 |
| Week 4 | Round 4 | 10-Jun | 16-Jun | Beru            | Nikunau | NTarawa | Kuria   | Kiritimati | 15050050                  | 16030030 | 6020020 | 10050050 | 22010016 |
| Week 5 | Round 5 | 17-Jun | 23-Jun | Beru            | Nikunau | NTarawa | Kuria   | Kiritimati | 15030030                  | 16030030 | 6010010 | 10030030 | 22020021 |
| Week 6 | Round 6 | 24-Jun | 30-Jun | Beru            | Nikunau | NTarawa | Kuria   | Kiritimati | 15030030                  | 16030030 | 6040040 | 10020020 | 22020022 |
| Week 7 | Round 7 | 1-Jul  | 7-Jul  | Beru            | Nikunau | NTarawa | Kuria   | Kiritimati | 15020020                  | 16050050 | 6090090 | 10010010 | 22020023 |
| Week 8 | BREAK   | 8-Jul  | 14-Jul | Break           | Break   | Break   | Break   | Break      | Break                     | Break    | Break   | Break    | Break    |

An important part of the enumerator maps is the household listing, which is located on the back of the map. The household listing shows the list of selected households (Set A and Set B) for the enumeration area. Remember, we try to interview Set A first and only use the list from Set B if a replacement is necessary.

The household points are not exact, so we give the name of the household head so that you can find the appropriate selected household. The below figures show:

- i. Information on the map: map on the front with selected households and codes; household listing on the back.
- ii. Interaction between the household listing and the map. Set A households are red dots; Set B are green.
- iii. That the household points on the map are not perfect. You will need to use the name of the household head on the list to make sure you're at the correct dwelling.
- iv. The interaction between the household listing and the map.

### Enumerator map

1. Island / Village names and EA Codes
2. Boundaries
3. Household locations
4. Table (behind)

**2019 Kiribati HIES Enumerator MAP**  
Island Name: SOUTH TARAWA / Village Name: Bikibebu  
EA CODE: 7050222 - Group 1

| HIES id | Division     | island | village         | EA      | Name of the hh head | Sex | Enumerator id |
|---------|--------------|--------|-----------------|---------|---------------------|-----|---------------|
| 1198    | South Tarawa | 1      | 0705 - Bikibebu | 7050222 | koronari saakia     | A   | 11            |
| 1200    | South Tarawa | 1      | 0705 - Bikibebu | 7050222 | koronari saakia     | A   | 11            |
| 1201    | South Tarawa | 1      | 0705 - Bikibebu | 7050222 | koronari saakia     | A   | 11            |
| 1202    | South Tarawa | 1      | 0705 - Bikibebu | 7050222 | koronari saakia     | A   | 11            |
| 1203    | South Tarawa | 1      | 0705 - Bikibebu | 7050222 | koronari saakia     | A   | 11            |
| 1204    | South Tarawa | 1      | 0705 - Bikibebu | 7050222 | koronari saakia     | A   | 11            |
| 1205    | South Tarawa | 1      | 0705 - Bikibebu | 7050222 | koronari saakia     | A   | 11            |
| 1206    | South Tarawa | 1      | 0705 - Bikibebu | 7050222 | koronari saakia     | A   | 11            |
| 1207    | South Tarawa | 1      | 0705 - Bikibebu | 7050222 | koronari saakia     | A   | 11            |
| 1208    | South Tarawa | 1      | 0705 - Bikibebu | 7050222 | koronari saakia     | A   | 11            |
| 1209    | South Tarawa | 1      | 0705 - Bikibebu | 7050222 | koronari saakia     | A   | 11            |
| 1210    | South Tarawa | 1      | 0705 - Bikibebu | 7050222 | koronari saakia     | A   | 11            |
| 1211    | South Tarawa | 1      | 0705 - Bikibebu | 7050222 | koronari saakia     | A   | 11            |
| 1212    | South Tarawa | 1      | 0705 - Bikibebu | 7050222 | koronari saakia     | A   | 11            |
| 1213    | South Tarawa | 1      | 0705 - Bikibebu | 7050222 | koronari saakia     | A   | 11            |
| 1214    | South Tarawa | 1      | 0705 - Bikibebu | 7050222 | koronari saakia     | A   | 11            |
| 1215    | South Tarawa | 1      | 0705 - Bikibebu | 7050222 | koronari saakia     | A   | 11            |
| 1216    | South Tarawa | 1      | 0705 - Bikibebu | 7050222 | koronari saakia     | A   | 11            |

### Enumerator maps

1. Household locations
  - In RED -> Main List (SET A) - 12HH
  - In GREEN -> Replacement (SET B) - 6HH

**2019 Kiribati HIES Enumerator MAP**  
Island Name: SOUTH TARAWA / Village Name: Bikibebu  
EA CODE: 7050222 - Group 1

| HIES id | Division     | island | village         | EA      | Name of the hh head | Sex | Enumerator id |
|---------|--------------|--------|-----------------|---------|---------------------|-----|---------------|
| 1199    | South Tarawa | 1      | 0705 - Bikibebu | 7050222 | koronari saakia     | A   | 11            |
| 1200    | South Tarawa | 1      | 0705 - Bikibebu | 7050222 | koronari saakia     | A   | 11            |
| 1201    | South Tarawa | 1      | 0705 - Bikibebu | 7050222 | koronari saakia     | A   | 11            |
| 1202    | South Tarawa | 1      | 0705 - Bikibebu | 7050222 | koronari saakia     | A   | 11            |
| 1203    | South Tarawa | 1      | 0705 - Bikibebu | 7050222 | koronari saakia     | A   | 11            |
| 1204    | South Tarawa | 1      | 0705 - Bikibebu | 7050222 | koronari saakia     | A   | 11            |
| 1205    | South Tarawa | 1      | 0705 - Bikibebu | 7050222 | koronari saakia     | A   | 11            |
| 1206    | South Tarawa | 1      | 0705 - Bikibebu | 7050222 | koronari saakia     | A   | 11            |
| 1207    | South Tarawa | 1      | 0705 - Bikibebu | 7050222 | koronari saakia     | A   | 11            |
| 1208    | South Tarawa | 1      | 0705 - Bikibebu | 7050222 | koronari saakia     | A   | 11            |
| 1209    | South Tarawa | 1      | 0705 - Bikibebu | 7050222 | koronari saakia     | A   | 11            |
| 1210    | South Tarawa | 1      | 0705 - Bikibebu | 7050222 | koronari saakia     | A   | 11            |
| 1211    | South Tarawa | 1      | 0705 - Bikibebu | 7050222 | koronari saakia     | A   | 11            |
| 1212    | South Tarawa | 1      | 0705 - Bikibebu | 7050222 | koronari saakia     | A   | 11            |
| 1213    | South Tarawa | 1      | 0705 - Bikibebu | 7050222 | koronari saakia     | A   | 11            |
| 1214    | South Tarawa | 1      | 0705 - Bikibebu | 7050222 | koronari saakia     | A   | 11            |
| 1215    | South Tarawa | 1      | 0705 - Bikibebu | 7050222 | koronari saakia     | A   | 11            |
| 1216    | South Tarawa | 1      | 0705 - Bikibebu | 7050222 | koronari saakia     | A   | 11            |

# Enumerator maps

- Each point is labelled in the map with a household ID
- GPS accuracy is coarse  $\approx 30m$ .

IN MOST OF THE CASES THE LOCATION DISPLAYED ON THE MAP IS NOT THE EXACT LOCATION



# Enumerator maps

- Workflow to find the Selected Household
- EXAMPLE HH 1199
- Go to the location represented on the map.
- If the location is not good, you still have the name of the Head of the household written in the table behind. Ask for Bonnari Baikia to neighbors.
- If you struggle to find the HH, it is vacant or it refuses. Select one of the SET B points to replace HH 1199

EA7050222

Kiribati HIES 2019/20  
Sample selection

Team id 1  
Round id (1 to 40)

| HIES id | Division name | code | island name         | code | village code & name | EA code | Name of the HH head   | Set |
|---------|---------------|------|---------------------|------|---------------------|---------|-----------------------|-----|
| 1199    | South Tarawa  | 1    | SRN. Tarawa & Beilo | 7    | 0705 - Bikaribou    | 7050222 | <u>Bonnari Baikia</u> | A   |
| 1200    | South Tarawa  | 1    | SRN. Tarawa & Beilo | 7    | 0705 - Bikaribou    | 7050222 | maika kaitiaka        | A   |
| 1201    | South Tarawa  | 1    | SRN. Tarawa & Beilo | 7    | 0705 - Bikaribou    | 7050222 | ruka kaitiaka         | B   |
| 1202    | South Tarawa  | 1    | SRN. Tarawa & Beilo | 7    | 0705 - Bikaribou    | 7050222 | kaikaitiaka           | A   |
| 1203    | South Tarawa  | 1    | SRN. Tarawa & Beilo | 7    | 0705 - Bikaribou    | 7050222 | kaikaitiaka           | A   |
| 1204    | South Tarawa  | 1    | SRN. Tarawa & Beilo | 7    | 0705 - Bikaribou    | 7050222 | kaikaitiaka           | A   |
| 1205    | South Tarawa  | 1    | SRN. Tarawa & Beilo | 7    | 0705 - Bikaribou    | 7050222 | kaikaitiaka           | A   |
| 1206    | South Tarawa  | 1    | SRN. Tarawa & Beilo | 7    | 0705 - Bikaribou    | 7050222 | kaikaitiaka           | A   |
| 1207    | South Tarawa  | 1    | SRN. Tarawa & Beilo | 7    | 0716 - Beilo        | 7050222 | ikaia mererit         | B   |
| 1208    | South Tarawa  | 1    | SRN. Tarawa & Beilo | 7    | 0705 - Bikaribou    | 7050222 | ikaia mererit         | A   |
| 1209    | South Tarawa  | 1    | SRN. Tarawa & Beilo | 7    | 0705 - Bikaribou    | 7050222 | Ruta beani            | A   |
| 1210    | South Tarawa  | 1    | SRN. Tarawa & Beilo | 7    | 0705 - Bikaribou    | 7050222 | lebona lakator        | B   |
| 1211    | South Tarawa  | 1    | SRN. Tarawa & Beilo | 7    | 0705 - Bikaribou    | 7050222 | kaion nara            | A   |
| 1212    | South Tarawa  | 1    | SRN. Tarawa & Beilo | 7    | 0705 - Bikaribou    | 7050222 | solana rui            | A   |
| 1213    | South Tarawa  | 1    | SRN. Tarawa & Beilo | 7    | 0705 - Bikaribou    | 7050222 | rui kaitiaka          | A   |
| 1214    | South Tarawa  | 1    | SRN. Tarawa & Beilo | 7    | 0705 - Bikaribou    | 7050222 | meawarita nakiatia    | A   |
| 1215    | South Tarawa  | 1    | SRN. Tarawa & Beilo | 7    | 0705 - Bikaribou    | 7050222 | tebukaikaitiaka       | A   |
| 1216    | South Tarawa  | 1    | SRN. Tarawa & Beilo | 7    | 0705 - Bikaribou    | 7050222 | kaion nara            | B   |

## Part 3: concepts and definitions

### Dwelling and household

Confusion often surrounds the definitions of a household and dwelling. For this survey, and most others like it, the definitions are:

#### Dwelling

A dwelling usually refers to the physical structure in which a person/s resides. The type of structure may vary considerably, and includes:

- i. Single structure unit
- ii. Block of apartment units
- iii. Small dwelling unit attached to a shop.

#### Household

For the purpose of this survey, a household is defined as “Those persons who usually eat together and share the work of preparing the food and/or the cost of work for providing it”. Normally household members live and sleep in the same building but experience has shown this is not always true, which is why the definition is based on eating together rather than on living or sleeping in the same building. An easier way to determine a household using this definition is all people sharing a kitchen.

A household may be found in a variety of forms. It may spread over more than one building. Members of a family may sleep in two or even more buildings but share one place to cook and eat. They should be enumerated as one household.

Two or more households can be found in one building. Two or more families who share the same building but who do not normally prepare food and eat together should be enumerated as two households, e.g. blocks of flats or servants who have their own quarters. Households may be found in buildings intended primarily for other purposes.

A family may live in the back of their shop for instance. Boats tied up to a dock or even pulled up on shore may be permanently lived in and be counted as households. Enumerators should look out for such dwellings and enumerate their occupants as a household if they meet the definition. In doubtful cases, instead of grouping people into one household who should perhaps be separated, it is better to use two households.

#### Treatment in the field

Based on these definitions, you may have a dwelling being occupied by more than one household, if there are indeed two groups of people that cook and eat separately, and are living in the same dwelling. This is not too common, but care needs to be taken by field staff when visiting dwellings to determine if one or more households reside in that dwelling.

It can also be said that one household may be occupying two or more dwelling structures: for example a small house behind a main dwelling that houses one or more people; but all members of those two structures form the one household, and still cook and eat together.

NB: For the Kiribati 2019-20 HIES, it is the household we wish to collect information from. If a dwelling is selected which comprises more than one household, only one household has to be interviewed (Enumerator to select one).

## Household members

Defining the members of the household is a very important aspect of the survey. It is extremely important during the analysis phase of the survey. As such, time should be taken to making sure the following criteria are followed:

### Who to include:

- All persons currently living in this household as their main place of stay, who share common living arrangements from an economic perspective (share costs of living and share incomes to some degree).
- Persons who are temporarily away for business, work or illness, but meet criteria 1 in that this is their usual place of stay.
- Students who are staying away from home for studies and are still reliant on this household for financial assistance, and plan to return to this household after studies, if:
  - They are staying overseas, in a dormitory or student compound; or
  - They are staying in a school/college dormitory within country.
- Persons staying in hospital long-term, but still plan to come back to the household, and still are dependent on the household from which they come.
- Persons who are overseas for lengthy periods of time for work in order to support the household, and expect to return to the household on completion of this work. Examples include:
  - Seafarers;
  - Seasonal workers.
- Persons who alternate between household on a regular basis, but spend most time at this household.
- Visitors who are staying with the household for 6 months or more.

### Who to exclude:

- Persons who spend most of their time living in another household.
- People who have left the household with no intention of returning (a household member who got married and left, or a member who find job overseas with the intention of staying).
- Students who are dependent on this household but away long-term and staying with a host family elsewhere.

When you list the household members (the household roster), you should start with the household head. To make the interview more logical and to avoid jumping around between different demographic groups, it might be easiest to list the household from oldest to youngest after the household head. For example:

- Household head
- Oldest person
- Next oldest
- ...
- Youngest

## Household head

The purpose of identifying the head of the household is solely to establish a reference point for all members to show their relationship with the head. The household members themselves need to designate who they consider the person with the primary authority and responsibility for household

affairs. In traditional households, where there is a mother, father and children with perhaps other relatives, the person who provides the chief source of economic support for the household is often designated as head. The household members need to willingly designate one person as the head for reference purposes only and understand that this has no implication of that person being head in the traditional sense.

- There is no strict definition for the household head, however it should be a household member who is over the age of 15.
- As a guideline, if the household is having difficulty nominating the household head, they can choose the person who is the main income earner, or the person who is mainly responsible for management of the finances (income and expenditure) for the household.
- The household head should be knowledgeable of the consumption patterns, income and expenditure of the household.

### Consumption data

Consumption data is the most important data in HIES because it accounts for the most significant proportion of household expenditure and it is also used for national accounts, CPI, poverty and nutrition applications. Consumption refers to food and beverages acquired and consumed by the household during the reference period (usually in the last 7-days).

Care must be taken by field staff to ensure accuracy of collected consumption data.

Consumption data comes from two modules in the HIES:

- i. The 7-day food consumption and expenditure recall; and
- ii. Food away from home.

These modules are described below.

#### 7-day recall

The 7-day recall module is a household level (i.e., we ask for the entire household) questionnaire that asks the respondent to recall the quantity of various food groups consumed and the corresponding expenditure. It asks for:

- i. Total consumption of a product (e.g., rice, fish, flour, bread, soft drink, takeaway food);
- ii. Total value of the consumption;
- iii. Quantity and value of the consumption from cash purchase sources;
- iv. Quantity and value from bartering sources (trade /exchange of other items, such as copra and sea worms);
- v. Quantity and value of the consumption from home production sources; and
- vi. Quantity and value of the consumption from gift sources.

We also ask the household to report on the acquisition and expenditure of non-food and non-durable household goods and services, such as soap, matches and church donations. These items are regularly purchased and are not captured in other sections of the questionnaire. Again, care must be taken to collect these items comprehensively as they make up a significant component of household consumption expenditure.

#### Food Away From Home

It's important when we collect information through the survey that we distinguish between food acquired for consumption and/or preparation at home, and food acquired and consumed away from home ("food away from home").

Food away from home is food that is acquired (i.e., through purchases or gifts) away from home for consumption away from home.

For example, dinner at a restaurant, or a snack purchased on the street, or a cup of coffee at a café, or dinner at a friends house, or a school lunch provided by the school, or lunch at a training.

To be included in food away from home, the consumption must pass the following criteria:

- i. Acquired away from the household; and
- ii. Consumed away from the household.

Therefore, takeaway food brought home for consumption at the household does not qualify as it is consumed at the household. Takeaway food would be captured in the 7-day recall.

The criteria matrix is presented below.

|                             |                           | Location of consumption |                           |
|-----------------------------|---------------------------|-------------------------|---------------------------|
|                             |                           | <i>Dwelling</i>         | <i>Away from dwelling</i> |
| Where the food was acquired | <i>Dwelling</i>           | 7-day recall            | 7-day recall              |
|                             | <i>Away from dwelling</i> | 7-day recall            | Food Away From Home       |

As you can see from the above, food away from home must be acquired AND consumed away from the dwelling. If it does not meet BOTH of these criteria, the consumption is in the 7-day recall.

For example:

- Lunch prepared at home for consumption at work is NOT food away from home (as it was acquired at the dwelling)
- Lunch purchased at a shop and eaten at work IS food away from home as it satisfies the FAFH criteria
- A bag of chips purchased at a shop and eaten on the way to work is FAFH
- Food consumed at a funeral feast is FAFH as it is acquired and consumed away from home

### Food received for free

As we are using the data to estimate consumption, we need to capture food items received for free. This could include:

- i. A fish given to the household by a friend, neighbour or relative (non-household member);
- ii. Lunch provided for free under a government school feeding programme (free and food away from home);
- iii. A bag of rice given to the household;
- iv. A friend buying you lunch;
- v. Lunch provided for the training (free and food away from home); and
- vi. Food consumed at a funeral.

We capture food received for free in both the 7-day recall and the FAFH modules. We just need to think about the criteria to determine which module to record food items received for free. If it is received for free and consumed at home, then this should be recorded in the 7-day recall. If it

meets the FAFH criteria (e.g., I give you a coffee to drink at work or I bring you some cake to eat at work), then the free items should be recorded in the FAF module.

## Partakers

As we want to use the HIES data to estimate consumption (calories, for example, consumed per person per day), we are interested in who consumed the food that a household acquired.

We are therefore interested in whether the household had any guests join the household to eat over the last seven days.

Partakers collects information on the number of meals that a non-household member joined the household over the reference period (last 7-days).

## Reference / recall periods

We need to be aware that sometimes we ask for a different reference period depending on the income/expenditure items that we are asking about. We change the recall period depending on what we are asking.

- For example, did you purchase a vehicle in the last 12-months – this is easy to remember.
- For example, how much taro did you consume in the last 12-months – this is too hard to remember.

As such, we use a shorter reference period for taro (seven days). See below as an example.

We need to ensure that we read the questionnaire very well to ensure that we report the correct response that corresponds to the reference period.

|  |  |
|--|--|
| <p>P213. In the past 12 months, who was the MAIN cash provider that paid for %hmName%'s %rostertitle%?</p>   | <p>SINGLE-SELECT <span style="float: right;">p213</span><br/>           01 <input type="radio"/> THIS HOUSEHOLD<br/>           02 <input type="radio"/> ANOTHER HOUSEHOLD</p>  |
| <p>H13d2. In the last 3 months, in total, how many domestic private trips did this household undertake?</p> <p>h13d1 = 1</p>                               | <p>NUMERIC: INTEGER <span style="float: right;">h13d2</span><br/>           -----</p>  |
| <p>P309. In the last 30 days, what was %hmName%'s MAIN health problem ?</p> <p>p308 = 1</p>  | <p>SINGLE-SELECT <span style="float: right;">p309</span><br/>           01 <input type="radio"/> Sick sores<br/>           02 <input type="radio"/> Diarrhea<br/>           03 <input type="radio"/> Stomach pain<br/>           04 <input type="radio"/> Cold / flu<br/>           05 <input type="radio"/> Fever<br/>           06 <input type="radio"/> Injury<br/>           07 <input type="radio"/> Other (specify)</p>  |
| <p>P608. In the last 7 days, did %hmName% receive any of the following narcotic items that was paid by this household or persons of another household?</p> | <p>MULTI-SELECT: YES/NO <span style="float: right;">p608</span><br/>           01 <input type="checkbox"/> / <input type="checkbox"/> Alcohol<br/>           02 <input type="checkbox"/> / <input type="checkbox"/> Kava or Sakau<br/>           03 <input type="checkbox"/> / <input type="checkbox"/> Betelnut<br/>           04 <input type="checkbox"/> / <input type="checkbox"/> Smokeless tobacco (snuff, chewing, etc.)<br/>           05 <input type="checkbox"/> / <input type="checkbox"/> Smoking tobacco (cigarettes, cigars, etc.)</p> |

The reference period is the recall period the respondents will be asked to think back to when providing information. Depending on the information being sought, different reference periods are adopted for the survey.

For example, for items such as expenditure on fuel, a 1-month recall period is adopted as it is felt this is the most appropriate reference period for this item. However, expenditure on major household assets have a 12-month reference period as these items are less frequently purchased and it is expected that respondents will be able to remember this information over 12-months.

The last day of the reference period should correspond to the date of the interview, so if the interview took place on 1 May 2019, then the reference periods for each of the 4 options are provided below.

- 7-days: 24 to 30 April 2019
- 1-month: 1 to 30 April 2019
- 3-months: 1 February to 30 April 2019
- 12-months: 1 May 2018 to 30 April 2019

### Sequence guides and skip patterns

When interviewing respondents it may be that some questions, based on previous responses, will no longer be relevant to that respondent. It is then desirable to have these questions skipped, because it will speed up the interview.

We call these “skips” or “sequence guides”.

A skip or sequence guide directs the interviewer past certain questions if they are clearly no longer relevant. Using the Tablets, all of the skips/sequence guides are automated, but it’s important to understand that the “path of interview” will probably be different for each respondent and this is due to skips/sequence guides.

### Dealing with unknown responses and refusals

#### Refusals

A survey such as HIES collects information which some respondents will view as sensitive, especially with respect to income. Although the members of the household are willing to participate in the survey, they may therefore just wish to refuse answering a question or two. When this situation arises, then follow the two simple steps:

- i. Remind the respondent of the confidential nature in which this information is being collected, and responses provided will not be made available to the public. Individual answers will not be disclosed. Only totals figures will be published.
- ii. Don’t push the household members too hard to respond, if they insist on refusing to provide an answer to that question
- iii. Provide details as a “note” or “comment” that the question was refused

**Key rule: Whilst encouraging as best as possible full responses, don’t push respondents too much if they refuse to provide information for certain questions**

#### Unknown/uncertain responses

For monetary values in particular, respondents will often say they are not aware of the actual amount they paid or earned for a particular time period. When this situation arises, then follow these simple steps:

- i. Refer to records (eg, receipts for expenses or check-stubs for income).
- ii. If this is not possible, insist on a best guess answer from the respondent, even if they feel they have no idea.

**Key rule: A rough guess is better than no guess at all**

### The “other” category

Every time an option “other” shows up on the list of answers, it is very important to specify what this “other” is referring to. Other by itself is not an answer, as we still do not know the detail of the answer, this is why the specification is required. Option “other” comes at the end of the option list.

When the interviewer list all options available, this other option should not be mentioned, and only if the respondent cannot find the appropriate item in this list, the interviewer can propose “other” and specify what it is in the next question.

### Answering on behalf of other people

The majority of information for the survey will be able to be provided by the household head, or the person most knowledgeable about the household income, expenditure, consumption and production patterns. The interviewers are therefore encouraged to collect as much information from each of the sections from the head initially. Having said that, when conducting the interview, collection of accurate information will be a lot easier if as many members of the household as possible are present. This is especially the case for persons aged 15 and older.

If the household head (or another responsible adult in the household) is responding on behalf of other household members, and they are unsure of an answer, it is best to organize to collect this information on another visit, when:

- a) that household member is home, or
- b) the household head has had a chance to find out the correct answer for that question

Only when all visits are complete, should you accept guesses from a household member on behalf of other household members.

### Translation

The information in the training and the manuals will only be provided in English. Situations will arise where an interviewer will encounter a respondent who is not proficient in English. When this occurs, the following procedures should be followed:

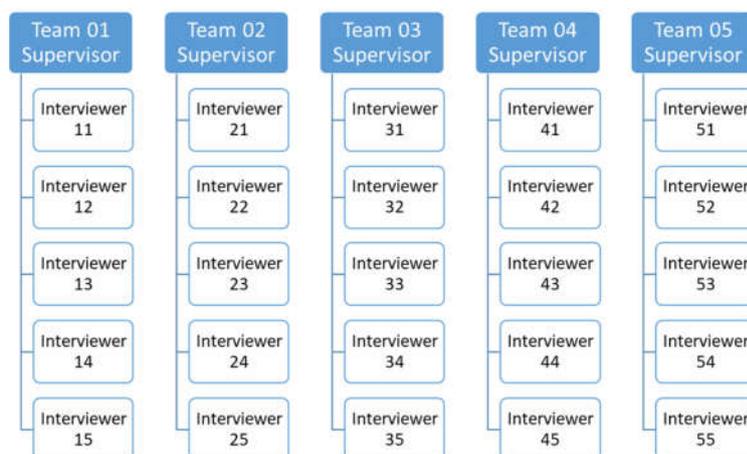
- i. Respondent speaks Kiribati language: the interviewer will be required to translate the questions to the respondent in the local language. If they are having trouble with a particular question then the interviewer can seek assistance from their supervisor
- ii. All the information reported in questionnaire has to be translated into English.

Please ensure that you translate from Kiribati language to English accurately.

## Part 4: Teams and codes

### Team, Supervisor and Interviewer Codes

Each Team and person within the team (i.e., Supervisor and Enumerator) have their own unique codes. It's important that the information collected can be linked to the person who collected it for clarification and training purposes. For example, if a response is unclear or if it is identified that there are regular errors, the person collecting the information can be contacted for clarification and/or training. The field staff codes are presented below.



### Household Identification

Every household selected in the HIES sample is provided with a pre-defined household ID. The household ID is unique. Set A and Set B households all have their own unique household ID. It's very important that the correct household ID is entered into the tablet.

Household IDs are taken from the listing on the back of each map (see below, for example).

**Ensure that you enter the household ID accurately.**

## Kiribati HIES 2019/20 Sample selection

### Team id 3

EA code 2010011

Round id (1 to 40)

| HIES id | Division name  | code | island name | code | village code & name | EA code | Name of the hh head      | Set | Enumerator id |
|---------|----------------|------|-------------|------|---------------------|---------|--------------------------|-----|---------------|
| 2001    | Northern group | 2    | Makin       | 2    | 0201 - Makin        | 2010011 | Roota Tobea              | A   | 31            |
| 2002    | Northern group | 2    | Makin       | 2    | 0201 - Makin        | 2010011 | Raimon.Ueree             | A   | 31            |
| 2003    | Northern group | 2    | Makin       | 2    | 0201 - Makin        | 2010011 | Bwatio.Tion              | B   | 31            |
| 2004    | Northern group | 2    | Makin       | 2    | 0201 - Makin        | 2010011 | Irata. Iraneti           | A   | 31            |
| 2005    | Northern group | 2    | Makin       | 2    | 0201 - Makin        | 2010011 | Bwatimwa.Riaua           | A   | 31            |
| 2006    | Northern group | 2    | Makin       | 2    | 0201 - Makin        | 2010011 | Tearaoi.Burunao          | B   | 31            |
| 2007    | Northern group | 2    | Makin       | 2    | 0201 - Makin        | 2010011 | Marewenteraoi.Manibwebwe | A   | 31            |
| 2008    | Northern group | 2    | Makin       | 2    | 0201 - Makin        | 2010011 | Burataake.Teakin         | A   | 31            |
| 2009    | Northern group | 2    | Makin       | 2    | 0201 - Makin        | 2010011 | Baaburei Been            | B   | 31            |
| 2010    | Northern group | 2    | Makin       | 2    | 0201 - Makin        | 2010011 | Beretita Taeenibeia      | A   | 32            |
| 2011    | Northern group | 2    | Makin       | 2    | 0201 - Makin        | 2010011 | Timwaio Mwaabi           | A   | 32            |
| 2012    | Northern group | 2    | Makin       | 2    | 0201 - Makin        | 2010011 | Tamoia.Bwabau            | B   | 32            |
| 2013    | Northern group | 2    | Makin       | 2    | 0201 - Makin        | 2010011 | Buaua.Uatara             | A   | 32            |
| 2014    | Northern group | 2    | Makin       | 2    | 0201 - Makin        | 2010011 | Tokantetaake Tootongo    | A   | 32            |
| 2015    | Northern group | 2    | Makin       | 2    | 0201 - Makin        | 2010011 | Pastor Rimeti Bauro      | B   | 32            |
| 2016    | Northern group | 2    | Makin       | 2    | 0201 - Makin        | 2010011 | Taamwi Baikia            | A   | 32            |
| 2017    | Northern group | 2    | Makin       | 2    | 0201 - Makin        | 2010011 | Tarangotu.Takautu        | A   | 32            |
| 2018    | Northern group | 2    | Makin       | 2    | 0201 - Makin        | 2010011 | Mwakei Uenikai           | B   | 32            |

## Enumeration area codes

Each enumeration area has a unique code, which is a 7 or 8 digit number (e.g., 1234567). There are, however, some instances where an enumeration area was selected twice in the sample.

On the map, enumeration areas that are selected once will look like this: 1234567\_1.

On the map, enumeration areas that are selected once will look like this: 1234567\_2.

On the map, enumeration areas that are selected once will look like this: 1234567\_3.

In the case where a enumeration area is selected twice or three times, the households interviewed each round will be different.

Enumeration area codes are provided alongside the schedule and in the maps. It's important that the order of the enumeration areas is exactly followed. Using the below as an example, Team 1 during round 1 will work in South Tarawa in enumeration area 7161011. Another example, Team 4 will work in Kuria in enumeration area 10030030 during round 5.

| Week   | Round   | Start  | Finish | ISLAND SCHEDULE |         |         |         |            | ENUMERATION AREA SCHEDULE |          |         |          |          |
|--------|---------|--------|--------|-----------------|---------|---------|---------|------------|---------------------------|----------|---------|----------|----------|
|        |         |        |        | Team 1          | Team 2  | Team 3  | Team 4  | Team 5     | Team 1                    | Team 2   | Team 3  | Team 4   | Team 5   |
| Week 1 | Round 1 | 20-May | 26-May | STarawa         | STarawa | STarawa | STarawa | Kiritimati | 7161011                   | 7160981  | 7160971 | 7160900  | 22010011 |
| Week 2 | Round 2 | 27-May | 2-Jun  | Beru            | STarawa | STarawa | STarawa | Kiritimati | 15090090                  | 7160922  | 7160951 | 7160871  | 22010013 |
| Week 3 | Round 3 | 3-Jun  | 9-Jun  | Beru            | Nikunau | NTarawa | STarawa | Kiritimati | 15080080                  | 16010010 | 6060060 | 7160851  | 22010015 |
| Week 4 | Round 4 | 10-Jun | 16-Jun | Beru            | Nikunau | NTarawa | Kuria   | Kiritimati | 15050050                  | 16030030 | 6020020 | 10050050 | 22010016 |
| Week 5 | Round 5 | 17-Jun | 23-Jun | Beru            | Nikunau | NTarawa | Kuria   | Kiritimati | 15030030                  | 16030030 | 6010010 | 10030030 | 22020021 |
| Week 6 | Round 6 | 24-Jun | 30-Jun | Beru            | Nikunau | NTarawa | Kuria   | Kiritimati | 15030030                  | 16030030 | 6040040 | 10020020 | 22020022 |
| Week 7 | Round 7 | 1-Jul  | 7-Jul  | Beru            | Nikunau | NTarawa | Kuria   | Kiritimati | 15020020                  | 16050050 | 6090090 | 10010010 | 22020023 |

## Part 5: Survey materials

Field staff will be provided with general survey materials, such as:

- Tablet: to collect the data
- Bag
- T-shirt
- Raincoat
- ID badge
- Household approach letter

Field staff will also be provided with special equipment required, such as:

- Hanging scale – used for the market survey
- Weighing scale – used to measure the weight of individual respondents (body mass)
- Height measurement – used to measure the height of individual respondents
- Tape measure – used to measure cranial, upper mid-arm and waist circumference
- Agenda and household member identification
- Nurses agenda
- Supervisor maps
- Enumerator maps
- Field staff manual
- Training materials

### Completing the enumerator agenda

Please see the below example to fill in the enumerator agenda. The agenda is used for two purposes:

- To make an appointment to interview the household during first contact. The agenda should be completed with the household ID and the date and time of the agreed interview time.
- To list all household members (in the exact order listed in the tablet). This list will help to ensure that the nurse and enumerator keep the same order of individuals in the two separate data entry systems. For example, the order for household IS 790 in the below is Toga, Kaobrai, Alison, Alo and Scott. It's important that this order is the same when the nurses enter information about the individual in the separate data entry application.

| Kiribati 2019-20 HIES Enumerator Agenda and Household ID |       |         |              |                   |          |                  |          |        |          |        |          |        |
|--|-------|---------|--------------|-------------------|----------|------------------|----------|--------|----------|--------|----------|--------|
| Round:   | 1     | Island: | South Tarawa | Enumeration area: | 7011111  | Enumerator name: | Mike     |        |          |        |          |        |
|  | Date  | Time    | P-1 name     | P-1 ID            | P-2 name | P-2 ID           | P-3 name | P-3 ID | P-4 name | P-4 ID | P-5 name | P-5 ID |
| <b>Monday</b>  |       |         |              |                   |          |                  |          |        |          |        |          |        |
| HHID: 790  | 1-May | 7:00    | Toga         | _1                | Kaobrai  | _2               | Alison   | _3     | Alo      | _4     | Scott    | _5     |
| HHID: 791  | 1-May | 18:00   | Bert         | _1                | Luis     | _2               | Phil     | _3     | Tony     | _4     |          |        |
| HHID:  |       |         |              |                   |          |                  |          |        |          |        |          |        |
| <b>Tuesday</b>   |       |         |              |                   |          |                  |          |        |          |        |          |        |
| HHID: 793  | 2-May | 7:00    | Ofa          | _1                | David    | _2               | Rens     | _3     | Nulu     | _4     | Sandra   | _5     |
| HHID:  |       |         |              |                   |          |                  |          |        |          |        |          |        |
| HHID:  |       |         |              |                   |          |                  |          |        |          |        |          |        |
| <b>Wednesday</b>   |       |         |              |                   |          |                  |          |        |          |        |          |        |
| HHID: 794  | 3-May | 16:00   | Mike         | _1                | Olivier  | _2               |          |        |          |        |          |        |
| HHID:  |       |         |              |                   |          |                  |          |        |          |        |          |        |
| HHID:  |       |         |              |                   |          |                  |          |        |          |        |          |        |
| <b>Thursday</b>  |       |         |              |                   |          |                  |          |        |          |        |          |        |
| .....  |       |         |              |                   |          |                  |          |        |          |        |          |        |

## Completing the nurse's household roster

Similarly to the enumerator agenda, it's important that the test results of the nurse can be entered into the HIES data entry system. This is achieved by completion of the nurse's roster.

- i. Person name and order should be completed by the HIES enumerator. The order of the person name should be the exact same order as the order of persons listed in the HIES questionnaire and the order entered in the enumerator agenda.
- ii. The results of the health tests (completed by the nurse) should be entered by the nurse.
- iii. These results can then be entered by the enumerator into the HIES tablets.

### Household roster to give to nurse

i. The person name is to be filled by the enumerator (following the order of the roster in the tablet) and given to the nurse

ii. The haemoglobin, hematocrit and HbA1c results are to be filled by the nurse and returned by the enumerator

iii. The haemoglobin, hematocrit and HbA1c results are to be entered into the tablet by the enumerator

| Enumerator name:  | Mike        |             |            |       |
|-------------------|-------------|-------------|------------|-------|
| Enumeration area: | 1234567     |             |            |       |
| Household ID:     | 1234        |             |            |       |
| Person number     | Person name | Haemoglobin | Hematocrit | HbA1C |
| _0                | Toga        | XX.X        | XX.X       | XX.X  |
| _1                | Kaobari     | XX.X        | XX.X       | XX.X  |
| _2                | Alison      | XX.X        | XX.X       | XX.X  |
| _3                | Alo         | XX.X        | XX.X       | XX.X  |
| _4                | Scott       | XX.X        | XX.X       | XX.X  |

## Part 6: HIES questionnaire instruction

Below we present the instructions for each question in the HIES questionnaire. Given that the field staff were exposed to a comprehensive three-week training, instruction is not provided for every question.

For each section, you are required to “Tap to record the START time and date of the interview for this section”. This is a simple click of a button on the tablet, but it can easily be missed, so look out for it. This helps us to identify how long each section of the questionnaire takes to complete.

When you see **%hmName%**, this will be replaced with the name of the respondent. It helps to ensure that the responses to questions asked about each individual are for that person.

When you see **%heShe%**, this is just a system generated he or she that will be changed depending on the respondent’s gender (males will be asked “he”; females will be asked “she”).

When you see **%rostertitle%**, the tablet programme will select the item that was selected in the roster. For example, if you selected consumption of rice, then **%rostertitle%** will be replaced with “rice” in the tablet.

All income and expenditure should be reported in Australian Dollars (AUD).

### Section 1: Household ID

|   |  |
|---|--|
| ID6. Type the Household Id              | Enter the household ID exactly how it is provided on the back of the EA map. For replacement households (Set B), enter the ID of the household that was interviewed (not the ID of the household that was replaced). |
| ID10. Round of interview (from 1 to 40) | Enter the round of the interview exactly as it is provided on the HIES schedule  |

### Section 2: Household member roster

|  |   |
|--|---|
| P101. Please list all the current members of this household.             | It is important to remember who qualifies as a household member and who does not. Please probe to ensure that all household members are listed, even if they are not currently there (e.g., away for a short work trip, or living in a school dormitory, but still considered a household member) |
| P103. What is %rostertitle%'s age?                                       | Enter the household member’s age in full years (i.e., age at last birthday). For babies aged less than 1, enter 0.  |
| P103a. How old is %rostertitle% , in months?                             | If the household member is less than 1 year old, enter the age in months for this question.   |
| P105. What is %rostertitle%'s relationship to the HEAD of the household? | This question asks the relationship of the respondent to the household head.  |

|  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Head</li> <li>• Spouse /Partner</li> <li>• Biological child</li> <li>• Adopted child</li> <li>• Son/Daughter in law</li> <li>• Grandchild</li> <li>• Parent</li> <li>• Nephew / Niece</li> <li>• Uncle / Aunt</li> <li>• Father In Law / Mother</li> <li>• Brother / Sister</li> <li>• Other relatives</li> <li>• Other ( not related)</li> </ul>   | <p>For example, if the household head is the biological father, then select biological child.</p>   |
| <p>P115. Where is %hmName% currently staying?</p> <ul style="list-style-type: none"> <li>• Usual household member currently staying here</li> <li>• Absent for the next 2-weeks, but planning to return (e.g., holiday, work trip)</li> <li>• Absent for more than 1 month but regularly dependent on this HH (eg, students in dorm only, long term medical care)</li> <li>• Visitor currently living with HH (&gt; 6 months)</li> </ul> | <p>This is asking where the respondent is during the period (i.e., day) of the interview. It could be interpreted as where the person is sleeping during that night.</p> <p>Usually, the respondent will be currently staying here, but if the household member is away for a short period (e.g., work trip or holiday), or for a longer period (e.g., seaman, student in dormitory, then they correct response should be selected.</p> <p>We use this to identify how many persons ate food at the household during the week of interview.</p> |

### Section 3: Person details

#### Profile

|   |   |
|---|---|
| <p>P106. Where was %hmName% living when %heShe% was born?</p> <ul style="list-style-type: none"> <li>• Same island</li> <li>• Another island of Kiribati</li> <li>• Overseas</li> </ul> | <p>This asks where the respondent was living when he/she was born. If the person travelled to South Tarawa from their island just for the birth, then they should select the “same island”.</p> <p>The “same island” refers to the island where the respondent is currently living. If they have changes island since they were born, then “another island of Kiribati” should be selected.</p> |
|---|---|

|   |   |
|---|---|
|   | Some mothers have to travel to another island in order to give birth, but this question refers to the island where they the family lived at the time of the birth (and not the place where they gave birth).  |
| P108. Why did %hmName% move to this island?                                 | Determine if the respondent moved from another location to this atoll (meaning that he/she is not originally from this atoll). For the respondent who moved, this questions tries to identify the reason why they came to this island   |
| P111. Does %hmName% have a recognized partner?                              | This refers to a partner (whether official, such as through marriage, or not) who people generally associate with the respondent. They do not need to be married, but they need to be “recognised” in the sense that short term (e.g., school girlfriend/boyfriend) relationships do not count.   |
| P113. What is %hmName%'s marital status?                                    | <p>Never married - person who has never been married.</p> <p>Married – those who are married by the church or legal system, regardless of whether his/her spouse is living in the household or not, unless they are separated.</p> <p>Widowed - persons whose spouse has died and has not remarried.</p> <p>Divorced – persons who were officially married, but have officially (e.g., by notifying the church/government) divorced.</p> <p>Separated – persons who are married, but no longer living together. This is usually the first stage before divorce.</p> |
| P114. In the past 7 days, how many nights did %hmName% sleep in this house? | This question refers to the number of nights the respondent slept at home during the last 7 days  |

#### Education

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| P201. Can %hmName% read in any language? | These questions simple seek a yes/no response. |
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| <p>P202. Can %hmName% write in any language?</p> <p>P203. Can %hmName% speak Kiribati?</p> <p>P204. Can %hmName% speak English?</p>  |   |
| <p>P205. Has %hmName% ever attended school or preschool ?</p>  | <p>These questions simple seek a yes/no/don't know response.</p>  |
| <p>P206. What is the main reason why %hmName% never attended school?</p> <ul style="list-style-type: none"> <li>• Too young</li> <li>• Too expensive</li> <li>• Too far away / school not available where I live</li> <li>• No transportation available</li> <li>• Medical reasons</li> <li>• Disability</li> <li>• Family problems</li> <li>• Closest school is full</li> <li>• Other (note)</li> </ul>                         | <p>For respondents who have never attended school, select the main reason why</p>   |
| <p>P207. What is the highest level of schooling has %hmName% attended?</p> <ul style="list-style-type: none"> <li>• Preschool, nursery, kindergarten</li> <li>• Primary school (Class 1 - Class 6)</li> <li>• Lower secondary school (Form 1 - Form 3)</li> <li>• Higher secondary school (Form - Form 7)</li> <li>• Post-secondary, non tertiary (vocational)</li> <li>• Tertiary/University</li> <li>• Other (note)</li> </ul> | <p>For respondents who have attended school, select the highest level they have ever attended (even if they did not complete this level). For example, if I am in form 6, I will select "higher school secondary".</p>                    |
| <p>P208. What is the highest grade/year %hmName% completed at this level?</p>  | <p>Select the highest level completed. This refers to actually completed. So if I am in Form 5 currently, I have completed Form 4. Form 4 is the correct response in this situation.</p>  |
| <p>P209. In the last 12 months, did %hmName% attend school or preschool?</p>   | <p>This question simply seeks a yes/no/don't know response.</p>   |
| <p>P209a. Why did %hmName% leave school (main reason)?</p>   | <p>This question seeks the main reason for leaving school. The enumerator should just ask the question and select the most appropriate response. Note that "achieved desired level of schooling" is an option, which would imply that</p> |

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|   | <p>the respondent is satisfied with the level of education they obtained.</p> <p>Remember that the response of “other” can be used where the response does not fit one of the response options.</p>  |
| P210. Which level is %hmName% currently attending?  | For people currently attending school, select the level that they’re currently attending.  |
| P211. At this level which grade/year is %hmName% currently attending?   | For people currently attending school, select the grade/year that they’re currently attending.   |
| <p>P212. In the past 12 months, did %hmName% receive any of the following education services or items that was paid by this household or persons of another household?</p> <ul style="list-style-type: none"> <li>• School fees or tuition</li> <li>• School books</li> <li>• School stationeries</li> <li>• School meals</li> <li>• School boarding and housing</li> <li>• School related events (plays, sports...)</li> <li>• School uniforms and graduation gowns</li> <li>• Special instructor or tutoring</li> <li>• Other school related items or services</li> </ul> | <p><b>IMPORTANT: THIS IS THE FIRST QUESTION ON EXPENDITURE AND IT’S VERY IMPORTANT THAT ALL EXPENDITURE (AND CONSUMPTION AND INCOME) QUESTIONS ARE COMPLETED COMPREHENSIVELY.</b></p> <p>This is a multi-select question. Select the education services and goods that the respondent received through payment by the household or another household.</p> <p>If they were free from the government, do not record them. If they were paid by another household or the household being interviewed, record the expenditure.</p> |
| <p>P213. In the past 12 months, who was the MAIN cash provider that paid for %hmName%'s %rostertitle% ?</p>   | <p><b>IMPORTANT: NOTE THAT THE REFERENCE PERIOD IS THE LAST 12-MONTHS</b></p> <p>This is seeking information on who wait the main provider of the education service or good that was selected in P212. If it’s a mix of this household or another household, select the main provider.</p>   |
| <p>P214. How much (in AUD) did %p213% pay for %hmName%'s %rostertitle% ?</p>  | <p><b>IMPORTANT: RECORD THE CORRECT CASH AMOUNT AND REMEMBER THAT THE REFERENCE PERIOD IS THE LAST 12-MONTHS.</b></p> <p>This section asks for the total amount (in Australian dollars) spent for the education service/good. If the service/good was paid by</p>  |

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|   | another household, it should be the estimated amount paid (if unknown).  |
| P215. Was this %rostertitle% purchased through in Kiribati or Overseas? | This simply asks if the service/good was paid in Kiribati, or overseas. If your daughter is in school in Fiji, then school fees would be paid overseas. If stationary is paid in Kiribati, then the purchase is in Kiribati. |

## Health

Note: for questions P301 to P302c, refer Annex 1 for Anthropometry protocols. It is recommended that the nurses complete these sections.

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| P301. What is %hmName%'s height in centimeters (cm) ?  | Note that height is in cm and it should be recorded to one decimal place. E.g. 160.4cm                        |
| P302. What is %hmName%'s weight in kgs?  | Note the weight is in kg and it should be recorded to one decimal place. E.g., 81.8kg                         |
| P302a. What is %hmName%'s cranial circumference in cm?   | Note that cranial circumference is in cm and it should be recorded to one decimal place. E.g. 25.9cm          |
| P302b. What is %hmName%'s Mid-Upper Arm Circumference in cm?   | Note that upper middle arm circumference is in cm and it should be recorded to one decimal place. E.g. 18.5cm |
| P302c. What is %hmName%'s Abdominal Circumference measurement?   | Note that abdominal circumference is in cm and it should be recorded to one decimal place. E.g. 90.6cm        |
| P304. Has %hmName% ever been told by a health professional that %heShe% has any of these ongoing NCD or chronic illnesses?                                 | Read the illnesses to the respondent and record yes or no.<br>NCD = non-communicable disease                  |
| P305. Does %hmName% currently take medication for any of these conditions ?  | For the selected illnesses in P304, select yes/no if the respondent takes medication.                         |
| P306. In regards to %hmName%'s ongoing chronic illness, in the past 3 months how many times has %hmName% been to hospital or to see a health professional? | Note the reference period is 3-months.  |
| P307. Did this ongoing chronic illness prevent %hmName% from undertaking his/her usual activities?   | Select yes or no  |
| P308. In the last 30 days, did %hmName% have any of these health problem?  | Read the illnesses to the respondent and record yes or no.  |

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|  | Note the reference period of 30 days.  |
| P310. Did %hmName% have this health problem(s) for more than one year?   | For health problems identified in P308, select yes/no whether they've had them for more than 1 year  |
| P311. Did this health problem(s) prevent %hmName% from undertaking his/her usual activities ?  | Select yes or no.<br><br>This is asking about the health problem preventing the respondent from doing their normal activities, such as school, work, etc.  |
| P312a. (number) How long did this health problem(s) prevent %hmName% from undertaking his/her usual activities ?<br><br>P312b. (unit) How long did this health problem(s) prevent %hmName% from undertaking his/her usual activities ?<br><br><ul style="list-style-type: none"> <li>• Days</li> <li>• Weeks</li> <li>• Months</li> <li>• Years</li> </ul> | NOTE: QUESTIONS P312a AND P312b LINK TO EACH OTHER.<br><br>P312a asks for the time (number) while P312b asks for the period.<br><br>For example, 30 days. You would write 30 in P312a and select days in P312b.<br><br>For example, 2 years. You would write 2 in P312a and select years in P312b. |
| P313. Did this health problem(s) result in a loss of earnings/income for %hmName% ?  | Select yes or no.  |
| P314. Did %hmName% get help or care for the health problem(s)?   | Select yes or no.  |
| P315. Where did %hmName% go to get help or care for the health problem(s)?   | Select most common place where care was sought.  |
| P316. Is the %p315% an overnight facility?   | Select yes or no.<br><br>An overnight facility is a place where people sleep in care, if required. Such as a hospital.   |
| P317. What is the MAIN reason %hmName% sought medical assistance at the %p315% ?   | Select most appropriate response. There's no need to read all options. Just select the most appropriate answer.  |
| P318. What is the MAIN reasons %hmName% did not seek medical assistance?   | Select most appropriate response. There's no need to read all options. Just select the most appropriate answer.  |
| P319. In the last 12 months, has %hmName% ever been sick after eating fish?  | Select appropriate response  |

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| <p>P320. In the last 12 months, did this household or persons from another household pay for the following health services for %hmName% ?</p> <ul style="list-style-type: none"> <li>• Hospital, doctor, dentist, nurse, specialist , etc.</li> <li>• X-ray, lab analysis, etc.</li> <li>• Prescription medication (Insulin, birth control pills, Allopurinol, Lisinopril, etc.)</li> <li>• Health equipment and devices (crutches, wheelchair, sling, etc.)</li> <li>• Traditional healers and medicines</li> <li>• Non-prescription medication that you can buy at the local store (Tylenol, Advil, Motrin, Vicks Cough Syrup, etc.)</li> <li>• Other health services</li> </ul> | <p><b>IMPORTANT: THIS IS THE QUESTION ON EXPENDITURE AND IT'S VERY IMPORTANT THAT ALL EXPENDITURE (AND CONSUMPTION AND INCOME) QUESTIONS ARE COMPLETED COMPREHENSIVELY.</b></p> <p>This is a multi-select question. Select the health services and goods that the respondent received through payment by the household or another household.</p> <p>If they were free from the government, do not record them. If they were paid by another household or the household being interviewed, record the expenditure.</p> |
| <p>P321. In the last 12 months, who was the MAIN cash provider that paid for %rostertitle% ?</p>   | <p><b>IMPORTANT: NOTE THAT THE REFERENCE PERIOD IS THE LAST 12-MONTHS</b></p> <p>This is seeking information on who was the main provider of the health service or good that was selected in P320. If it's a mix of this household or another household, select the main provider.</p>  |
| <p>P322. In the last 12 months, how much (in AUD) did %p321% pay for %hmName%'s %rostertitle% ?</p>  | <p><b>IMPORTANT: RECORD THE CORRECT CASH AMOUNT AND REMEMBER THAT THE REFERENCE PERIOD IS THE LAST 12-MONTHS.</b></p> <p>This section asks for the total amount (in Australian dollars) spent for the education service/good. If the service/good was paid by another household, it should be the estimated amount paid (if unknown).</p>   |
| <p>P323. Was this %rostertitle% purchased in Kiribati or Overseas?</p>   | <p>This simply asks if the service/good was paid in Kiribati, or overseas.</p>  |

### Communication

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| <p>P501. In the last 30 days, did %hmName% access the internet? Include internet cafe, mobile device, home, work and school</p> | <p>Select yes or no.</p> |
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| P502. In the last 30 days, where did %hmName% access the internet? Start with the most frequent location of access. (Maximum of 3) | Select the most common location where the internet was accessed (in order of most common access)   |
| P503. In the last 30 days, how much (in AUD) did %hmName% spend at internet cafes and business centers?                            | <b>NOTE: EXPENDITURE QUESTION WITH REFERENCE PERIOD OF 30 DAYS.</b><br><br>Write the amount spend in the last 30 days for paid internet access (not including recharge for cell phone / tablets) |
| P504. In the last 30 days, did %hmName% use a cell/mobile phone to make or receive calls?  | Select yes or no.  |
| P505. Does %hmName% own a working cell/mobile phone?   | Select yes or no.  |
| P506. Thinking about %hmName%'s MAIN cell phone, how many months has %heShe% owned it?   | Enter (in number of months) how long the cell phone has been owned   |
| P507. How was %hmName%'s MAIN cellphone acquired?  | Select most appropriate response   |
| P508. How much (in AUD) was paid for %hmName%'s MAIN cell phone for?   | <b>NOTE: EXPENDITURE QUESTION</b><br><br>Record how much (in AUD) was paid for the phone   |
| P508a. Was this cell phone purchased in Kiribati or Overseas?  | Select where the cell phone was purchased. If the money was paid in Kiribati, select Kiribati. Otherwise, select overseas.   |
| P509. How much (in AUD) could %hmName% sell %hisHer% MAIN cell phone if sold today?  | Estimate how much money would be received is the cell phone was sold today. A rough estimate is fine.  |
| P510. In the last 30 days, how much (in AUD) did %hmName% pay for cell phone recharge credits?                                     | <b>NOTE: EXPENDITURE QUESTION WITH 30 DAYS REFERENCE PERIOD</b><br><br>Record how much (in AUD) was paid for cell phone recharge (include credit for talk and data)                              |
| P511 to P515   | Same instruction as for cell phone (P505 to P509)  |
| P515a. In the last 30 days, how much (in AUD) did %hmName% pay for recharge credits for the digital tablet?                        | <b>NOTE: EXPENDITURE QUESTION WITH 30 DAYS REFERENCE PERIOD; ENSURE YOU DO NOT DOUBLE COUNT EXPENDITURE ON RECHARGE</b>  |

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|              | <p><b>AS IT CAN BE FOR CELL PHONE AND FOR TABLET. ONLY REPORT RECHARGE EXPENDITURE FOR TABLETS HERE</b></p> <p>Record how much (in AUD) was paid for cell tablet recharge (include credit for talk and data)</p> |
| P516 to P520 | Same instruction as for cell phone (P505 to P509)  |

### Alcohol & Tobacco

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| <p>P601. In the last 7 days, did %hmName% consume any of the following narcotic items?</p> <ul style="list-style-type: none"> <li>• Beer</li> <li>• Wine</li> <li>• Spirits (gin, rum, whiskey, etc)</li> <li>• Sour toddy (kaokioki)</li> <li>• Homebrew (kakibeiti etc)</li> <li>• Kava</li> <li>• Smokeless tobacco (snuff, chewing, kouben etc.)</li> <li>• Smoking tobacco (cigarettes, cigars,etc.)</li> <li>• Other narcotic item</li> </ul> | <p>NOTE: 7-day reference period. This question asks about consumption (or use) of any of the listed items. Select yes/no.</p>  |
| <p>P602b. In the last 7 days, how much (quantity) %rostertitle% did your household CONSUME?</p> <p>P602c. What is the unit of quantity CONSUMED?</p>  | <p>NOTE: QUESTIONS P602b and P602c are linked to each other. P602b asks for the quantity while P602c asks for the units. So if I drink 5 cans of beer, I select 5 for P602b and cans for P602c.</p> <p>This question asks for total consumption in the last 7-days</p> |
| <p>P602d. Was any of the %p602b% %p602c% of %rostertitle% consumed, PURCHASED IN CASH?</p>  | <p>This question asks about whether any of the consumed narcotic item was purchased in cash. Select yes/no</p>   |
| <p>P602e. How much (quantity) of %rostertitle% did you PURCHASE IN CASH?</p> <p>P602f. What is the unit of quantity PURCHASED IN CASH?</p>  | <p>For the amount that was consumed from cash purchases, report the quantity (P602e) and the corresponding unit (P602f) here. Note that the reference period is in the last 7-days. It is total consumption from cash purchases.</p>                                   |

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| <p>P602g. How much did your household SPEND for the CASH PURCHASE?</p> | <p>NOTE: EXPENDITURE ITEM</p> <p>This question asks how much cash was spent for the consumed amount. It does not ask total expenditure, it asks for the expenditure on the amount that was consumed.</p>  |
| <p>P602h to P602s</p>  | <p>These questions follow the same structure as P602b to P602f. They ask for consumption from the following sources:</p> <ul style="list-style-type: none"> <li>i. Exchange: this is where other goods are exchanged for narcotic items (e.g., trade of coconuts for a basin of kava)</li> <li>ii. Home production: this is where the individual consumes narcotic items that were home produced. This could include hot/sour toddy or home brew.</li> <li>iii. Gifts: this is where the individual consumes narcotic items that are gifted from another household or business or government.</li> </ul> <p>For items that are exchanged, home produced or gifted, the respondent is asked to provide the:</p> <ul style="list-style-type: none"> <li>i. Quantity and unit consumed from each source</li> <li>ii. Estimate how much they would have paid for the consumed items if they were purchased</li> </ul> |

#### Other individual expenses

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| <p>P7a1. In the last 7 days, did this household or person from another household pay for %hmName%'s taxi or bus fares?</p> | <p>NOTE REFERENCE PERIOD OF 7-DAYS</p> <p>Select yes/no</p>   |
| <p>P7a2. In the last 7 days, who was the MAIN cash provider that paid for %hmName%'s TAXI or BUS FARE?</p>                 | <p>Select the main cash provider</p>  |
| <p>P7a3. In the last 7 days, how much (in AUD) did %p7a2% pay for %hmName%'s TAXI or BUS FARE?</p>                         | <p>NOTE: EXPENDITURE QUESTION</p> <p>Record the total amount that the respondent spend on taxi/bus fares over the last 7-days</p> |

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| <p>P7b1. In the last 3 months, did this household or persons from another household pay for the following personal items and services for %hmName% ?</p> <ul style="list-style-type: none"> <li>• SHIRTS OR T-SHIRTS</li> <li>• PANT, JEANS OR SHORTS</li> <li>• DRESSES OR SKIRTS</li> <li>• UNDERGARMENTS SUCH AS UNDERWARE, BRIEFS, SOCKS OR BRAS</li> <li>• SLIPPERS, FLIP-FLOPS</li> <li>• SHOES, SANDALS OR HEELS</li> <li>• RAW FABRIC</li> <li>• CLOTHING ACCESSORIES SUCH AS BELTS, HATS, TIES AND SCARFS</li> <li>• TAILORING SERVICES</li> <li>• OTHER CLOTHING ARTICLES OR RELATED SERVICES</li> <li>• HAIRCUTS, BEAUTY SALON, HAIRDRESSING, MANICURE OR PEDICURE SERVICES</li> <li>• MASSAGES OR SPA TREATMENTS</li> </ul> | <p>NOTE: REFERENCE PERIOD OF 3-MONTHS</p> <p>Select Yes/No for each item for the respondent</p>   |
| <p>P7b2. In the last 3 months, who was the MAIN cash provider that paid for %hmName%'s %rostertitle% ?</p>  | <p>Select main cash provider</p>  |
| <p>P7b3. In the last 3 months, how much (in AUD) did %p7b2% pay for %hmName%'s %rostertitle% ?</p>  | <p><b>NOTE: EXPENDITURE QUESTION WITH 3-MONTH REFERENCE PERIOD</b></p> <p>Record the total amount paid for each item in the last 3-months</p> |
| <p>P7b4. Was this %rostertitle% purchased in Kiribati or Overseas?</p>  | <p>Select location of payment</p>   |
| <p>P7c1. In the last 12 months, did this household or persons from another household pay for the following personal items and services for %hmName% ?</p> <ul style="list-style-type: none"> <li>• Tattoo or body art services</li> <li>• Cosmetics or fragrances</li> <li>• Watches, rings, earrings or similar</li> <li>• Bags, purses or similar</li> <li>• Club membership such as tennis or gyms</li> <li>• Passport or Visa related fees</li> </ul>   | <p>NOTE: 12-month reference period</p> <p>Select Yes/No for each item for the respondent</p>  |

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| <ul style="list-style-type: none"> <li>National Id or driver's license</li> </ul>                  |   |
| P7c2. In the last 12 months, who was the MAIN cash provider that paid for %hmName%'s %rostertitle% | Select main cash provider   |
| P7c3. How much (in AUD) did %p7c2% pay for %hmName%'s %rostertitle% ?                              | <p><b>NOTE: EXPENDITURE QUESTION WITH 12-MONTH REFERENCE PERIOD</b></p> <p>Record the total amount paid for each item in the last 12-months</p> |
| P7c4. Was this %rostertitle% purchased in Kiribati or Overseas?                                    | Select location of payment  |

## Labour force

### Objective

The LFS module of the HIES is meant to collect information on the country's labour market, particularly the labour force status of persons of a given age (in this case persons aged 15 years and above as in international recommendations). The labour status classification covers persons who are employed, those who are unemployed (the two giving the labour force), and those who are outside the labour force as defined at international level and in this manual.

The LFS will also collect specific information on the characteristics of employed persons such as their status in employment (wage employees or self-employed), industry or the structure of the country's economic activities, occupations, as well as the level of earnings from employment.

The survey will provide information on the national labour market that can then be used to assess the country's decent work deficits, identify the groups left behind in the labour market, and develop, manage and evaluate labour market policies and programmes that contribute to the country's sustainable development agenda.

### Reference period

**Last week:** The reference period usually used in LFS particularly for employment is a week, or the last 7 days, and it should be one and the same all over the survey, not a mixed one. Last week refers to the calendar week from Monday to Sunday preceding the date of the interview, and the last 7 days are exactly the 7 days preceding the day of the interview. This survey will use the last week as a calendar week. It is also a moving week since the week may change depending on the date of the interviews.

**Last 4 weeks:** is another reference period used in the identification of unemployment, particularly for job search. However in the same section of job search 3 weeks are used for availability, i.e. the last week (as a reference period for employment), plus the following 2 weeks.

### Topics covered

Main labour related characteristics: employment, unemployment, underemployment, labour underutilization (including potential labour force), hours of work, employment-related income, employment in the informal economy, industry, occupation, status in employment, institutional sector (public/private), size of establishment, type of workplace, existence of more than one job,

characteristics of the second job, previous working experience, characteristics of the last job, search for another job, methods of looking for work, reasons for being outside the labour force, etc.

## **Definitions**

### **Work**

The concept of work is used throughout the questionnaire in the LFS module, and should therefore be well understood by interviewers. Work is defined as any activity performed by persons of any sex and age to produce goods or to provide services for use by others or for own use. The concept of work is aligned with the General production boundary as defined in the current System of National Accounts 2008 (2008 SNA)<sup>1</sup> and its concept of economic unit.

Examples of activities that can be classified as work are:

- Vending newspapers or lottery tickets in the street;
- Managing one's own business or farm even though not involved in;
- Repairing of work equipment for future operation, e.g. a fisherman repairing his boat or net for future outings;
- Cultivating taro for sale or for barter;
- Cooking food for labourers on one's farm where food is provided as part of the labourer's pay;
- Performing religious activities for members of religious orders;
- Performing military duties of career military personnel and conscripts as well as engagements in equivalent civilian services.

Examples of activities that are not classified as work:

- Sleeping;
- Washing oneself;
- Enjoying the sun at the beach;
- Begging or stealing.

### **Labour force:**

The concept labour force refers to the current supply of labour for the production of goods and services in exchange for pay or profit. The form of work identified as employment sets the reference scope of activities for labour force statistics. More concretely labour force comprises persons in employment as well as those unemployed, as defined below in this manual.

### **Persons in employment – definition and identification:**

Persons in employment are defined as all those of working age who, during a short reference period, were engaged in any activity to produce goods or provide services **for pay or for profit**. They comprise:

- a) employed persons "at work", i.e. who worked in a job for at least one hour;
- b) employed persons "not at work" due to temporary absence from a job, or to working-time arrangements (such as shift work, flexitime and compensatory leave for overtime).

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<sup>1</sup> United Nations et al. 2009. *System of National Accounts, 2008*. New York. Chapter 1, Section D, The boundaries of the SNA.

*One hour criterion:*

A person is considered to have engaged in a given form of work when performing such form of work for at least one hour during the relevant, short reference period. Use of this one-hour criterion ensures coverage of all the activities engaged in, including part-time, temporary, casual or sporadic activities, as well as comprehensive measurement of all inputs of labour into production. For the labour force statistics this is also meant to ensure that unemployment means really zero hours of work for pay or profit.

*Temporary absence from work:*

Employed persons on “temporary absence” during the last 7 days refers to those who, having already worked in their present job, were “not at work” for a short duration but maintained a job attachment during their absence. In such cases:

- a) “job attachment” is established on the basis of the reason for the absence and in the case of certain reasons, the continued receipt of remuneration, and/or the total duration of the absence as self-declared or reported, depending on the statistical source;
- b) the reasons for absence that are by their nature usually of short duration, and where “job attachment” is maintained, include those such as sick leave due to own illness or injury (including occupational); public holidays, vacation or annual leave; and periods of maternity or paternity leave as specified by legislation;
- c) reasons for absence where the “job attachment” requires further testing, include among others: parental leave, educational leave, care for others, other personal absences, strikes or lockouts, reduction in economic activity (e.g. temporary lay-off, slack work), disorganization or suspension of work (e.g. due to bad weather, mechanical, electrical or communication breakdown, problems with information and communication technology, shortage of raw materials or fuels):
  - i. For these reasons, a further test of receipt of remuneration and/or a duration threshold should be used. The threshold should be, in general, not greater than three months taking into account periods of statutory leave entitlement specified by legislation or commonly practiced, and/or the length of the employment season so as to permit the monitoring of seasonal patterns. Where the return to employment in the same economic unit is guaranteed this threshold may be greater than three months.
  - ii. For operational purposes, where the total duration of the absence is not known, the elapsed duration may be used.

*Examples of activities that are included as employment:*

**Included** in employment are:

- (a) persons who work for pay or profit while on training or skills-enhancement activities required by the job or for another job in the same economic unit, such persons are considered as employed “at work” in accordance with the international statistical standards on working time;
- (b) apprentices, interns or trainees who work for pay in cash or in kind;
- (c) persons who work for pay or profit through employment promotion programmes;
- (d) persons who work in their own economic units to produce goods intended mainly for sale or barter, even if part of the output is consumed by the household or family;

- (e) persons with seasonal jobs during the off season, if they continue to perform some tasks and duties of the job, excluding, however, fulfilment of legal or administrative obligations (e.g. pay taxes), irrespective of receipt of remuneration;
- (f) persons who work for pay or profit payable to the household or family,
  - i. in market units operated by a family member living in the same or in another household, or
  - ii. performing tasks or duties of an employee job held by a family member living in the same or in another household;
- (g) regular members of the armed forces and persons on military or alternative civilian service who perform this work for pay in cash or in kind.

*Examples of activities that are not considered as employment:*

**Excluded** from employment are:

- (a) apprentices, interns and trainees who work without pay in cash or in kind;
- (b) participants in skills training or retraining schemes within employment promotion programmes, when not engaged in the production process of an economic unit;
- (c) persons who are required to perform work as a condition of continued receipt of a government social benefit such as unemployment insurance;
- (d) persons receiving transfers, in cash or in kind, not related to employment;
- (e) persons with seasonal jobs during the off season, if they cease to perform the tasks and duties of the job;
- (f) persons who retain a right to return to the same economic unit but who were absent for reasons specified in paragraph 29(c) of Resolution I (19th ICLS), when the total duration of the absence exceeds the specified threshold and/or if the test of receipt of remuneration is not fulfilled. For analytical purposes, it may be useful to collect information on total duration of absence, reason for absence, benefits received, etc.;
- (g) persons on indefinite lay-off who do not have an assurance of return to employment with the same economic unit.

***Main job/business activity, and secondary job:***

The main job or main business activity is that with the longest hours usually worked. In case the persons spend the same hours in two main jobs then select the main job as the one self-declared by the interviewee.

***Selected employment characteristics:***

*Industry*

Industry refers to the type of economy activity of the establishment, farm, business or organisation where the person works, as determined by the goods or services produced or provided to other units or persons. An economic activity is a combination of actions which results in products of goods or services; an industry is a group of units which carry out similar economic activities. The industry is classified according to the national industrial classification, which should be in principle linked to the

International Standard Industrial Classifications of All Economic Activities (ISIC Rev. 4)<sup>2</sup>, maintained by the United Nations Statistics Division (UNSD).

### *Occupation*

This concept refers to the kind of work done during the reference period by the person employed (or the kind of work done previously if unemployed), i.e. the exact tasks and duties performed by the employed person. Information on occupation provides a description of a person's job. In the present context a job is defined as a set of tasks and duties performed, or meant to be performed, by one person, including for an employer or in self-employment. The occupation is classified according to the country's national classification of occupations, which should be compatible with the International Standard Classification of Occupations, with its latest version of 2008 (ISCO-08)<sup>3</sup>, maintained by the International Labour Organization (ILO).

### *Status in employment*

It captures characteristics of the employment relationship and classifies jobs with respect to type of contract of employment (explicit or implicit) between job holder and economic unit. According to their status in employment, persons are classified as:

#### Employees:

Persons who hold the type of jobs defined as paid employment. There is an agreement, which can be either formal or informal, between an enterprise and a person, whereby the person works for the enterprise in return for remuneration in cash or in kind - among whom countries may need and be able to distinguish "employees with stable contracts" (including regular employees), and other forms of casual contracts;

#### Employers:

Persons who hold self-employment jobs (i.e. whose remuneration depends directly on the (expectation of) profits derived from the goods and services produced, and engage one or more person to work for them as 'employees', on a continuous basis.

#### Own-account workers:

Persons, who hold self-employment jobs and do not engage 'employees' on a continuous basis.

#### Contributing family workers:

Persons who hold self-employment jobs in an establishment operated by a related person, with a too limited degree of involvement in its operation to be considered a partner.

### *Informal sector and informal employment*

Statistics on employment in the informal economy are derived using standards from the Resolution concerning statistics of employment in the informal sector (15th ICLS, 1993), and from the Guidelines concerning a statistical definition of informal employment (17th ICLS, 2003), and more recently from the SNA 2008<sup>4</sup>. The term 'informal economy' refers to all economic activities by workers and economic units that are – in law or in practice – not covered or insufficiently covered by

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<sup>2</sup> Further details at: <https://unstats.un.org/unsd/classifications/unsdclassifications/>.

<sup>3</sup> Further details at: <http://www.ilo.org/public/english/bureau/stat/isco/isco08/>.

<sup>4</sup> SNA 2008, Chapter 25.

formal arrangements; i.e. their activities are not included in the law, which means that they are operating outside the formal reach of the law; or they are not covered in practice, which means that the law is not applied or not enforced.

The concept of employment in the informal economy refers actually to two separate concepts: (i). Employment in the informal sector (based on the characteristics of enterprises); and (ii). Informal employment (based on the characteristics of the job performed).

#### Employment in the informal sector:

The 15th ICLS and SNA 2008 define the informal sector as constituted of households unincorporated enterprises, owned by individual household members, several members of the same household, or members of different households (private households), and not constituted as separate legal entities independently of their owners, no separate or no complete sets of accounts available, or not complying with legal national registration processes.

The questions used to assess the informal sector are therefore those on the institutional sector of the enterprise<sup>5</sup> (whether it is a corporation, a government unit, a non-profit institution, or a private household); the type of ownership (incorporated, or an individual enterprise); the business registration (with an official national registration authority); or the books of accounts (full accounting with the purpose of reporting to a national authority).

#### Informal employment:

Informal employment is constituted of all informal jobs, whether they happen in the formal and informal sector, or in households. Informal employment will comprise those employees with no social protection coverage, or with no paid annual leave or no paid sick leave; employers and own-account workers owners of informal sector enterprises or producing only for own-use production (as households), and all contributing family helpers.

#### *Working time: Hours actually worked, Hours usually worked*

Working time statistics are currently measured in line with the 18th ICLS resolution on working time (2008); it is worth reminding that the *hours actually worked* are used for tabulation and analysis on average working hours per week, while the *hours usually worked* are used for estimating the (structural) time-related underemployment. Data on weekly hours of work are presented, whenever possible, on the basis of the mean number of hours of work per week, and with reference to hours worked in all jobs of employed persons and in all types of working time arrangements (e.g. full-time and part-time).

#### Hours actually worked:

Refer to the time spent in a job for the performance of activities that contribute to the production of goods and/or services during a specified short or long reference period. Hours actually worked applies to all types of jobs and is not linked to administrative or legal concepts. Measures include time spent directly on, and in relation to, productive activities; down time; and resting time. This refers to the exact number of hours worked during the survey week (last 7 days or last week), including overtime work, but excluding paid or unpaid absences, time spent looking for work by casual workers, etc. (i.e. excluding time not worked).

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<sup>5</sup> SNA 2008, Chapter 4.

### Hours usually worked:

Refer to the typical value of hours worked in a job per short reference period such as one week, over a long observation period of a month, quarter, season or year that comprises the short reference measurement period used. Hours usually worked also applies to all types of jobs done. Measures refer to a typical period rather than to a specified reference period as in the case of actual hours worked, and apply both to persons at work and to those temporarily absent from work.

### *Employment related income: paid employment and self-employment*

Statistics on employment related income are measured in line with the Resolution concerning an integrated system of wages statistics, adopted by the 12th ICLS (October 1973), and the much recent Resolution concerning the measurement of employment-related income, adopted by the 16th ICLS (October 1998).

Employment-related income consists of the payments, in cash, in kind or in services, which are received by individuals, for themselves or in respect of their family members, as a result of their current or former involvement in paid or self-employment jobs. Employment-related income excludes income derived from other sources such as property, social assistance, transfers, etc., not related to employment.

The concept of income related to paid employment measures the level of remuneration of workers who are in paid employment. It includes, in addition to earnings, all bonuses and payments and all social security benefits received from the employer directly or from a social security scheme, if they are related to employment, and paid to the worker. These include family and education allowances as well as sickness and maternity benefits. In practice however surveys collect mostly statistics on gross earnings as included in pay slips or as self-reported by the interviewees.

Income related to self-employment is defined as the income which is received, over a given reference period, by individuals, for themselves or in respect of their family members, as a result of their current or former involvement in self-employment jobs. In practice however surveys measure the value of goods and services produced by the self-employed, net of operating expenses (such as salaries paid, raw materials used, depreciation of machines and instruments and taxes paid), plus any salary received (such as for owner managers of corporations or quasi corporations) and social security benefits (net of contributions).

### ***Labour underutilization (LU)***

Statistics on labour underutilization are measured in line with the latest resolution on work statistics adopted by the 19th ICLS. Labour underutilization refers to mismatches between labour supply and demand, which translate into an unmet need for employment among the working age population. Measures of labour underutilization include, but may not be restricted to:

- i. Time-related underemployment, when the working time of persons in employment is insufficient in relation to alternative employment situations in which they are willing and available to engage;
- ii. Unemployment, reflecting an active job search by persons not in employment who are available for this form of work;
- iii. Potential labour force, referring to persons not in employment who express an interest in this form of work but for whom existing conditions limit their active job search and/or their availability.

### *Persons in time-related underemployment*

Persons in time-related underemployment are defined as all persons in employment who, during a short reference period: (i) wanted to work additional hours; (ii) whose working time in all jobs was less than a specified hours' threshold, and; (iii) who were available to work additional hours given an opportunity for more work for pay or for profit.

The concept of "additional hours" may refer to hours in the same job, in an additional job(s) or in a replacement job(s). The "hours' threshold" is based on the boundary between full-time and part-time employment, on the median or modal values of the hours usually worked of all persons in employment, or on working time norms as specified in relevant legislation or national practice, and that may be set differently for specific worker groups (for example public employees and private businesses).

### *Persons in unemployment*

Persons in unemployment are defined as all those of working age who: (i) were not in employment; (ii) actively carried out activities to seek employment during a specified recent period, and; (iii) were currently available to take up employment given a job opportunity, within a specified short reference period.

#### Not in employment:

The not in employment criterion draws from the distinction between employment and unemployment. Not in employment should be interpreted as total lack of work or, more precisely, as not having been employed during the last 7 days, not even for 1 hour (hence the one-hour criterion seen earlier in defining employment). Thus, a person is to be considered as not in employment if s/he did not work at all during the last 7 days (not even for one hour) nor was temporarily absent from work as determined by the definition of employment. The other two criteria of the standard definition of unemployment, currently available to take up employment and seeking employment, serve to distinguish those of the non-employed population who are unemployed from those who are outside the labour force.

#### Actively seeking employment:

Seek employment refers to any activity carried out during a specified recent period, usually the last four weeks or one month, for the purpose of finding a job or setting up a business for profit. This includes also part-time, informal, temporary, seasonal or casual employment, within the national territory or abroad. Examples of such activities are:

1. arranging for financial resources, applying for permits, licences;
2. looking for land, premises, machinery, supplies, farming inputs;
3. seeking the assistance of friends, relatives or other types of intermediaries;
4. registering with or contacting public or private employment services;
5. applying to employers directly, checking at worksites, farms, factory gates, markets or other assembly places;
6. placing or answering newspaper or online job advertisements;
7. placing or updating résumés on professional or social networking sites online; etc.

The point when the enterprise starts to exist should be used to distinguish between search activities aimed at setting up a business and the work activity itself, as evidenced by the enterprise's registration to operate or by when financial resources become available, the necessary

infrastructure or materials are in place or the first client or order is received, depending on the context; in which cases this is no more about searching to establish a business.

#### Availability for work:

The concept of “currently available” serves as a test of readiness to start a job in the present, assessed with respect to a short reference period comprising that used to measure employment; depending on national circumstances, the reference period may be extended to include a short subsequent period not exceeding two weeks in total, so as to ensure adequate coverage of unemployment situations among different population groups.

#### Included in unemployment are also:

- a) **future job starters** defined as persons not in employment and currently available who did not seek employment because they had already made arrangements to start a job within a short subsequent period, set according to the general length of waiting time for starting a new job in the national context but generally not greater than three months;
- b) participants in skills training or retraining schemes within employment promotion programmes, who on that basis, were not in employment, not currently available and did not seek employment because they had a job offer to start within a short subsequent period generally not greater than three months;
- c) persons not in employment who carried out activities to migrate abroad in order to work for pay or profit but who were still waiting for the opportunity to leave.

#### *Persons outside the labour force*

These are persons of working age who were neither in employment nor in unemployment in the short reference period. They include the concept of potential labour force as defined below, as well as persons who were willing employment but did not seek employment and were not available, as well as persons who did not need or did not want employment for their various reasons.

The following is a commonly used classification of persons outside the labour force, by decreasing labour market attachment (based on the same questions used to assess unemployment):

1. Seeking employment, but not available
2. Not seeking employment, but want and available to work
3. Not seeking, not available, but want employment
4. Does not want, or does not need employment.

#### *Potential labour force*

Potential labour force is defined as all persons of working age who, during the short reference period, were neither in employment nor in unemployment and:

- a) carried out activities to “seek employment”, were not “currently available” but would become available within a short subsequent period established in the light of national circumstances (i.e. *unavailable jobseekers*); or
- b) did not carry out activities to “seek employment”, but wanted employment and were “currently available” (i.e. *available potential jobseekers*).

#### ***Persons in own-use production work***

These are all those of working age who, during a short reference period, performed any activity to produce goods or to provide services for own final use by the person her-/himself, or by the family.

The concept “for own final use” is interpreted as production where the intended destination of the output is mainly for final use by the producer in the form of capital formation, or final consumption by household members, or by family members living in other households.

The concept is also often referred to as subsistence production. For operational purposes, an important test to verify the subsistence nature of the activity is that it is carried out without workers hired for pay or profit.

The concept of own-use production will however not be fully covered in this survey.

#### *Subsistence foodstuff producers*

An important sub-group among persons involved in own-use production work is that of subsistence foodstuff producers. They are defined as: (a) all those who performed any of the own-use production activities in order to produce foodstuff from agriculture, fishing, hunting or gathering that contribute to the livelihood of the household or family; (b) excluding persons who engaged in such production as recreational or leisure activities.

The concept will not be covered in this survey.

#### *Economic activity questionnaire instructions*

### **Structure of the LFS module of the questionnaire and sub-modules**

The modular LFS included in HIES in the PICs comprises questions structured into the following sub-modules, aimed at measuring key statistics of the labour market (questions numbers indicated in front):

- 1) Identification of employed (main paid job/business activity) - 801 to 810
- 2) Characteristics of main paid job/business activity- 811 to 842
- 3) Secondary activity- 843 to 853
- 4) Working time and underemployment- 854 to 858
- 5) Job search and availability- 859 to 861
- 6) Other annual individual income- 862 to 867.

This part 3 will look and explain each question of this module. For each question of the Module, the manual indicates the information to be collected, the purpose of the question, and the guidelines for asking the question such as indicating which household members should be asked the question, and any specific instructions for asking the question.

#### **Sub-module 1: Identification of employed (main paid job/business activity)**

Comprises questions from 801 to 810, all aimed essentially at identifying those who were at work for pay or for profit (employment). Those questions are asked to all household members aged 15 years and above, which is the international concept of the working age population (WAP), as many countries in the world have their minimum age to start employment set at 15 years.

#### **Question 801: Main activity of the respondent at present**

*Which of the following best describes what [HM] was mainly doing during the past 7 days?*

#### **Codes:**

1. Studying or training → 806
2. Working in [farming, forestry, raising animal, fishing or handicraft]

3. Working in another sector/activity →811
4. Looking for work →806
5. Taking care of the household or family → 806
6. Voluntary work [community, village, church,...] → 806
7. Long-term illness, injury or disability → 805
8. Retired or pensioner → 806
9. Other (note) → 806.

**Purpose:**

- Identification of the respondent’s main activity at present.
- For evaluation purposes, to support the development of a classification of main activity based on self-perception for social analysis.
- This classification takes into consideration all activities that the person is engaged in, and not only his or her relation to the labour market. The main aim is to determine how the person self-identifies considering the different domains of everyday life.
- Together with other questions in the module, it is used to identify persons employed.

**Implementing guidelines:**

- Asked of all persons aged 15+ years.
- The interviewer should read out each response option and record the one which the respondent considers to be most relevant to them.
- This is not limited to working activities. If a person spends most of their time as a student they should report student even if they do some work.
- The intention is to capture the situation ‘at present’. A specific reference period should not be defined.
- If the respondent indicates that they are temporarily away from their main activity (e.g. on holidays or due to illness) then they should be asked what they normally do.
- If the respondent indicates that a number of categories are relevant ask them to select which they consider to be main. As much as possible the respondent should identify this themselves but if not the interviewer can remind them that this is about what they mainly do or about the category which they think best relates to them.
- Only read the first 8 categories. Only if the respondent cannot select one of the first 8 categories should they be asked what they mainly do at present and write down the response provided next to code 09.
- Category 2 is used for persons who self-identify as mainly working in agriculture, forestry or fishing activities, irrespective of whether the production is for sale or for household consumption.
- Category 3 is used for persons who self-identify as mainly working in non-agricultural activities.
- The notion of “at present” is to be interpreted as understood by the respondent. There is no pre-defined reference period in the past.
- Once the answer has been provided, the enumerator needs to be careful with the skip (but in this question the CAPI will normally take care of this).

**Question 802: Main products produced**

Description of the main products produced by people who say their main activity is working in farming or fishing.

*What is the main product [animals, farming, forestry, or fishing] that [HM] was working on during the past 7 days?*

**Codes:**

- Oceanic fish (tuna, wahoo, mahimahi etc)
- Sharks
- Reef fish
- Lagoon fish
- Non fin-fish seafood items (shells, crabs, etc)
- Pigs
- Other livestock
- Root crops (Taro, cassava..)
- Kouben
- Copra / coconut
- Vegetables
- Fruit
- Weaving
- Carving
- Jewellery making
- Canoe building

**Purpose:**

- To enable the data coder to find the appropriate ISIC Rev.4 Code or corresponding national classification.

**Implementation guidelines:**

- **Only ask of respondents who indicated their main activity was work in farming or fishing in response to question 801.**
- If the respondent reports multiple products ask them to indicate which ones were the main ones (this could be based on quantity, value, amount of time spent but mainly the respondent should be asked to identify this without further guidance if possible).
- It is vital to have enough information about the main goods or products produced or service rendered at the place of work to enable coding at 4 Digits level.
- When responses are being coded to an industry classification (e.g. ISIC), the industry code that is closest to the product /activity recorded should be used. Code 9810 (Undifferentiated goods-producing activities of private households for own use) should be avoided.

**Question 803: Main intended destination of production**

The main intended destination of the products output from the work in farming or fishing.

*Were those products intended for sale or for family use when first planted or hunted/fished?*

**Codes:**

1. Only for sale
2. Mainly for sale
3. Mainly for family use
4. Only for family use

**Purpose:**

- To identify whether work done in farming or fishing should be identified as employment or own use production work. This is based on whether the intended use of the products from the work is for sale (employment) or own/family use (own use production work).

**Implementation guidelines:**

- **Do not read response options**
- Try to get the respondent to report the general situation for the goods produced rather than just the goods produced during the previous week.
- For this question all of the products the person was working on should be considered together. For example, if the person worked to look after both chickens and pigs then they should report whether the chicken and pigs together were mainly for family use or for sale/barter.
- Code the self-reported answer to one of the four response options. If the respondent indicates that the products are both for sale/barter and family use try to get the respondent to indicate which one is the main use in general.

**Question 804: Hours actually worked**

Number of hours actually worked in the last (week/7days) in main [farming, forestry, fishing] activity for own-final use.

*Last week, from Monday up to Sunday, how many hours did [HM] spend on this activity?*

**Codes:**

Open-ended number (however CAPI should include a realistic limit, such as from 0.5 to 84.0).

**Purpose:**

- To produce estimates of working time in own-use production.

**Implementation guidelines:**

- **Refers only to time spent in the last week working in farming, forestry, fishing activities mainly for own final use.**
- Ask for the total hours worked in the last week in these activities.
- If the respondent cannot provide a total number of hours actually worked in these activities, assist with recall by asking about hours worked per day and days worked in last week.
- Record 0 if the person was temporarily absent from these activities in the last week.
- Record hours in 0.5 hour intervals. Round up or down to the nearest 0.5 hour.
- **Exclude time spent in farming, forestry, fishing activities intended mainly for sale.**

**Question 805: Ability to work currently**

*Considering [HM]'s current situation is he/she able to work?*

**Codes:**

A yes-no question.

**Purpose:**

If the person is not able to work, then the question confirms that the person was not at work, and there is no reason to ask additional checks for paid employment or business.

### **Implementation guidelines:**

ASKED ONLY IF MAIN ACTIVITY IS A LONG TERM ILLNESS, INJURY, DISABILITY (801=7).

### **Questions 806 and 807: Work to generate income**

Work for pay/profit as possible secondary activity, asked to persons whose main activity is not for pay of profit. Recovery questions for paid job or business activity for those who did not have employment as their main activity (as self-declared).

*806. Last week, from Monday up to Sunday, did [HM] do any work to generate an income?*

This question is asked to those whose main activity is studies, looking for work, care or voluntary work, retired pensioners, etc.

*807. Last week, from Monday up to Sunday, did [HM] do any work (in addition to fishing, livestock, agriculture or handicraft) to generate an income?*

This question is asked to those whose main activity is production for own-use by the family.

### **Codes:**

Both are yes-no questions.

### **Purpose:**

- To recover persons who have paid employment as a secondary activity, e.g. people who care for children on a full-time basis, or who produce food mainly for eating, but also have a casual job for pay or profit.

### **Implementing guidelines:**

- Read the questions verbatim. For testing purposes, if the respondent says “No,” do not probe further, continue with the next question.
- Work “for pay or profit” refers to work done in exchange for remuneration payable in the form of wages or salaries for work done or hours worked or in the form of profits from a business activity. The remuneration may be in cash or in kind, and may be payable directly to the person performing the work, or indirectly to a household or family member, as in the case of members working for a family business or to help with the paid job of a family member.
- It includes persons who worked in expectation of payment regardless of whether the payment was actually received or not by the time of the interview, and persons who worked in a business activity with the intention of earning a profit, even if the business was not making a profit or was incurring a loss by the time of the interview.
- It includes work in all types of paid jobs as an employee, apprentice, casual worker, part-time worker, informal worker; as well as work in all kinds of business activities, whether as an employer or as an own-account worker producing goods or providing services intended mainly for the market. It also includes work by members in a family business or farm producing mainly for the market.
- Exclude farming or fishing activities when intended mainly for own final use by the household or family, even if a part of the production is sold or bartered.

### **Question 808: Recovery question for contributing family workers**

*Last week, did [HM] help a family member with his/her paid job or business?*

**Codes:**

A yes-no question.

**Purpose:**

- To recover persons who have employment of this type as a secondary activity, e.g. a full time student who helps out in a family business at the weekends

**Implementing guidelines:**

- Code 01 “Yes” if the respondent participated in any activity to support the operation of a business activity or job of a family member living in the same or in another household in last week, whether they receive pay or not for the work.

**Question 809: Temporary absence from a paid job or business in last week**

*Did [HM] have a paid job or business, but was absent last week?*

**Codes:**

A yes-no question.

**Purpose:**

- To identify persons with possible temporary absence from a paid job or business during the reference period.

**Implementation guidelines:**

- Asked only to persons aged 15+ years who were not identified as employed in the initial set of questions.
- Absences captured here should be temporary in nature. The exact duration of absence will be confirmed in a later question.
- The important issue to capture here is that the absence is an interruption of a period of work. In other words the person was previously working in the activity and expects to return to that activity after the absence.
- People who are absent from their normal place of work for work related reasons such as job-related travel or training should be considered employed in the reference week and should have answered yes to previous questions on employment.
- People who have found employment but have not yet started work are not considered to be absent from work.

**Question 810: Reasons for temporary absence**

*What is the main reason why [HM] was absent from work last week?*

**Codes:**

1. Vacation, holidays → 811
2. Maternity, paternity leave → 811
3. Illness, accident → 811
4. Shift work, variable time → 811
5. Education leave, training → 811
6. Other personal leave (care for family, civic duties, etc.) → 859

7. Temporary reduction in clients, work break → 859
8. Long-term disability → 859
9. Bad weather condition, natural disaster → 859
10. Strike, labour dispute → 859
11. Seasonal work → 859
12. Other reasons → 859

**Purpose:**

To identify the reason for absence from employment. Depending on the reason along with the duration of absence and continued receipt of payment, the respondent will be identified as employed or not.

**Implementation guidelines:**

- Code 2: Maternity or paternity leave correspond to a statutory period of leave established in national legislation at the time of the birth of a child.
- Code 4: This includes situations where the respondent was absent for the entire reference period due to their working time arrangement or the nature of their work. This includes for example, persons who work on “tours” with schedules such as two weeks on and 2 weeks off; persons on time off as compensation for time previously worked and other flexible working time arrangements. It also includes persons working in agriculture or in other industries where the nature of their work may include short periods (e.g. lasting a week or two) with no activity. Note however, that the off-season should be recorded as Code 11. Involuntary breaks in work due to economic reasons should be recorded as Code 07.
- Code 5: This includes all kinds of education or training, inside or outside the workplace. People absent for this reason are considered as not employed, unless they continue to receive payment or income from the job, or their duration is less than a specified threshold at national level, usually not exceeding 3 months. This is the case for the rest of the codes, with the exception of seasonal work (they are not at work).
- Code 7: This includes any temporary absence from work related to the work being temporarily stopped for economic reasons such as a lack of available business, a lack of materials, difficulties with premises etc. This also includes any absence where a person is temporarily laid off by their employer.
- Code 10: This includes only people who were personally involved in a labour dispute. Absences due to being unable to attend work due to other people engaging in a labour dispute should be coded 07.
- Code 11: This includes all people who are absent from work as their activity has stopped during the off-season. This should not include very short term breaks in activity during a season (e.g. 1 or 2 weeks) which should be coded 01.

|   |
|---|
| <b>Sub=module 2: Characteristics of main paid job/business activity</b> |
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The sub-module comprises questions from 811 to 842, all aimed at collecting information on the key characteristics of employment such as industry, occupation, status in employment, employment in the informal sector and informal employment, and income from employment in the main job (income from other jobs are collected in the other sub-modules).

**Questions 811 and 812: Industry in main activity**

Description of the industry or branch of economic activity of the place where the person has his/her main job.

*Question 811. What is the main activity of the place where [HM] works?*

*Question 812. ISIC Rev.4 code (4 digits).*

**Codes:**

Open-ended responses.

**Purpose:**

- To enable the data coder to find the appropriate ISIC Rev.4 Code or equivalent national classification;
- Please note that ONLY WELL-TRAINED STAFF SHOULD ENTER THE CODES IN QUESTION 812;
- It is highly recommended that another team of 2 or 3 people do re-check the codes entered and confirm if the code corresponds to the answer and description provided in question 811.

**Implementation guidelines:**

- To aid in coding of the response the interviewer should record 2 pieces of information. The first piece of information is 'Name/Kind of the establishment' and the second is the 'Main activity'.
- Name/Kind of Establishment: If the respondent gives a name of a business (e.g. The Red Lion) it is also necessary to record what kind of establishment that is (e.g. Bar). As a minimum the kind of establishment must be recorded to allow the coder to identify the correct ISIC (or national equivalent).
- Main activity generally refers to the main products/goods or services produced by the business/establishment the respondent works in/for (e.g. Cannery processing fish, Plantation growing palm; Restaurant serving meals, etc.).
- It is vital to have enough information about the main goods or products produced or service rendered at the place of work to enable coding at 4 Digits level.
- The examples presented in the questionnaire should be used if the respondent has difficulty reporting.
- For data entry purposes 2 fields should be created to cover the Name/Kind of Establishment, main activities and goods or services (ISIC Code or national equivalent will be in another question or another field). These can be labelled 811a and b. If only one space is provided (in this case with CAPI, then the full text of the first 2 information can be included in that space).

**Questions 813 and 814: Occupation in main activity**

Description of the occupation or the main tasks or duties the person has in his/her main job.

*Question 813. What does [HM] usually do in this job/business?*

*Question 814. ISCO-08 code (4 digits).*

**Codes:**

Open-ended responses.

**Purpose:**

- To identify the person's occupation and enable the data coder to find the appropriate ISCO-08 Code or equivalent national classification;
- Please note that ONLY WELL-TRAINED STAFF SHOULD ENTER THE CODES IN QUESTION 814;
- It is highly recommended that another team of 2 or 3 people do re-check the codes entered and confirm if the code corresponds to the answer and description provided in question 813.

#### **Implementation guidelines:**

- The interviewer should ask the question verbatim and record two pieces of information.
- The first piece of information is the 'Occupational title'.
- The second piece of information is the 'Main tasks and duties'; e.g. Machine operator for processing fish; Palm oil farm labourer; Cook preparing meals; etc.
- It is vital to have enough information about the title and main tasks or duties to enable coding at 4 Digits level. For example, if the respondent says he/she is a teacher, you should inquire further as to what type of teacher- primary school, vocational school, subject matter taught, language, etc., and then record both the title and the tasks and duties reported (e.g. teaching provided and at which main level of educational institution).
- For data entry purposes 2 fields should be created to cover the occupational title, and the main tasks and duties; these can be labelled 813a, and b. A separate field or question should be provided for ISCO Code (or national equivalent).

#### **Question 815: Status in employment**

Specify the status of employment of the respondent, i.e. the work relationship with the employer or the economic unit where he/she works (ref. details in concepts and definitions).

*815. Does [HM] work...?*

#### **Codes:**

1. In his/her own business activity → 821
2. In a business operated by a household or family member → 820
3. As an employee
4. As an apprentice
5. Other (note)

#### **Purpose:**

- To capture the status in employment of people in employment, i.e. their work relationships with the employer or the economic unit in which they work.
- This is an experimental question which is an alternative to traditional questions to capture status in employment (for the expected revised classification of work relationships, 20th ICLS).

#### **Implementation guidelines:**

- Read verbatim and mark the option as self-declared by the respondent. Do not probe further to confirm answer. If the respondent cannot choose, read again the options. If no answer is provided, code 5 and write down the answer provided by the respondent.
- Code 1: The respondent works on his/her own account or with partners. He/she holds a "self-employment" type of job and may or may not have engaged employees to work for him/her.
- Code 2: The respondent participated in any activity to support the operation of a business activity of a family member living in the same or in another household.

- Code 3: The respondent holds a job with a written or oral contract/agreement which gives him/her a basic pay that is not directly dependent on the revenue of the unit in which he/she works.
- Code 4: The respondent holds a job to acquire workplace experience or skills.

**Questions 816, 817 and 818: paid job benefits (pension and paid leave)**

*816. Does [HM]'s employer pay social contributions for [HM]'s job on [HM]'s behalf?*

*817. Does [HM] get paid annual leave?*

*818. Does [HM] get paid sick leave in case of illness or injury?*

**Codes:**

1. Yes
2. No
3. Do not know

**Purpose:**

- Selected job benefits used to assess the formal character of the job, such as: getting contribution to social security, getting paid annual leave, and getting paid sick leave.

**Implementation guidelines:**

- Contribution to social security should be the one paid by the employer, not the personal voluntary contribution paid by the worker him/herself.
- Contributions should be paid to any national institution providing pension or job related social security benefits.
- All the three benefits paid by the employer should be in practice, not just indicated in a contract: the worker should actually be getting them.

**Question 819: Responsibility for deducting income tax**

*Is [HM]'s employer responsible for deducting your income tax?*

**Codes:**

1. Yes
2. No
3. Do not know

**Purpose:**

- To establish if the relationship between the respondent and the employer is an employment relationship or a commercial relationship. The responsibility of deducting/reporting income tax is typically a responsibility for the employer in an employment relationship.

**Implementation guidelines:**

- Only asked to those that have stated that they are an employee, apprentice or other and that do not receive any wage or salary.
- The question do not aim at establishing actual deduction of income tax, it aims at establishing which part that is responsible for deduction of income tax.

- If the respondent states that no income tax is deducted e.g. due to that the income is below a legal threshold for when income tax should be deducted or that it is undeclared work, then the interviewer should probe further in order to establish who would be responsible for deduction of income tax in the hypothetical case that income tax were being paid.

**Question 820: Decision making in running of business**

*Who usually makes decisions about the running of this business?*

**Codes:**

1. [HM] NAME himself
2. [HM] NAME together with family
3. Other family members => Go to 825
4. Other => Go to 825

**Purpose:**

- To assess the decision making within the family business.
- This will allow the identification of people who may not believe they own the business but actually have a decision making role.

**Implementation guidelines:**

- Only asked of respondents who work in a family business.
- This refers to usual decision making about the running of the business such as the types of goods and services offered, hiring of employees etc.

**Question 821: engaging paid employees**

*In the last week, did [HM] engage any paid employees in his/her business?*

**Codes:**

1. Yes
2. Yes, but the employees were temporarily absent last week
3. No

**Purpose:**

- The question is used in defining employers and separating them from own-account workers (see further references in the concepts and definition part). The answer should be yes if [H/M] engaged any regular employee, whether the employee was actually paid or not.

**Implementation guidelines:**

- Only asked to respondents that have stated that they work in their own businesses.
- The categories should not be read out.
- Code 1 should be used if at least one employee carried out work in the reference week.
- Code 2 should be used if the respondent states that he/she did not have any employees in the reference period due to temporary absence(s). Sick-leave, annual leave, vacation and maternity/paternity leave are all considered as temporary absences. Absences due to low-season, temporary layoffs, slack-work are not considered as temporary absences and should be coded with 3.

- Code 3 should be used when the respondent does not have any employees in the reference period or if the employees were absent but not due to sick-leave, annual leave, vacation and maternity/paternity leave, or not due work organization (shift work and variable working time should be recorded in code 2).

### **Question 822: Type of ownership of the business**

*Is [HM] company/enterprise a .....?*

#### **Codes:**

1. Limited company => Go to 825
2. Trading partnership => Go to 825
3. Limited partnership => Go to 825
4. Other
5. Do not know

#### **Purpose:**

- To establish whether the business is incorporated or unincorporated.

#### **Implementation guidelines:**

- Only asked to self-employed persons (employers and own-account workers).
- The question should be exemplified with national concepts of incorporated businesses.
- The concept of limited company, trading partnership, and limited partnership should refer to the national definition of businesses organisation or corporation.
- If the respondent have more than one business then the respondent should refer to the business that constitutes the main job.

### **Question 823: Control over price setting**

*Is it [HM] who typically sets the price he/she charges for the product(s) or service(s) offered?*

#### **Codes:**

A yes-no question.

#### **Purpose:**

- To assess whether the respondent have the authority to set or adjust the prices that are charged for the products/services that are produced.
- This question will be used to assess the new experimental categories of dependant vs independent contractors, to be introduced by the 20th ICLS of October 2018.

#### **Implementation guidelines:**

- Only asked to own-account workers with unincorporated businesses.
- The concept “typically” included in the question should be interpreted as in most cases.
- Code 1 (yes) should be used if the respondent do have some influence of the price level of the services/products that are produced. It is not necessary to have absolute control.
- Code 1 (yes) should be used if the respondent states that he/she is setting a price that reflects the market price for the service/products.

- If the respondent don't know or can't answer then the respondent should be filtered in to following question 824, same as for code 2 (no).

#### **Question 824: Price setting mechanisms**

*How is the price that [HM] charges for his/her product(s) or service(s) typically set?*

##### **Codes:**

1. Set by another company or agent
2. Negotiated between [HM] and his/her customer
3. Determined by the customer
4. Defined by legislation
5. Other (Note)

##### **Purpose:**

- To establish if the price is set by a third party or by the customers.
- Used also to identify dependant/independent contractor.

##### **Implementation guidelines:**

- Only asked to own-account workers with unincorporated businesses that do not control the price setting.
- "Typically" should be interpreted as in most cases.
- The categories should not be read out.
- The categories can be read out if the respondent do not know or do not understand the question in order to assist the respondent.
- Code 1 should be used if there is a third party that sets the price. A third party is a unit other than the respondent, the respondent's customers(s) and government/municipality etc.; with the exception of a unit set through legislation, as this should go to code 4.
- Code 2 should be used in those cases were the price is negotiated between the respondent and his/her customers.
- Code 3 should be used if it is the customer(s) that sets the price. There is no room for the respondent to negotiate it is a "take it or leave it" situation.
- Code 4 is relevant if there are some certain products or services where the price is regulated by legislations. The code is redundant if there are no services/goods within the country where the prices are regulated by legislation/regulation.
- If no category can be applied use code 5 and write down the answer provided by the respondent.

#### **Question 825: Institutional sector**

Description of the institutional sector in which the person is doing the main job/business, or of the unit or establishment in which the person does his/her main job/business.

*825. Please look at the list on the flash card. What does best describe [HM] business or place of work?*

##### **Codes:**

1. Government → 828
2. State-owned enterprise → 828

3. Incorporated company → 828
4. Private business or farm
5. Individual household
6. Non-profit institution/ NGO → 828
7. International organization/ foreign embassy → 828
8. Other (Note)

**Purpose:**

- To assess the type of working environment of the person. This question refers to the type of institution rather than the place of work.
- The question is part of the set of questions used to assess the informal sector (along with 826 and 827).

**Implementation guidelines:**

- Read out response options and record only one response
- This refers to the type of institution that employs the person rather than the place of work. For example if a person is a doctor who spends all their time working on call in different households they are working in a private business (code 4) even though their place of work is private households. If a domestic worker in a household is actually employed by the household they should be recorded as code 5.
- Code 1: Includes all the official government institutions or units (ministries, departments, and other institutions fully run by the government, etc.).
- Code 2: Includes all state-owned enterprises (i.e. ownership of 50% or more by the state).
- Code 3: Includes private companies producing mainly for the market, and that are well-known as corporations, or the respondent knows that the company is incorporated.
- Code 4: Includes all other (non-farm) personal or private businesses that are not publicly owned (or owned at less than 50% by the state), including private/individual farms producing mainly for the market.
- Code 5: Includes private households as employers of domestic workers only.
- Code 6: Includes all non-profit institutions, such as NGOs, charities, religious institutions, that provide their services or product to households or the community at large. It excludes NGOs controlled by the government (should be reported in 1 or 2).
- Code 7: Includes non-market public institutions but owned by foreign or international institutions. Foreign businesses or market international institutions should be reported in code 3 (as they are by definition corporations registered by the government before they operate in the country).

**Question 826: Business registration**

*Is [HM]'s business registered in a national business register or at national businesses registration authority?*

**Codes:**

1. Yes
2. In the process of registration
3. No
4. Do not know

**Purpose:**

- Second question used to assess the formal/ informal sector of the establishment/unit in which the person's job/business is.

**Implementation guidelines:**

- Asked only to those whose institutional sector is a private business or farm, individual household, or who responded code 8 (Other) in Question 825.
- Registration should be with a national business registration or equivalent authority.
- Provincial or local registration systems should not be considered, unless they are proven as operating on behalf of a national businesses registration authority.
- Code 2 should be used if the businesses has started the process of registration, such as completing or requesting the form, but such registration is not confirmed yet.

**Question 827: Accounts bookkeeping**

*Does [HM] business/ organisation, or the business where [HM] work(s), keep a complete records of accounts including assets, income and expenditures, i.e. a complete balance sheet, for reporting to a national authority?*

**Codes:**

1. Yes
2. No
3. Do not know

**Purpose:**

- Third question used to assess the formal/ informal sector of the establishment/unit in which the person's job/business is.

**Implementation guidelines:**

- Asked only to those whose institutional sector is a private business or farm, individual household, or who responded code 8 (Other) in Question 825.
- Should refer to a full keeping of accounts with the aim for reporting to the national authority.
- Bookkeeping for personal purposes of the business owner or just to assess the profit of owners is no enough, and should be reported as code 2 (No).

**Questions 828 to 830: Type of remuneration**

The type of payment received by the respondent for their work in their main job.

*For this work is [HM] paid...?*

**Codes:**

For each question, choose one of the following categories

1. A wage, salary
2. By piece
3. Commissions, tips
4. Fee for service
5. Profit

6. In kind (food, accommodation ...)
7. Does not receive any pay

**Purpose:**

- To identify the types of remuneration received and in particular see whether respondents receive any wage or salary.

**Implementation guidelines:**

- Should have been one multiple choice question; but is now divided into 3 questions.
- Read all the answers and choose/fill the one for which the respondent says “Yes”.
- In-kind pay with products that can be stored and used at a later time should be coded only under category (4). This includes payments with raw products such as rice, maize, vegetables, fruits, or processed products such as cans of food, bread, etc.
- All other types of in-kind pay, such as with meals, accommodation, transport should be coded under category (6). Include here daily meals and drinks provided for immediate consumption at the workplace or by the employer.
- Code (7) is only to be used if the respondent do not receive any form of remuneration; AND SHOULD NOT BE READ.

**Question 831: Last payment received (amount)**

*How much did [HM] get on his/her last payment?*

**Codes:**

Open-ended number (quantity).

**Purpose:**

- Collect information on income or earnings from employment, as defined in the 12th ICLS (for wages) and in the 16th ICLS (employment related incomes); further details in the concepts and definition section.

**Implementation guidelines:**

- Write the amount provided by the respondent, in AUD.
- For paid employee: as much as possible gross salary should be collected, including social protections benefits paid by the employer directly to the employee as long as they are related to the job performed.
- For respondents paid only by piece (code 2 in question 828-830) or by fee for service (code 4), ask the respondent to provide an estimate of the market value.
- Profit (for employers and own-account workers): assess the net profit, by removing the value of intermediary products and services used for the production of final products or services. Include the value of final products consumed directly by the business owner or by his family.

**Question 830: Period covered by the last payment**

*What period of time does this payment cover?*

**Codes:**

1. Day

2. Week
3. Fortnight
4. Month
5. Other

**Purpose:**

- Used to assess the monthly earnings.
- Can also be used to identify the frequency of payment received as an indicator of reliability of the income.

**Implementation guidelines:**

- As some people may have multiple types of payments periods for their job/business, please insist that this refers to the last payment received.
- For respondents who were paid by piece rate or each time they do the work (for example every time they sell something) record code 5.
- Code 5 should also be used for respondent who were paid at the end of the season/task/work, such as when the person performs work for a prolonged period of time and is paid only at the end when he/she delivers the product or completes the service, or the season.

**Question 831: Months of work in the job/business during the past 12 months**

*During the past 12 months how many month has [HM] been involved in this job?*

**Codes:**

1. 1 month
2. 2 months
3. 3 months
4. 4 months
5. 5 months
6. 6 months
7. 7 months
8. 8 months
9. 9 months
10. 10 months
11. 11 months
12. 12 months
  
99. Do not know

**Purpose:**

- Assess annual earnings.
- Provide estimates of full time work.

**Implementation guidelines:**

- Write the number of months in the space provided.
- Round up the answer to integer codes as indicated above; and code any period less than 1 month as 1.

**Questions 832 to 835: Additional annual cash payments from the employer**

*During the past 12 month, in addition to the net salary, how much did [HM] get from his/her employer?*

**Codes:**

Amount for each of the following

- 833. Cash end of year bonus
- 834. Extra time paid in cash
- 835. Housing allowance cash
- 836. Other cash addition income from employer.

**Purpose:**

- Collect additional employment cash earnings from employment not included in regular payments, and covering the last 12 months.

**Implementation guidelines:**

- Write the amounts provided by the respondent, in USD, in the corresponding item and space.
- Additional payment from the employer not included in the last payment indicated in Question 830.
- Include only payments in cash by the employer; payments in kind are reported in the following questions.

**Questions 836 to 841: Payments in kind from the employer in the last 12 months**

*During the past 12 month did [HM] receive any in kind benefit from his/her employer and what is the estimated amount?*

**Codes:**

Amount for each of the following

- 1. House
- 2. Electricity
- 3. Food
- 4. Telephone
- 5. Car
- 6. Other
  
- 7. No other in kind income: to question 837, and write 0 in the amount.

**Purpose:**

- Collect additional payments and earnings in kind from employment, not included in regular payments, and covering the last 12 months.

**Implementation guidelines:**

- Please collect a maximum of 3 different payments in kind received during the last 12 months.
- Write the code above for the type of payment in kind, in questions 837, 839, and 841 respectively.
- Write the estimated market value, in USD, in the corresponding item and space in questions 838, 840, and 842 respectively.

- Should be additional payments in kind from the employer not included in the last payment indicated in Question 830.

### **Sub-module 3: Secondary activity**

The sub-module comprises questions from 843 to 853, and is aimed at collecting key employment characteristics for the secondary job such as status in employment, industry, occupation, type of payment, last payment and the period it covers, and actual number of months worked during the last 12 months. All these questions/ characteristics have been indicated in the previous sub-module.

#### **Question 843: Multiple jobs/businesses holders in the last week**

*Does [HM] has another job / business that provides him cash income?*

#### **Codes:**

1. Yes
2. No → 854
3. Do not know → 854

#### **Purpose:**

- Whether the respondent has only one job/business or multiple jobs/businesses.
- Part of identification of all persons employed in the last week.
- Also to identify multiple-job holders.

#### **Implementation guidelines:**

- Refers to work for pay or profit.
- As per self-declaration.
- Include paid job/businesses held by the person, even if they were temporarily absent in the last week.
- Self-employed people who work for more than one client should be considered to have only one job/business. Different jobs/businesses will generally involve separate economic units or separate areas of activity (industry). However in general allow the respondent to self-identify whether they have one job or business or more than one.
- Work in farming or fishing mainly for household consumption should not be counted here as a job/business.

#### **Question 843: Status in employment, secondary job**

*Same as question 815 above.*

#### **Questions 844 and 845: Industry in secondary activity**

*Same as questions 811 and 812 above.*

#### **Questions 846 and 847: Occupation in secondary activity**

*Same as questions 813 and 814 above.*

#### **Question 848: Type of remuneration from secondary activity**

*Same as questions 828-830 above*

#### **Question 849: Last payment received from secondary activity, amount**

Same as question 831 above.

**Question 850: Period covered by the last payment**

Same as question 830 above.

**Question 851: Months of work in the job/business during the past 12 months**

Same as question 832 above.

**Sub-module 4: Working time and underemployment**

The sub-module comprises questions from 854 to 858, covering hours actually and usually worked per week, as well as measuring time-related underemployment.

**Question 852: Hours actually worked in main job**

Similar to question 804, but here is for employment (question 804 is for own-use production).

*Considering the main job or business that [HM] has, in total, how many hours did he/she actually work last week?*

**Codes:**

Open-ended number (however CAPI should include a realistic limit, such as from 0.5 to 84.0).

**Purpose:**

- Number of hours actually worked in the last week in the main job/business ONLY.
- To estimate actual time worked, part-time, overtime, ...
- To assess differences between usual and actual working hours.
- To produce estimates of working time.
- Used jointly with earnings in main jobs to assess hourly earnings per industry and occupation (SDGs indicator 8.5.1).

**Implementation guidelines:**

- Refers only to working time in the main paid job or business.
- Record 0: If the person was absent from his/her main job in the last week.
- Record hours in 0.5 hour intervals. Round up or down to the nearest 0.5 hour (except for persons who were absent in the reference week).
- If the respondent cannot provide a total number of hours actually worked in his/her main job, assist with recall by asking about hours worked per day and days worked in last week.

**Question 853: Hours actually worked in ALL jobs in the last week**

***NOTE: THIS QUESTION SHOULD INCLUDE ALL HOURS WORKED IN ALL JOBS, INCLUDING IN THE MAIN AND IN ALL OTHER JOBS/BUSINESSES TOGETHER.***

*Considering all other secondary jobs or businesses that [HM] has, in total, how many hours did he/she actually work last week?*

**Codes:**

Open-ended number (however CAPI should include a realistic limit, such as from 0.5 to 84.0).

**Purpose:**

- Number of hours actually worked in the last week in all jobs, including the main job.
- To estimate actual full-time work, actual part-time, overtime ...
- To assess differences between usual and actual working hours.
- To produce estimates of working time and excessive working time.

**Implementation guidelines:**

- Refers to all jobs for pay or profit held in the reference week even if the person was temporarily absent.
- Record 0: If the person was absent from all of his/her jobs in the reference week
- Record hours in 0.5 hour intervals. Round up or down to the nearest 0.5 hour (except for persons who were absent in the reference week).
- If the respondent cannot provide a total number of hours actually worked in all jobs, assist with recall by asking about hours worked per day and days worked in last week.
- Re-check to ensure that hours actually worked in the main job are included in the reported number in this question.
- Both information on hours worked in the main job and total hours in all jobs are needed separately.
- Exclude working time spent in unpaid activities, including in farming or fishing mainly for own final use.

**Question 854: Usual hours worked per week in ALL jobs**

*And how many hours does [HM] typically work per week in total?*

**Codes:**

Open-ended number (however CAPI should include a realistic limit, such as from 0.5 to 84.0).

**Purpose:**

- Typical number of hours worked per week in all jobs held last week.
- To produce estimates of typical working time per week (to be used such as in assessing underemployment).

**Implementation guidelines:**

- Refers to all jobs for pay or profit held in the reference week even if the person was temporarily absent.
- Hours usually worked per week refers to the typical value (mode) of the hours actually worked per week assessed over the last (month/4 weeks/30 days), as self-declared by the respondent.
- Record hours in 0.5 hour intervals. If the respondent indicates less than 0.5 hour, round up or down to the nearest 0.5 hour.
- Fill the hours per job, add totals and confirm with respondent. If the total exceeds a recommended maximum threshold such as 84, a double check with the respondent should be done.
- If the respondent reports variable hours encourage them to estimate the average over the last 4 weeks/month/30days.

**Question 855: Desire to work more hours for pay of profit**

*At present, would [HM] want to work more hours per week, if paid?*

**Codes:**

1. Yes
2. No
3. Do not know

**Purpose:**

- Willingness to work more paid hours per each week.
- To identify people in time-related underemployment. That is people who want to work more hours and are available to do so and worked below an established hours' threshold in all of their jobs.

**Implementation guidelines:**

- To be recorded as declared by the respondent.
- Should be recorded with regard to the usual working hours in all paid jobs or businesses regardless of the hours actually worked in the reference week.

**Question 856: Availability to work more hours per week**

*Is [HM] available to start working more hours within the next 2 weeks?*

**Codes:**

1. Yes
2. No
3. Do not know

**Purpose:**

- Availability to work more hours per week, if these hours were paid.
- The concept "At present" availability is concretely measured using the next two weeks: is the person available to work for more paid hours in the next 2 weeks?
- To identify people in time-related underemployment. That is people who want to work more hours and are available to do so and worked below an established hours' threshold in all of their jobs.

**Implementation guidelines:**

- To be recorded as declared by the respondent.
- The reference period for availability is two weeks from the date of the interview.

**Sub-module 5: Job search and availability**

The sub-module comprises questions from 859 to 861, key questions of seeking and available for work, used to measure unemployment.

**Question 857: Search for work for pay or profit**

The respondent did anything to find employment in the last 4 weeks.

*In the last 4 weeks, did [HM] look for paid work or try to start a business?*

**Purpose:**

- To identify people who were actively searching for employment.
- This is used as one of the criteria to identify unemployed people along with whether the person was available for work.

**Implementation guidelines:**

- The reference period in question is the last 4 weeks
- Within the question use the specific dates which cover the 4 weeks before the interview. E.g. if the interview took place on 15th April the question would include 'that is from 15th March up to yesterday' if a one month reference period is used.
- Asked of all persons aged 15+ years who were not in employment as identified by earlier questions
- Any activity to seek a paid job should be recorded, even if the amount of activity was low or if the job sought was a casual job for only few hours a week.
- Due to the importance of this question 'Don't know' cannot be accepted as a response.

**Question 858: Desire for work**

Whether the respondent would want to work if a job/business opportunity was available.

*At present, would [HM] want to work if a paid job or business opportunity became available?*

**Purpose:**

- To identify respondents who would want to work if the work was available.
- This is used to identify people who are neither employed nor unemployed but would want to work.
- Used for the key classification of persons outside the labour force per labour market attachment.

**Implementation guidelines:**

- This is only asked of people who are not looking for work currently. The focus of the question should be on the person's desire for work and not on the type of work or how the work would be found.
- The response should be a spontaneous indication of the respondent and the interviewer should not guide the respondent about the type of work or level of pay which would be involved.

**Question 859: Availability to start work last week or in the next 2 weeks**

Whether the respondent was available to start working last week, or is available to start work in the two weeks after the interview date.

*Was [HM] available to start working last week in a paid job/business, or is [HM] available to start working within the next 2 weeks?*

**Codes:**

1. Yes
2. No

**Purpose:**

- To identify respondents who are available for work whether or not they were looking for work.

- This is part of the identification of unemployed people and also is used to identify people who are in the potential labour force (available but not looking for work).

**Implementation guidelines:**

- The focus of this question is on the respondent's time availability to start work in a short period (the week before the interview, or the following 2 weeks after the interview) should a job or business opportunity existed.
- The respondent should not be required to consider any type of job or pay.
- He or she should reply in reference to their time availability and not on the basis of the characteristics of the job or business.
- The interviewer should clearly indicate that availability is considered in the past last week, or in the next 2 weeks following the interview date.

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| <b>Sub-module 6: Other annual individual income.</b> |
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The sub-module comprises questions from 862 to 867, and collects income from other sources than employment, such as social protection transfers, rentals, scholarship, etc., received in the last 12 months. They are all grouped in one instruction as they are related to one same question.

**Questions 860: Additional income received in the last 12 months**

*During the past 12 month did [HM] receive any of the following cash income?*

**Codes:**

- i. Estimated amount for each of the following in-kind items:
- ii. Provident fund
- iii. House rental
- iv. Land lease
- v. Scholarship
- vi. Insurance claim
- vii. Social transfer / elderly citizen benefit
- viii. Other (note)

**Purpose:**

- Collect additional cash income outside employment, and covering the last 12 months.

**Implementation guidelines:**

- Write the code above for the type of income, in questions 862, 864, and 866 respectively.
- Write the estimated market value, in USD, in the corresponding item and space in questions 863, 865, and 867 respectively.
- Enumerators should clearly remind that these income outside employment, i.e. not related to any job/business indicated in previous sections; referring to the items type above.
- If no other cash income: write 0 to question 862, and write 0 in the amount to question 863; and move to the NEXT SECTION/ PERSON.

## Fishing and hunting

|   |   |
|---|---|
| P901. In the last 7 days, did %hmName% engage in fishing, hunting, or seafood collection?   | Select yes / no   |
| P902. In the last 7 days, how many hours did %hmName% spend in total on fishing, hunting, or seafood collection during the last week? | Write number of whole hours spent fishing in the last 7-days  |
| P902. In the last 7 days, how many hours did %hmName% spend in total on fishing, hunting, or seafood collection during the last week? | Select main methods practiced in the last 7-days. Select maximum of 3 main methods.   |
| P902. In the last 7 days, how many hours did %hmName% spend in total on fishing, hunting, or seafood collection during the last week? | For each selected method, select whether the method is practiced all year or just a certain periods of the year   |
| P905. Which months does %hmName% use the %rostertitle% method?  | If the fishing method is only practiced at certain periods of the year, select the months it is practiced   |
| P906. In the last 7 days, which location did %hmName% go when he was using the %rostertitle% method?                                  | Select the location that the fishing method was practiced in the last 7-days  |
| P906a. In the last 7 days, what method of transportation did %hmName% use when he was using the %rostertitle% method?                 | Select the main method of transportation when using the selected fishing method   |
| P907. In the last 7 days, how many hours did %hmName% spend using the %rostertitle% method?   | Write how many hours the individual practiced the fishing method. Note that the sum of the hours practicing this fishing method should equal the total time spent fishing as reported in P902 |
| P907a. In the last 7 days, how many fishing trips did %hmName% undertake using the %rostertitle% method?                              | A fishing trip is when a person goes fishing. Write the number of times the person goes fishing in the last 7-days.   |
| P907a. In the last 7 days, how many fishing trips did %hmName% undertake using the %rostertitle% method?                              | Write, on average, how long the person usually spends fishing per trip (not total per week, but how long they usually spend fishing each trip).   |
| P909. In the last 7 days, what was the total weight (in pounds) of %hmName%'s catch using the %rostertitle% method?                   | Write the total catch by fishing method. Catch in pounds (lbs).   |

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| P910. How would %hmName% rate this week's catch compared to %hisHer% usual catch while using the %rostertitle% method? | Rate whether the catch was greater, same or lower than usual.   |
| P911 to P915   | <p>NOTE: REFERENCE PERIOD IS THE LAST 7-DAYS</p> <p>Record (in AUD) how much the household spend on:</p> <ul style="list-style-type: none"> <li>i. Bait</li> <li>ii. Fishing gear replacement</li> <li>iii. Ice</li> <li>iv. Labour (paid help)</li> <li>v. Other temporary fishing items</li> </ul> <p>If they did not spend, record \$0 (do not leave it blank)</p>                             |
| P916 to P921   | <p>NOTE: REFERENCE PERIOD IS THE LAST 12-MONTHS</p> <p>Record (in AUD) how much the household spend on:</p> <ul style="list-style-type: none"> <li>i. Spearguns</li> <li>ii. Fishing rods and reels</li> <li>iii. Fishing wheels</li> <li>iv. Wetsuits</li> <li>v. Ammunitions</li> <li>vi. Other major fishing items</li> </ul> <p>If they did not spend, record \$0 (do not leave it blank)</p> |
| P922. In the last 7 days, What are the 4 main catches did %hmName% get?  | Select the four main catches that the respondent had this week. Note that this does not include purchased or gifted fish. It is the main fish and seafood that the respondent caught/collected.   |
| P923. In the last 7 days, how much %sCatch% (in pounds) did %hmName% catch?  | Write the total catch by species. Catch in pounds (lbs). Note that the total reported catch by species should be the same as (or similar) to the catch by method reported in P909.  |
| P924. In the last 7 days, how much of the total %sCatch% catch (in pounds) did %hmName% sell?                          | Report the total amount that was sold (in lbs/pounds). This must be less than the catch reported in P923 as you cannot sell more than you caught.   |

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| P925. In the last 7 days, how much did %hmName% earn with the sale of %hisHer% %sCatch% catch? | NOTE: REFERENCE PERIOD OF 7 DAYS<br>Report the total amount earned (in AUD) from the sale of the fish/seafood. |
|--|--|

#### Handicrafts and home processed foods

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|---|--|
| P1001. In the last 30 days, was %hmName% involved in any handicraft or home processed food activities such as carving, weaving, tapa printing, baking, cooking etc? | NOTE: REFERENCE PERIOD OF 30 DAYS<br>Select yes or no  |
| P1002. In the last 30 days, what type of handicraft activities was %hmName% involved in?  | Select the main types of handicrafts and home processed foods that the household was involved in in the last 30 days   |
| P1003. In the last 30 days, how much (in AUD) did %hmName% earn from %rostertitle% ?  | NOTE: REFERENCE PERIOD OF 30 DAYS<br>Report the total amount earned (in AUD) from the sale of the handicrafts/home processed foods   |
| P1004 to P1010  | Report the amounts paid for:<br><br>i. Raw materials (e.g., pandanas leaf, ingredients for cooking, etc)<br>ii. Labour<br>iii. Transport/shipping<br>iv. Packaging<br>v. Other |

#### Section 4: Anaemia and diabetes

No instruction provided here as this is completed by the nurse. Please ensure that the results of haemoglobin, haematocrit and HbA1c are entered correctly.

#### Section 5: Food recall

The food recall section is the most important component of the questionnaire because food accounts for the majority of household expenditure. It also accounts for the majority of consumption. It's therefore important to complete this section comprehensively and correctly.

The food recall section asks about consumption, source of consumption and expenditure on the following food groups:

- Grain, cereals and related,
- Meat,
- Fish and seafood,
- Dairy and oils,
- Fruit,
- Vegetables and crops,

- Beverages – non-alcoholic,
- Snacks, candies and confectionary,
- Spices and condiments, and
- Prepared meals (takeaway food consumed at home).

The sources of food consumption can be from:

- Cash purchases: these are purchases of food for consumption in the household.
- Exchange: this is where other goods (or services) are exchanged for food.
- Home production: this is where the household produces food on its own account, such as through fishing, livestock or aquaculture activities.
- Gifts: this is where the household receives food in-kind through gifting.

It's really important to distinguish food items that are acquired for consumption at home versus acquisition for consumption away from home. The former is reported in the 7-day food recall, while the latter is reported in the food away from home section of the questionnaire. See above for the definitions.

The 7-day food recall section is the same for each food group. It is structured as follows:

- H1501a. In the last 7 days, did any member of this household consume any of the following in the household?
  - This is a yes/no multiselect section of all foods in the relevant section.
- H1501b. In the last 7 days, how much (quantity) %rostertitle% did your household CONSUME?
  - This is the total quantity of the food item that the household consumed over the past 7-days. Note that we are talking about how much the household consumed, not what they acquired. For example, if the household purchased 10lbs of rice and only consumed 5lbs, we would write 5 here.
- H1501c. What is the unit of quantity CONSUMED?
  - This is the unit that corresponds to the previous question on quantity (H1501b). Using the above example of consuming 5 lbs, you would select lbs as the unit.
- H1501d. Was any of the %h1501b% %h1501c% of %rostertitle% consumed, PURCHASED IN CASH?
  - This asks whether any of the consumed items was sourced from cash purchases. It's a simple yes/no response. Using the example above, if all the rice consumed was cash purchased, you would select yes.
- H1501e. How much (quantity) of %rostertitle% did you PURCHASE IN CASH?
  - Now we are interested in the quantity of consumption from cash purchases. It is a similar structure to H1501b where you report the quantity in this question and the corresponding unit in the next section. Following the same example, you would write 5 for 5 lbs of rice being consumed from cash sources.
- H1501f. What is the unit of quantity PURCHASED IN CASH?
  - This question corresponds to the unit reported in H1501e. Following the same rice example, the unit would be lbs (as we consumed 5lbs of rice from cash; the quantity (i.e., 5) is reported in H1501e and corresponding the unit (lbs) is reported in H1501f.
- H1501g. How much did your household SPEND for the CASH PURCHASE?
  - This question asks about the value of consumption. It asks for an estimate of the value of consumption from cash purchases. Continuing with the above example of

- 5lbs of consumption from cash purchases, if rice costs \$2 per lbs, then the consumption value is  $\$2 \times 5\text{lbs} = \$10$ .
- b. Note that we do not record total expenditure here, we only report the expenditure on the rice that was actually consumed. So we said that the household acquired 10lbs, but only consumed 5lbs in the last 7-days, so we only report the value of the consumed rice (i.e., \$10), not the total expenditure (i.e., \$20).
- viii. H1501h. Was any of the %h1501b% %h1501c% of %rostertitle% consumed, purchased through EXCHANGE OF ITEMS (barter)?
- a. This is a simple yes/no question on whether any of the items consumed were sourced through exchange of goods or services.
- ix. H1501i. How did your household pay in EXCHANGE (barter)?
- a. This question asks about what was exchanged for the good that was consumed. Was it an exchange of coconuts, for example.
- x. H1501j. How much (quantity) of %rostertitle% did you PURCHASE through EXCHANGE of items?
- a. This asks about the quantity of the item that was exchanged.
- xi. H1501k. What is the unit of quantity PURCHASED through EXCHANGE of items?
- a. This is the unit that corresponds to the quantity of exchange that was asked in H1501j.
- xii. H1501km. How much would your household SPEND (estimated cost) for the quantity of %rostertitle% PURCHASED THROUGH EXCHANGE?
- xiii. %rostertitle% PURCHASED THROUGH EXCHANGE?
- a. This asks the household to estimate the value of the consumption that was through exchange. It could be seen as asking “if you were to pay cash for this consumption, how much would you have paid?”
- xiv. H1501l. Was any of the %h1501b% %h1501c% of %rostertitle% consumed, came from HOME PRODUCTION?
- a. This is a simple yes/no question on whether any of the items consumed were sourced through home production (e.g., fishing or farming).
- xv. H1501m. How much (quantity) of %rostertitle% was HOME PRODUCED?
- a. This asks about the quantity of the item that was home produced.
- xvi. H1501n. What is the unit of quantity HOME PRODUCED?
- a. This is the unit that corresponds to the quantity of home production that was asked in H1501n.
- xvii. H1501o. How much would your household SPEND (estimated cost) for the quantity HOME PRODUCED?
- a. This asks the household to estimate the value of the consumption that was through home production. It could be seen as asking “if you were to pay cash for this consumption, how much would you have paid?”
- xviii. H1501p. Was any of the %h1501b% %h1501c% of %rostertitle% consumed, RECEIVED AS GIFT?
- a. This is a simple yes/no question on whether any of the items consumed were sourced through gifts (e.g., neighbour gifting fish, or someone gifting dinner consumed at home).
- xix. H1501q. How much (quantity) of %rostertitle% did you RECEIVE AS GIFT?
- a. This asks about the quantity of the item that was received as a gift.
- xx. H1501r. What is the unit of quantity RECEIVED AS GIFT?
- a. This is the unit that corresponds to the quantity of gifts that was asked in H1501q.

- xxi. H1501s. How much would your household SPEND (estimated cost) for the quantity RECEIVED AS GIFT?
- a. This asks the household to estimate the value of the consumption that was through gifting. It could be seen as asking “if you were to pay cash for this consumption, how much would you have paid?”

### Food recall example

Below we present an example of how to complete the food recall, using the scenario below:

- i. The household consumes tuna in the last 7-days.
- ii. In total, the household consumed 40 lbs of tuna.
- iii. 20 lbs of tuna were cash purchased for \$40.
- iv. 10lbs of tuna were home produced and valued at \$20.
- v. 10lbs of tuna were gifted and valued at \$20.

See the below question and response using the above scenario.

| <b>Fish and seafood</b>   |   |
|---|---|
| H1503a. In the last 7 days, did any member of this household consume any of the following? <ul style="list-style-type: none"> <li>• Oceanic fish (fresh or frozen) - tuna, wahoo, mahi mahi, etc (Te ika marawa)</li> <li>• Reef fish (fresh or frozen) - emperor, snapper, parrotfish, surgeonfish, etc (Te ika n aon ora)</li> <li>• ...</li> <li>• Other dried, canned or salted fish</li> </ul> | Yes: Oceanic fish (fresh or frozen) - tuna, wahoo, mahi mahi, etc (Te ika marawa) |
| H1503b. In the last 7 days, how much (quantity) %rostertitle% did your household CONSUME?   | 40  |
| H1503c. What is the unit of quantity CONSUMED?  | (lbs) Pounds  |
| H1503d. Was any of the %h1503b% %h1503c% of %rostertitle% consumed, PURCHASED IN CASH?  | Yes   |
| H1503e. How much (quantity) of %rostertitle% did you PURCHASE IN CASH?  | 20  |
| H1503f. What is the unit of quantity PURCHASED IN CASH?   | Lbs   |
| H1503g. How much did your household SPEND for the CASH PURCHASE?  | 40  |
| H1503h. Was any of the %h1503b% %h1503c% of %rostertitle% consumed, purchased through EXCHANGE OF ITEMS (barter)?   | No  |
| H1503i. How did your household pay in EXCHANGE (barter)?  | N/A (this would be skipped as H1503h = No)  |
| H1503j. How much (quantity) of %rostertitle% did you PURCHASE through EXCHANGE of items?  | N/A (this would be skipped as H1503h = No)  |
| H1503k. What is the unit of quantity PURCHASED through EXCHANGE of items?   | N/A (this would be skipped as H1503h = No)  |
| H1503knm. How much would your household   | N/A (this would be skipped as H1503h = No)  |

|   |     |
|---|-----|
| SPEND (estimated cost) for the quantity of %rostertitle% PURCHASED THROUGH EXCHANGE?            |     |
| H1503l. Was any of the %h1503b% %h1503c% of %rostertitle% consumed, came from HOME PRODUCTION?  | Yes |
| H1503m. How much (quantity) of %rostertitle% was HOME PRODUCED?                                 | 10  |
| H1503n. What is the unit of quantity HOME PRODUCED?   | lbs |
| H1503o. How much would your household SPEND (estimated cost) for the quantity HOME PRODUCED?    | 20  |
| H1503p. Was any of the %h1503b% %h1503c% of %rostertitle% consumed, RECEIVED AS GIFT?           | Yes |
| H1503p. Was any of the %h1503b% %h1503c% of %rostertitle% consumed, RECEIVED AS GIFT?           | 10  |
| H1503r. What is the unit of quantity RECEIVED AS GIFT?  | lbs |
| H1503s. How much would your household SPEND (estimated cost) for the quantity RECEIVED AS GIFT? | 20  |

## Section 6: Food away from home

Similarly to the 7-day food recall, the food away from home section is important as it makes up a large component of consumption and expenditure. It is therefore important that this section is completed correctly. The food away from home section has the following section:

- Breakfast away from home
- Lunch away from home
- Dinner away from home
- Snacks away from home
- Hot drinks away from home
- Bottled water away from home
- Non-alcoholic beverages away from home

**Remember that food away from home must meet the two criteria that:**

- i. **Food was acquired away from home; and**
- ii. **Food was consumed away from home.**

Please refer above if the criteria are not clear.

The food away from home section is administered for individuals, not the household (like the 7-day recall). This is because FAFH is more personal and easier to recall on an individual level while food consumed by the household is easier to estimate for the entire household.

The structure of the food away from is the same for all sections (e.g., breakfast, lunch, etc.). It goes like this:

- i. P23a1. In the last 7 days, did %hmName% consume any BREAKFAST meals outside the house that were purchased OR gifted?

- a. This is a simple Yes / No question
- ii. P23a1. In the last 7 days, did %hmName% consume any BREAKFAST meals outside the house that were purchased OR gifted?
  - a. This asks for the number of times this meal was eaten away from home in the last 7-days.
- iii. P23a3: How many of the %p23a2% BREAKFAST meal(s) were purchased?
  - a. Of the meals eaten away from home, this asks about how many were purchased.
- iv. P23a4: In total how much (in AUD) was paid for the %p23a3% BREAKFAST meal(s)?
  - a. This asks the total amount spent for cash purchased meals away from home.
- v. P23a5: How many of the %p23a2% BREAKFAST meal(s) were provided for free?
  - a. This asks for the number of meals that were provided for free.
- vi. P23a6: If %hmName% were to pay for the %p23a5% free BREAKFAST meal(s), what is the amount (in AUD) %heShe% could have paid?
  - a. This asks for the estimated value of the meals provided for free (e.g., if you were to buy those meals, how much would you have paid).

### Food away from home example

Using the below scenario, we give an example of how to complete the food away from home module.

- During the week (Monday to Friday), Mike has lunch at work. He buys it from a local shop and spends \$3 each day.
- At work each day (Monday to Friday), Mike has a snack of noodles. He contributes \$5 each week to the work “noodle fund”.
- Mike buys a coffee every day of the week (even on the Weekends). He spends \$3 per day.
- Mike’s friend bought him a can of coke at work yesterday. It would have cost around \$2.
- On Friday, Mike went to a restaurant for dinner. He spent \$20 on food.

|  |                                 |
|--|---------------------------------|
| P23a1. In the last 7 days, did %hmName% consume any BREAKFAST meals outside the house that were purchased OR gifted? | No                              |
| P23b1. In the last 7 days, did %hmName% consume any LUNCH meals outside the house that were purchased OR gifted?     | Yes                             |
| P23b2. In the last 7 days, how many LUNCH meals did %hmName% consume away from home?                                 | 5 (i.e., Monday to Friday)      |
| P23b2. In the last 7 days, how many LUNCH meals did %hmName% consume away from home?                                 | 5                               |
| P23b4: In total how much (in AUD) was paid for the %p23b3% LUNCH meal(s)?  | 15 (i.e., \$3 per day x 5 days) |
| P23b5: How many of the %p23b2% LUNCH meal(s) were provided for free?   | 0                               |
| P23c1. In the last 7 days, did %hmName% consume any DINNER meals outside the house that were purchased OR gifted?    | Yes                             |
| P23c2. In the last 7 days, how many DINNER meals did %hmName% consume away from home?                                | 1                               |

|  |  |
|--|--|
| P23c3: How many of the %p23c2% DINNER meal(s) were purchased?  | 1  |
| P23c4: In total how much (in AUD) was paid for the %p23c3% DINNER meal(s)?   | 20   |
| P23c5: How many of the %p23c2% DINNER meal(s) were provided for free?  | 0  |
| P23d1. In the last 7 days, did %hmName% consume any SNACKS outside the house that were purchased OR gifted?                      | 1  |
| P23d2. In the last 7 days, how many SNACKS did %hmName% consume away from home?  | 5 (one packet of noodles at work each day) |
| P23d3: How many of the %p23d2% SNACK(s) were purchased?  | 5  |
| P23d4: In total how much (in AUD) was paid for the %p23d3% SNACK(s)?   | 5  |
| P23d5: How many of the %p23d2% SNACK(s) were provided for free?  | 0  |
| P23e1. In the last 7 days, did %hmName% consume any HOT DRINKS outside the house that were purchased OR gifted?                  | Yes  |
| P23e2. In the last 7 days, how many HOT DRINKS did %hmName% consume away from home?  | 7  |
| P23e3: How many of the %p23e2% HOT DRINK(s) were purchased?  | 7  |
| P23e4: In total how much (in AUD) was paid for the %p23e3% HOT DRINK(s)?   | 21 (\$3 per day x 7 days = \$21)           |
| P23e5: How many of the %p23e2% HOT DRINK(s) were provided for free?  | 0  |
| P23f1. In the last 7 days, did %hmName% consume any BOTTLED WATER outside the house that were purchased OR gifted?               | No   |
| P23g1. In the last 7 days, did %hmName% consume any NON-ALCOHOLIC DRINKS outside the house that were purchased OR gifted?        | Yes  |
| P23g2. In the last 7 days, how many NONALCOHOLIC DRINKS did %hmName% consume away from home?                                     | 1  |
| P23g3: How many of the %p23g2% NONALCOHOLIC DRINK(s) were purchased?   | 0  |
| P23g5: How many of the %p23g2% NONALCOHOLIC DRINK(s) were provided for free?   | 1  |
| P23g6: If %hmName% were to pay for the %p23g5% free NON-ALCOHOLIC DRINK(s), what is the amount (in AUD) %heShe% could have paid? | 2  |

## Section 7: Partakers

Partakers seeks information on non-household members that joined the household for a meal over the last 7-days. It's important that we capture this as it helps with improving our estimates of consumption.

The partakers asks how many meals:

- i. A person aged less than 15 joined the household for in the last 7-days; and
- ii. A person aged 15 or more joined the household for in the last 7-days.

For example, if your elderly neighbour eats with you every day, then they join for breakfast, lunch and dinner every day, so 3 meals per day or 21 meals per week. We would report 21 in this situation.

For example, if you have your two adult friends for dinner one night. You would report 2.

## Section 8: Non-food recall

Non-food recall has a 7-day reference period. It asks about whether the items were acquired and how much was spent in the last 7-days. We cover the following general groups of items:

- Personal hygiene
- Household cleaning products
- Miscellaneous household items
- Miscellaneous household services

In this section, we simply ask whether the item was purchased and, if so, how much (in total) was spent on that item in the last 7-days. Note that this module does not ask about consumption, just expenditure. We report the total expenditure (not just what was used). For example, if we buy a bottle of shampoo, but only use half, we still report the total expenditure for that whole bottle of shampoo.

## Section 9: Household details

### Dwelling characteristics

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| H1101 What type of living quarter is this? | <p>This question refers to the type of living quarters that best describe the dwelling. The enumerator can make his/her own observation to complete this question.</p> <p>The options are:</p> <p><i>Single housing unit (house):</i> this living quarter will be the most common and represents a building that is not attached to any other building for which the household resides.</p> <p><i>Multiple housing unit (apartment):</i> this is usually in the form of an apartment block, but it could be that the dwelling shares a common wall with one or more other dwellings (e.g., semi-detached house).</p> <p><i>Commercial/industrial/agriculture building with living quarters:</i> this housing type, as its name suggests, occurs when the dwelling for which the household resides shares a common wall with a store/shop, or other commercial enterprises.</p> |
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|   | <p><i>Other:</i> Any kind of living quarter not fitting to those above. Examples are the multi-dwelling households (i.e., a household that is spread over more than one building or structure).</p>   |
| <p>H1102 What is the main material used for the roof?</p>                 | <p>The answers to this question can be filled in by observing the house yourself, or by asking the household head.</p> <p><i>Galvanised/aluminium roofing tin:</i> refers to metal or aluminium roof. Corrugated iron is a common example used throughout the Pacific.</p> <p><i>Concrete:</i> the main material used is made of cement – poured concrete or cement blocks.</p> <p><i>Wood:</i> the main material used is made of wood, e.g., plywood or other local wood.</p> <p><i>Fiberglass:</i> is a common type of fiber-reinforced plastic using glass fiber. The fibers may be randomly arranged, flattened into a sheet (called a chopped strand mat), or woven into a fabric.</p> <p><i>Thatched roofing:</i> all types of thatching (e.g., coconut fond/leaves) made from natural leafy material.</p> <p><i>Other material for roof (note):</i> This option is used in case of the main material not among the types listed above.</p> |
| <p>H1103 What is the main material used for the housing unit's walls?</p> | <p>This question enquires about the main material used for the wall. Observe and record the answer. If there is more than one material used, record the main material that covers most of the wall.</p> <p><i>Concrete/brick/stone:</i> the walls are primarily made of concrete (block or poured cement).</p> <p><i>Wood:</i> the walls are primarily made of wood (non-traditional).</p> <p><i>Galvanised / aluminium:</i> the walls are primarily corrugated iron, or its equivalent.</p> <p><i>Fiberglass:</i> the walls are primarily fibreglass.</p> <p><i>Thatch:</i> the walls are made from woven natural materials (coconut leaf, bamboo, round wood), which are typical of traditional Pacific dwellings.</p> <p><i>Other materials for walls:</i> any other wall materials that are not covered in options 1 to 5.</p>  |
| <p>H1104 What is the main material used for the housing unit's floor?</p> | <p><i>Concrete/brick/stone:</i> the floor is primarily made of concrete (block or poured cement).</p> <p><i>Wood:</i> the floor is primarily made of wood (non-traditional).</p> <p><i>Coral or gravel:</i> the floor is directly on the ground, with or without a covering of coral, gravel, or sand.</p> <p><i>Other materials for the floor (note):</i> any other floor materials that are not covered in options 1 to 3.</p>  |

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| <p>H1105 How many rooms does this housing unit have? Do not include hallways, bathrooms and toilets?</p>   | <p>This question enquires about the number of rooms this household has. We ask this to identify whether “crowding” is present. In this question, we do not include hallways, bathrooms and toilets. We are only interested in living space, sleeping rooms and kitchens. Exclude bathroom / shower / toilet / garage / store room / outdoor open kitchen houses.</p>   |
| <p>H1106 When was the building constructed?</p>  | <p>The question is asking about the year when the building was constructed. If the respondent does not know, record the response as 9999. Please note that a rough estimate is acceptable and preferable to a response of 9999.</p> <p>Record the answer as YYYY (e.g., if the house was built in 1986, record it as “1986”).</p>  |
| <p>H1107 Where does this household do most of its cooking?</p>   | <p>The purpose of this question is to find out the location where cooking is usually done in this household. If the household has multiple cooking spaces (e.g., an indoor kitchen, a BBQ and an outdoor traditional kitchen hut), select the place where the household most often / usually cooks.</p> <p><i>In a room used for living/sleeping:</i> cooking takes place in the same room where people sleep.</p> <p><i>In a separate room used as a kitchen:</i> cooking takes place in a room inside the dwelling that is dedicated to cooking/food preparation (e.g., a kitchen).</p> <p><i>In a separate building used as a kitchen:</i> a common example is an outdoor traditional kitchen, which can be with open fire.</p> <p><i>Outdoors:</i> Cooking occurs outdoors, on a balcony.</p> <p><i>Other (note):</i> a cooking location that is not covered in the above options.</p>                                   |
| <p>H1108. In the last 12 months, did your household use any of the following energy sources for its lighting, cooking and/or household appliances?</p> | <p>This is a multi-select question that asks the household to report all energy sources used for lighting, cooking and household appliances in the last 12-months. The options are:</p> <p><i>Electricity grid:</i> public power supply, even if it’s solar generated from public panels.</p> <p><i>Solar panel:</i> shared or individually-owned solar panels.</p> <p><i>Diesel / Bio-fuel private generator:</i> this is a privately owned generator (including petrol run).</p> <p><i>Diesel / Bio-fuel shared generator:</i> this is a jointly owned, or shared, generator (including petrol run).</p> <p><i>Neighbour’s meter:</i> this is using power from your neighbour by running a cable.</p> <p><i>Wind turbine:</i> private or shared electricity generating wind turbine.</p> <p><i>Kerosene:</i> for use in lighting and/or cooking.</p> <p><i>Butane (small can):</i> for use in lighting and/or cooking.</p> |

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|   | <p><i>LPG gas</i>: for use in cooking and/or lighting.<br/> <i>Wood, charcoal, leaves, husks</i>: for use mainly for cooking.<br/> <i>Other (note)</i>: a cooking location that is not covered in the above options.</p>   |
| <b>ENERGY SOURCE DETAIL</b>   |  |
| H1109. In the last 12 months, did your household or persons of another household pay for the use of the %rostertitle%?                              | <p>For items identified as yes in 1108, did your household or persons of another household pay for the use of the items identified in 1108.</p> <p>Yes<br/>No</p>  |
| H1109a. Thinking about the last %rostertitle% use payment, who paid for the use of %rostertitle%? This household or persons from another household? | <p>This simply asks who paid for the items declared as yes in 1109. If the items were paid for by both, select response 1.</p> <p>This household<br/>Another household</p>   |
| H1110 Thinking about the last [payment for items identified in 1108] use payment, how much did [this household or another household] pay?           | <p>Enter the amount paid during the last payment for the item. The amount should be in USD and rounded up to the nearest dollar. If the household cannot remember, ask the usual amount paid.</p>  |
| H1111 In regards to the last [item identified in 1109] use payment, how many days did this payment cover?   | <p>This question asks approximately how many days the payment recorded in 1110 covers. For example, if the household reported \$20 payment for electricity in 1110 and this is paid every 4 days, then the answer is 4. If the respondent cannot remember, ask how much time the payment usually covers.</p> |
| H1112. What is the purpose of this energy source (%rostertitle%)? Start with the most common use.   | <p>For each energy source identified in 1108, specify the use of the power source, using the following categories:</p> <p>Lighting<br/>Cooking<br/>Appliances<br/>Other (note)</p> <p>Rank them in order of main use.</p>  |
| H1113. Is this housing unit connected to the public water supply?   | <p>This is a simple yes/no question to ask the household if it is connected to the public (piped) water supply.</p> <p>Yes<br/>No</p>  |
| H1114. Thinking about the last water payment, how much was paid to use this service?  | <p>This question is enabled if 1113 = yes. It asks the household how much was paid for the last water payment.</p>   |
| H1114a. Thinking about the last water payment, who paid for this service? This household or persons from another household?                         | <p>This simply asks who paid for the last water payment declared in 1114. If the items were paid for by both, select response 1.</p> <p>This household<br/>Another household</p>   |
| H1115. In regards to the last water payment, how many days did this payment cover?  | <p>This is how many days the last water payment covered.</p>   |

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| H1116. What is main source of water used by this household for DRINKING? |   |
| H1117. What is main source of water used by this household for COOKING?  |   |
| H1118. What is main source of water used by this household for CLEANING? |   |
| H1119 What is this household's main toilet facility?                     | <p>This question is asking about the type of toilet facility members of this household usually use. The options are provided with brief description of facilities to assist you in selecting the right answer based on the answer given by the respondent.</p> <p>A flush toilet uses a cistern or holding tank for flushing water and has a water seal, which is a U-shaped pipe, below the seat or squatting pan that prevents the passage of flies and odors. A pour flush toilet uses a water seal, but unlike a flush toilet, a pour flush toilet uses water poured by hand for flushing (no cistern is used)</p> <p>Flush/water to piped sewer: A system of sewer pipes (also called sewerage) that is designed to collect human excreta (feces and urine) and wastewater and remove them from the household environment. Sewerage systems consist of facilities for collection, pumping, treating and disposing of human excreta and wastewater.</p> <p>Flush/water to septic tank: An excreta collection device consisting of a water-tight settling tank normally located underground, away from the house or toilet.</p> <p>Flush/water to pit latrine: A system that flushes excreta to a hole in the ground</p> <p>Flush/water to somewhere else: A system in which the excreta is deposited in or nearby the household environment in a location other than a sewer, septic tank, or pit, e.g., excreta may be flushed to the street, yard/plot, drainage ditch or other location. Flush do not know where.</p> <p>Pit Latrine – With this facility type, excreta are deposited without flushing directly into a hole in the ground.</p> <p>Ventilated improved pit latrine: A latrine ventilated by a pipe extending above the latrine roof. The open end of the vent pipe is covered with gauze mesh or fly-</p> |

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|  | <p>proof netting and the inside of the superstructure is kept dark.</p> <p>Pit latrine with slab: A latrine with a squatting slab, platform or seat firmly supported on all sides which is raised above the surrounding ground level to prevent surface water from entering the pit and for ease of cleaning.</p> <p>Pit latrine without slab, open pit: A latrine without a squatting slab, platform or seat. An open pit is a rudimentary hole in the ground where excreta is collected.</p> <p>Composting toilet: A toilet into which excreta and carbon-rich material are combined (vegetable wastes, straw, grass, sawdust, ash) and special conditions maintained to produce inoffensive compost.</p> <p>Bucket toilet: A bucket or other containers used to collect excreta.</p> <p>Hanging toilet: A toilet built over the sea, a river, or other body of water allowing excreta to drop directly into the water.</p> <p>No facility: used other facilities (e.g., beach, lagoon, bush) that not listed above</p> |
| <p>H1120 What is the nearest health facility where you can find a health professional?</p> | <p>The question refers to the nearest health facility where members of the household can visit and find a health professional (i.e., a qualified person to provide health care, such as a doctor or nurse) for health care and other health related matters concerning household members.</p> <p>Hospital<br/>Health centre<br/>Dispensary<br/>Village clinic</p>   |
| <p>H1121 What is the usual mode of transportation used to reach this health facility?</p>  | <p>This question is asking about the main transport used by members of the household to reach the health facility. If more than one transport used, record the transport that they used most of the time. Remember to record one answer only.</p> <p>Walk<br/>Public transport, bus, taxi<br/>Private vehicle<br/>Canoe, boat<br/>Airplane<br/>Other (note)</p>   |
| <p>H1122h &amp; H1122m How long does it take to reach the health center?</p>               | <p>In this question, we want to find out the time it takes for household members to reach the nearest health centre. Ask the question the record the time in hours (1122h) and/or minutes (1122m).</p>  |

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| H1123. Is this housing unit connected to a landline telephone?  | Ask if the dwelling (building) is connected to a land line phone or not. Record the answer appropriately.   |
| H1124. Is this landline telephone operational at the moment?  | If the dwelling is connected to a land line phone, ask this question to find out if the connection is working now, during the survey or not.<br><br>Yes<br>No go to 1138  |
| H1125. Does your household access the Internet through this landline (via modem)?                           | You will ask this question if the land line phone is working (code 1 in Q.1134) to find out if the household access the internet through this line or not.<br><br>Yes<br>No   |
| H1126. Thinking about your last phone bill, how much did your household pay?<br>%altLandline%               | This question inquires about the total phone bill paid last time by the household. The bill includes the cost of modem land line internet connection.   |
| H1127. In regards to your last phone bill payment, how many days does this payment cover?                   | Ask the respondent the number of days covered in the payment and record the number of days reported whether it is 15 days or 20 days.<br><br>Enter 99 if the number of days covered in the payment is unknown.  |
| H1128. Does your household have a subscription to paid cable or satellite TV?                               | This question asks the respondent whether the household have subscription to paid cable/satellite TV services. Having paid cable/satellite services would allow the household to have access to more and better services.<br><br>Ask the question and record the right answer based on the answer provided by the respondent.<br><br>Yes<br>No go to 1141 |
| H1129. Thinking about your last subscription cable / satellite TV payment, how much did your household pay? | This question asks about the total amount the household paid for the cable/satellite TV service they made in the last payment. The last payment refers to the recent payment the household paid for this service.<br><br>Record the right amount.   |
| H1129a. Thinking about the last subscription cable / satellite TV payment, who paid for                     |   |

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| the use of this service? This household or persons from another household?                        |  |
| H1130. In regards to your last cable/satellite TV payment, how many days does this payment cover? | <p>This question inquires about the number of days that was covered in the payment for the use of cable/satellite TV service by the household.</p> <p>Ask the question and record the number of days covered in the payment.</p> <p>Enter 99 if not known.</p>   |
| H1131. What is the tenure status of this housing unit?  | <p>This question refers to the housing living arrangements through which the house is occupied by household member. The different living arrangement are provided to help the interview to select the right option based on the respondent response.</p> <p>Ask the question and select one answer only.</p> <p>Renting with landlord charges (paying a rent included rent deducted from salary)<br/> Live in the house for free (house provided by the employer for free (go to 1150)<br/> Live in the house for free (house provided by other: church, relatives.. (go to 1150)<br/> Own the house outright (go to 1153)<br/> Own the house with mortgage (go to 1152)</p> |

#### Household assets

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| H1201. Does any member of this household OWN OUT RIGHT any of the following household assets? | <p>The information collected in this question is used as a rough measure of socioeconomic status of the household wealth. It is asking about whether any member of the household own any item listed.</p> <p>If the respondent reports that an item is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for YES. Otherwise, circle '2' for NO and skip to</p> |
| H1201n1. Specify other furniture  |  |
| H1201n2. Specify other major appliances   |  |
| H1201n3. Specify other small appliances   |  |

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| H1201n4. Specify other asset  |   |
| <b>ASSET DETAILS</b>  |   |
| H1202. How many %rostertitle%(s) does this household own?   | If any member of the household reported owning any item in question 1201, ask question 1202 to find out how many items does he/she own.<br><br>Record the number of items.  |
| H1203. In regards to your household's most recent or latest %rostertitle%, how many complete years has your household owned this asset? If less than 1 year record a "0". | This question refers to the number of years the respondent have when owning the item(s). Remember to ask the number of years for each items and record the correct answer provided by the respondents.  |
| H1204. In regards to your household's most recent or latest %rostertitle%, how did your household acquire this asset?   | For each items owned, ask the respondent whether the item was bought new or second hand. Record the answer appropriately.<br><br>New<br>Second hand   |
| H1205. How much did your household pay for this asset (%rostertitle%)?  | This question ask about the total amount spend to purchase the item. Similar to question 1204, you will ask this question for each individual item that the respondent own.<br><br>Ask the question and record the total amount spend for each individual item.   |
| H1206. How much could your household receive if your you to sell this asset (%rostertitle%) today?  | The question refers to the amount that the respondent would get if he/she would sell the item. Explain to the respondent that this does not mean he/she would have to sell the item, the question is interested to obtain an estimate of the cost of item if it was sold.<br><br>Ask the respondent and record the estimate cost. |
| H1207. Was this %rostertitle% purchased in RMI or Overseas?   |   |

## Other household items and services

### Home maintenance and construction

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| <p>H13a1. In the last 12 months, did this household or members of another household pay for any of the following services or items?</p>         | <p>This question serves two purposes: 1) to establish those household members involved with home maintenance and construction related activities at home; and 2) to filter out those households not involved in such activities.</p> <p>Ask the question and provide a brief explanation of related activities as provided below to assist the respondent in identifying the correct answer:</p> <p>Plumbing maintenance:<br/>         Electrical maintenance:<br/>         Roofing maintenance:<br/>         Painting maintenance:<br/>         House and property protection and enclosure:<br/>         Other dwelling maintenance:</p> <p>Record 'Yes' as an the answer for each activity if in any time in the past 12 months any household member was involved with.</p> <p>Yes<br/>         No</p> |
| <p>H13a2. In the last 12 months, who was the MAIN cash provider that paid for this home's %rostertitle%?</p>                                    |   |
| <p>H13a3. How much did %h13a2% pay to complete home %rostertitle%?<br/>         H13a4. Was this %rostertitle% purchased in RMI or OVERSEAS?</p> | <p>For each activity, ask how much was spend on all the work involved, including the cost of contractor and materials required.</p>   |

### Vehicles

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| <p>H13b1. Does any member of this household own any of the following vehicles?</p> | <p>This question inquire about ownership of vehicle item. The items that are owned should be in working order including those items that are temporarily out of order but would be fixed soon.</p> <p>For each item listed, ask whether the respondent or any other household member own this item or not and record the answer appropriately.</p> |
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|  | <ol style="list-style-type: none"> <li>1. Car</li> <li>2. Truck, bus or van</li> <li>3. Motorbike</li> <li>4. Bicycle</li> <li>5. Boat with a motor (inboard)</li> <li>6. Boat/canoe without motor</li> <li>7. Outboard motor</li> <li>8. Trailer</li> <li>9. Other vehicle</li> </ol> <p>Record code 1 for 'Yes' and code 2 for 'No' for all item based on the response provided.</p>  |
| <p>H13b2. How many %rostertitle% does your household own?</p>            | <p>For those item owned, ask this question to find out how many of them does the respondent own.</p> <p>Record the number of items owned for each respective item.</p> <ol style="list-style-type: none"> <li>1. Car</li> <li>2. Truck, bus or van</li> <li>3. Motorbike</li> <li>4. Bicycle</li> <li>5. Boat with a motor (inboard)</li> <li>6. Boat/canoe without motor</li> <li>7. Outboard motor</li> <li>8. Trailer</li> <li>9. Other vehicle</li> </ol> |
| <p>H13b3. %moreThan1% many months have you owned this %rostertitle%?</p> | <p>The intention of this question is to find out how long does the household member owns this item. Make sure to obtain the information for each item.</p> <ol style="list-style-type: none"> <li>1. Car</li> <li>2. Truck, bus or van</li> <li>3. Motorbike</li> <li>4. Bicycle</li> <li>5. Boat with a motor (inboard)</li> <li>6. Boat/canoe without motor</li> <li>7. Outboard motor</li> <li>8. Trailer</li> <li>9. Other vehicle</li> </ol>             |
| <p>H13b4. How did your household acquire this %rostertitle%?</p>         | <p>The aim of this question is to determine whether those items owned by the household member were purchased new or second hand. Record the answer for each items owned.</p> <ol style="list-style-type: none"> <li>1. New</li> <li>2. Second hand</li> </ol>   |
| <p>H13b5. Was this %rostertitle% purchased</p>                           |   |

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| in RMI or OVERSEAS?  |  |
| H13b6. How much did your household pay for its %rostertitle%?  | The question is asking about the cost of buying those items despite they are new ones or not. Ask the question and record the total amount spent on those items.   |
| H13b7. How much could you get today, if your household were to sell its %rostertitle%?                 | The focus of this question is to estimate the cost of the items owned if they are to be sold today. Explain to the respondent that the question is only asking for the estimate cost of these items if sold now.<br><br>Record the best estimate for each item.  |
| H13b8. What is the main purpose of your household's %rostertitle%?                                     | The question aims to understand the purpose of those items that the household member own. For each items, ask and record the purpose appropriately as provided below:<br><br><ol style="list-style-type: none"> <li>1. Transport service business (taxi) (go to 1317)</li> <li>2. Fishing purposes (go to 1317)</li> <li>3. Other business purposes (go to 1317)</li> <li>4. Private use (go to 1318)</li> </ol><br>Make sure to record an answer for each item owned. |
| H13b9. What percent of your household's %rostertitle% is used for %h13b8%?                             | This question is to be asked if the vehicle is used for business or fishing purposes to <b>determine how much time</b> was spent on these activities.<br><br><ol style="list-style-type: none"> <li>1. Car</li> <li>2. Truck, bus or van</li> <li>3. Motorbike</li> <li>4. Bicycle</li> <li>5. Boat with a motor (inboard</li> <li>6. Boat/canoe without motor</li> <li>7. Outboard motor</li> <li>8. Trailer</li> <li>9. Other vehicle</li> </ol>                     |
| H13b10. In the last 30 days, in total, how much did your household pay for fuel for its %rostertitle%? |  |
| H13b11. In the last 12 months, did your household pay for following for its %rostertitle%?             |  |

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| H13b12. In the last 12 months, in total, how much did your household pay for TIRES for its %rostertitle%?                   | <p>The main focus of this question is to find out how much was spend over the last 12 months on new tyre for the following items:</p> <ol style="list-style-type: none"> <li>1. Car</li> <li>2. Truck, bus, van</li> <li>3. Motorbike</li> </ol> <p>Record the total spending on new tyre for each item based on the answer provided.</p>  |
| H13b13. Were these TIRES purchased in RMI or OVERSEAS?  |  |
| H13b14. In the last 12 months, in total, how much did your household pay for SPARE PARTS for its %rostertitle%?             |  |
| H13b15. Were these SPARE PARTS purchased in RMI or OVERSEAS?  |  |
| H13b16. In the last 12 months, in total, how much did your household pay for SERIVCE AND MAINTENANCE for its %rostertitle%? | <p>This question is interested to know the total spending made in the last 12 months on service/maintenance for all vehicle item listed.</p> <ol style="list-style-type: none"> <li>1. Car</li> <li>2. Truck, bus or van</li> <li>3. Motorbike</li> <li>4. Bicycle</li> <li>5. Boat with a motor (inboard</li> <li>6. Boat/canoe without motor</li> <li>7. Outboard motor</li> <li>8. Trailer</li> <li>9. Other vehicle</li> </ol> |
| H13b17. In the last 12 months, in total, how much did your household pay for INSURANCE for its %rostertitle%?               | <p>Question 1316 is asking about the total spending made by the household (any member) over the last 12 months on insurance coverage for all items.</p> <ol style="list-style-type: none"> <li>1. Car</li> <li>2. Truck, bus or van</li> <li>3. Motorbike</li> <li>4. Bicycle</li> <li>5. Boat with a motor (inboard</li> </ol>  |

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|  | 6. Boat/canoe without motor<br>7. Outboard motor<br>8. Trailer<br>9. Other vehicle<br>Record '00' if none. |
| H13b18. In the last 12 months, in total, how much did your household pay for REGISTRATION for its %rostertitle%?                     |  |
| H13b19. In the last 30 days, did any household member rent a car, boat or any other vehicle? Please exclude rentals when travelling. |  |
| H13b20. In the last 30 days, how much did this household pay for that rental?  |  |

#### International private travel

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| H13c1. In the last 12 months did any member of this household undertake any personal international travel? | <p>The main purpose of this question is to determine whether any household member paid for any private international trip over the past 12 months.</p> <p>Any private international trip refers to trips made and paid by the household to travel outside RMI for any reasons.</p> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> </ol>                                |
| H13c2. In the last 12 months, in total how many international private trips did this household undertake?  |   |
| H13c3. For trip number %rostertitle%, what was the final destination?                                      | <p>This question is asking for the final destination of the trip made by household member. The final destination does not include places or countries of transit.</p> <p>Ask the name of the country as the final destination and record the right answer from the list below.</p> <ol style="list-style-type: none"> <li>1. Hawaii</li> <li>2. US – mainland</li> <li>3. Guam</li> </ol> |

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|   | <ol style="list-style-type: none"> <li>4. FSM</li> <li>5. Palau</li> <li>6. Japan</li> <li>7. China</li> <li>8. Philippines</li> <li>9. Other</li> </ol>   |
| H13c4. What was main purpose of this trip?  | <p>The main purpose of this question is to find out the main purpose of the trip. Ask the question and record the answer.</p> <ol style="list-style-type: none"> <li>1. Holidays (shopping..)</li> <li>2. Family visit, event</li> <li>3. Medical</li> <li>4. Education</li> <li>5. Seasonal work</li> <li>6. Other</li> </ol> |
| H13c5. How many household members were part of this trip?                                       | <p>This question inquire about the number of household members who are part of this trip.</p> <p>Ask the question and record the answer.</p>   |
| H13c6. For this trip, how much did your household pay for airfares?                             | <p>The focus of this question is to determine how much did the household spend on the following items when arranging and undertaking private international trips:</p> <p style="text-align: center;">Air fares</p>   |
| H13c7. For this trip, how much did your household pay for sea fares?                            | <p>The focus of this question is to determine how much did the household spend on the following items when arranging and undertaking private international trips:</p> <p style="text-align: center;">Sea fares</p>   |
| H13c8. For this trip, how much did your household pay for restaurants, bars, and takeaway food? | <p>The focus of this question is to determine how much did the household spend on the following items when arranging and undertaking private international trips:</p> <p style="text-align: center;">Take away food and restaurant</p>   |
| H13c9. For this trip, how much did your household pay for ground transportation?                | <p>The focus of this question is to determine how much did the household spend on the following items when arranging and undertaking private international trips:</p> <p style="text-align: center;">Transport (car rental, taxi, buses)</p>   |

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| H13c10. For this trip, how much did your household pay for other expenses such as entertainment? | <p>The focus of this question is to determine how much did the household spend on the following items when arranging and undertaking private international trips:</p> <p style="text-align: center;">Other entertainment</p> |
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### Domestic private travel

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| H13d1. In the last 3 months did any member of this household undertake any personal domestic travel? | <p>The question is about any private domestic trip any household member paid over the past 3 months. Only private domestic travel have to be recorded here.</p> <p>Record the right answer:</p> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No (skip to</li> </ol>  |
| H13d2. In the last 3 months, in total, how many domestic private trips did this household undertake? |   |
| H13d3. For trip number %rostertitle%, what was the final destination?                                | <p>There are 3 options for domestic travel location and final destination. Record the right location.</p> <ol style="list-style-type: none"> <li>1. Majuro</li> <li>2. Ebeye /Kwajalein</li> <li>3. Other atoll in RMI</li> </ol>   |
| H13d4. What was main purpose of this trip?   | <p>The main purpose of the trip also leads to type of expenditure and activities involved. There are 6 options for the purpose of travel.</p> <p>Ask the question and record the right purpose of travel.</p> <ol style="list-style-type: none"> <li>1. Holidays (shopping...)</li> <li>2. Family visit, event</li> <li>3. Medical</li> <li>4. Education</li> <li>5. Seasonal work</li> <li>6. Other</li> </ol> |
| H13d5. How many household members were part of this trip?  | <p>The number of members involved in the trip also leads to the total cost spending on the side of the provider whether at the household or individual level. Ask how many members were part of the trip and record the answer correctly.</p>   |
| H13d6. For this trip, how much did your  | <p>This question aims to collect the total spending made on each items during the arrangement and undertaking of the domestic travel.</p>   |

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| household pay for airfares?  | Air fares   |
| H13d7. For this trip, how much did your household pay for sea fares?                             | This question aims to collect the total spending made on each items during the arrangement and undertaking of the domestic travel.<br><br>Sea fares                           |
| H13d8. For this trip, how much did your household pay for restaurants, bars, and takeaway food?  | This question aims to collect the total spending made on each items during the arrangement and undertaking of the domestic travel.<br><br>Take away food and restaurant       |
| H13d9. For this trip, how much did your household pay for ground transportation?                 | This question aims to collect the total spending made on each items during the arrangement and undertaking of the domestic travel.<br><br>Transport (car rental, taxi, buses) |
| H13d10. For this trip, how much did your household pay for other expenses such as entertainment? | This question aims to collect the total spending made on each items during the arrangement and undertaking of the domestic travel.<br><br>Other entertainment                 |

#### Household services and taxes

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| H13e1. In the last 12 months did this household or persons of another household pay for the following | This question is asking about any payment made by any hhd member in the past 12 months for the following services:<br><br><ol style="list-style-type: none"> <li>1. House keeping / maid services</li> <li>2. Security services</li> <li>3. Gardening</li> </ol> |
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| <p>services for this household?</p>   | <ol style="list-style-type: none"> <li>4. Baby sitting/child care at home</li> <li>5. Laundry services</li> <li>6. Passport/Id card fees</li> <li>7. Legal services</li> <li>8. House insurance</li> <li>9. Health insurance</li> <li>10. Life insurance</li> <li>11. Other insurance</li> <li>12. Government fines</li> <li>13. Taxes on imported goods</li> <li>14. Other tax</li> <li>15. Other service</li> </ol> <p>Ask for each services and if any member has paid for such services then record code 1 for 'Yes' and record code 2 for 'No' if no services received and paid.</p> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No (skip to 1329)</li> </ol> |
| <p>H13e2. In the last 12 months, who was the MAIN cash provider that paid for this household's %rostertitle%?</p> |  |
| <p>h13e3. In the last 12 months, how much did %h13e2% pay for this household's %rostertitle%?</p>                 |  |

#### Financial support

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| <p>H13f1. In the last 12 months, did any member of this household give money to the following?</p> | <p>The purpose of this question is simply to find out if any household member send cash in support of the following reasons:</p> <ol style="list-style-type: none"> <li>1. Cash support to another household (relative or not)</li> <li>2. Cash donation for family event (birthday, funeral, wedding, etc)</li> <li>3. Cash support to Church/Church event (exc weekly donation, inc only ad hoc payments)</li> <li>4. Cash support to the village/community</li> <li>5. Cash donation for village/custom event</li> <li>6. Cash support to the school</li> <li>7. Other cash support/donation</li> </ol> <p>Ask the respondents if any member send cash for each reasons and record the answer corresponding to each one based on the answer given.</p> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> </ol> |
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| <p>H13f2. In the last 12 months, how much monetary support did your household give to %rostertitle%?</p> |   |
| <p>h13f3. Is this %rostertitle% receiver located in RMI or Overseas?</p>                                 | <p>The purpose of this question is to identify the place where the receiver of financial support live.</p> <p>Ask the question and record the right answer.</p> <ol style="list-style-type: none"> <li>1. In RMI</li> <li>Overseas</li> </ol> |

### Other household expenditure

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| <p>H13g1. In the last 3 months, did this household or persons from another household pay for the following household items?</p> | <p>We are interested to know in this question whether this household bought the following non food items during the past 3 months.</p> <ol style="list-style-type: none"> <li>1. Bed sheet, blanket</li> <li>2. Pillow</li> <li>3. Curtain</li> <li>4. Towel</li> <li>5. Table cloth</li> <li>6. Other household textile</li> <li>7. Flashlight</li> <li>8. Electric bulb</li> <li>9. Electric batteries</li> <li>10. Car/scooter/boat rental</li> <li>11. Recreational services (cinema, shows, concert, exhibition)</li> <li>12. Other</li> </ol> <p>Ask for each item and record an answer based on the response.</p> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No(skip to 1401)</li> </ol> |
| <p>H13g2. In the last 3 months, who was the MAIN cash provider that paid for this household's %rostertitle%?</p>                |  |
| <p>h13g3. In the last 3 months, how much did %h13g2% pay for this household's %rostertitle%?</p>                                | <p>In this question we are interested to know the amount spend on each item that were bought during the past 3 months.</p> <p>Ask the question and record the amount that was spent for each specific items:</p> <ol style="list-style-type: none"> <li>1. Bed sheet, blanket</li> <li>2. Pillow</li> <li>3. Curtain</li> </ol>  |

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|   | <ol style="list-style-type: none"> <li>4. Towel</li> <li>5. Table cloth</li> <li>6. Other household textile</li> <li>7. Flashlight</li> <li>8. Electric bulb</li> <li>9. Electric batteries</li> <li>10. Car/scooter/boat rental</li> <li>11. Recreational services (cinema, shows, concert, exhibition)</li> <li>12. Other</li> </ol> |
| H13g4. Was this %rostertitle% purchased in RMI or OVERSEAS? | <p>The purpose of this question is to identify the place where the receiver of financial support live.</p> <p>Ask the question and record the right answer.</p> <ol style="list-style-type: none"> <li>2. In RMI</li> <li>3. Overseas</li> </ol>   |

### Ceremonies

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| H1401. In the last 12 months, did any member of this household spend any money during the following events ? Please do not include money given away. | <p>This question asks about any expenditure that the household had experienced during the past 12 months in regard to special occasions as provided. The question is more interested to know if the household had been involved in any expenses regard all those occasions whether the occasions was for the household or not, as long as the household was involved with. The following occasions involved: 1) New Year' Eve; 2) Christmas; 3)Easter; 4) Other religious day; 5) Wedding; 6) Funerals; 7) Birthday; 8) Other event (graduation, housewarning...)</p> <p>Record 'Yes' if the household had experienced any expenses for any occasions during the last 24 months.</p> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> </ol> |
| H1402. In the last 12 months, how much did this household pay for FOOD for - %rostertitle%?  | <p>This question is asked if the household had been involved or incur expenditure in regards to New Year's Eve. You will require to ask this question to find out the detail expenditure spend on the following items below for New Year's Eve celebration:</p> <p style="text-align: center;">Food</p> <p>Record the amount spent for each individual items.</p>  |
| H1403. In the last 12 months, how much did this household pay for DRINKS for - %rostertitle%?  | <p>This question is asked if the household had been involved or incur expenditure in regards to New Year's Eve. You will require to ask this question to find out the detail expenditure spend on the following items below for New Year's Eve celebration:</p> <p style="text-align: center;">Drinks</p>  |

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|  | Record the amount spent for each individual items.  |
| H1404. In the last 12 months, how much did this household pay for CLOTHING for - %rostertitle%?                | <p>This question is asked if the household had been involved or incur expenditure in regards to New Year's Eve. You will require to ask this question to find out the detail expenditure spend on the following items below for New Year's Eve celebration:</p> <p style="text-align: center;">Clothing</p> <p>Record the amount spent for each individual items.</p>           |
| H1405. In the last 12 months, how much did this household pay for RENTAL OF PREMISES for - %rostertitle%?      | <p>This question is asked if the household had been involved or incur expenditure in regards to New Year's Eve. You will require to ask this question to find out the detail expenditure spend on the following items below for New Year's Eve celebration:</p> <p style="text-align: center;">Rental of premises</p> <p>Record the amount spent for each individual items.</p> |
| H1406. In the last 12 months, how much did this household pay for OTHER ITEMS OR SERVICES for - %rostertitle%? | <p>This question is asked if the household had been involved or incur expenditure in regards to New Year's Eve. You will require to ask this question to find out the detail expenditure spend on the following items below for New Year's Eve celebration:</p> <p style="text-align: center;">Other</p> <p>Record the amount spent for each individual items.</p>              |

#### Remittances

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| H1503. Where did person %rostertitle%, send the money from? | <p>This question is useful for two key reasons, i) it enables us to determine if the remittance is coming in from overseas or in RMI, and ii), if overseas, it shows us which country is providing the most remittances to RMI. Use the answer codes to provide an answer as to where the sender is sending the money from.</p> <p>Ask and record the answer:</p> |
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|  | <ol style="list-style-type: none"> <li>1. Majuro</li> <li>2. Kwajalein</li> <li>3. Outer islands of RMI</li> <li>4. Abroad</li> </ol>   |
| H1504. How is person %rostertitle% related to the head?  | <p>This question collects information on how the sender was related to the household head. A series of codes is provided at the bottom of the table which should be used to provide the answer to this question</p> <p>Ask the question and record the relationship. Remember to be careful to record the correct relationship especially when you are interviewing the respondent who is not the household head.</p> <ol style="list-style-type: none"> <li>1. Spouse, husband, partner</li> <li>2. Son, daughter</li> <li>3. Mother, father</li> <li>4. Brother, sister</li> <li>5. Other relative</li> </ol> |
| H1505. In the last 12 months, how much in total did person %rostertitle% send to this household. | <p>This question reports the total amount received from that sender over the last 12 months. If the sender sent money on more than one occasion in the last 12 months then add these values together to get the total amount for the 12 month period.</p>   |

### Food insecurity

Food insecurity situation of an individual or a household can be inferred from observing typical behaviours and experiences associated with food insecurity.

These include, for example, the condition of being worried about not being able to procure food, having to compromise on the variety and quality of foods consumed, and being forced to cut portions or to skip meals.

Through this approach, the severity of food insecurity is measured by means of eight items or questions, aimed at revealing what has been actually experienced by a given individual or by the members of a given household.

Compromises on the quality/variety of food consumed can be explored by asking whether respondent had to “eat less expensive food” or had not “been able to eat a diverse diet”, etc. The concept of “food shortage”, for example, could be approached by asking about “running out of food in the house before having enough money to buy more”, being forced to “skip meals”, “cutting the size of meals” or “having had to go without eating for an entire day”.

The situation that prevailed during the last 12 months, is assessed through these questions. The answer to each of these questions is to be recorded in codes: 1 if the reply is ‘No’, 2 - if the reply is ‘Yes,, 3- if the reply is ‘Don’t know’ and 4 if the respondent refuses to reply.

**Q.1 Was there a time when you were worried you would run out of food because of a lack of money or other resources?**

This question refers to a state of being worried, anxious, apprehensive, afraid or concerned that there might not be enough food or that the respondent will run out of food because there is not enough money or other resources to get food. The worry or anxiety is due to circumstances affecting the respondent's ability to procure food, such as: loss of employment or other source of income, or other reasons for not having enough money; insufficient food production for own consumption; insufficient food available for hunting and gathering; disrupted social relationships; loss of customary benefits or food assistance; environmental or political crises. It is not necessary for the respondent to have actually experienced not having enough food or running out of food to answer yes to this question.

**Q.2 Were you unable to eat healthy and nutritious food because of a lack of money or other resources?**

This question asks the respondent whether s/he was not able to get foods they considered healthy or good for them, foods that make them healthy, or those that make a nutritious or balanced diet because there was not enough money or other resources to get food. The answer depends on the respondent's own opinion of what they consider to be healthy and nutritious foods. This question refers to the quality of the diet and not the quantity of foods eaten.

**Q.3 You (or any other adult in your household) ate only a few kinds of foods because of a lack of money or other resources.**

The question asks if the respondent was forced to eat a limited variety of foods, the same foods, or just a few kinds of foods every day because there was not enough money or other resources to get food. The implication is that the diversity of foods consumed would likely increase if the household had better access to food. This question refers to quality of the diet and not the quantity of foods eaten. It implies lack of money/resources rather than customary habits or other circumstances (i.e. health or religion) as the reason for limiting the variety of food.

**Q.4 You (or any other adult in your household) had to skip a meal because there was not enough money or other resources to get food.**

This question inquires about the experience of having to miss or skip a major meal (for example, breakfast, lunch or dinner, depending on the norm for number and times of meals in the culture) that would normally have been eaten because there was not enough money or other resources to get food. This question refers to insufficient quantity of food.

**Q.5 You (or any other adult in your household) ate less than you thought you should because of a lack of money or other resources.**

This question inquires about eating less than what the respondent considered they should, even if they did not skip a meal, because the household did not have money or other resources to get food. The answer depends on the respondent's own opinion of how much they think they should be eating. This question refers to quantity of foods eaten and not the quality of the diet. It should never be intended as referring to special diets to lose weight or for health or religious reasons.

**Q.6 Your household ran out of food because of a lack of money or other resources.**

Reference should be made to any occasion when there was actually no food in the household because members did not have money, other resources, or any other means to get food.

**Q.7 You (or any other adult in your household) were hungry but did not eat because there was not enough money or other resources for food.**

This question asks about the physical experience of feeling hungry, and specifically, feeling hungry and not being able to eat enough because of a lack of money or resources to get enough food. It does not refer to possible consequences of special diets to lose weight or of fasting for health or religious reasons.

**Q.8 You (or any other adult in your household) went without eating for a whole day because of a lack of money or other resources.**

This question asks about a specific behaviour — not eating anything all day because of a lack of money and other resources to get food. It does not refer to special diets to lose weight or to fasting for health or religious reasons.

Shocks

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| <p>H1701. During the last 3 years, was this household affected by any of the following shocks?</p>         | <p>This question asks whether this household was affected by any of the following shocks during the past 3 years or not.</p> <p>In the introductory part of this section, the interviewer should have provide some explanation on the term ‘shock’ and also give some examples as provided in the list below to help the respondents understand the question and what we mean by ‘shock’.</p> <ol style="list-style-type: none"> <li>1. Cyclone, storm</li> <li>2. Heavy rain, flooding</li> <li>3. Drought</li> <li>4. Sea pollution</li> <li>5. Divorce, separation</li> <li>6. Redundancy</li> <li>7. Sea pollution</li> <li>8. Bankrupt of one household business</li> <li>9. Important loss of cash income</li> <li>10. Death of an income earner in the household</li> <li>11. Other shock</li> </ol> <p>Ask the respondents and record all the ‘shocks’ that affected the household in the last 3 years by selecting ‘Yes’. If the household experienced more than one shock, then record ‘Yes’ for all those reported.</p> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> </ol> |
| <p>H1702. Can you specify among all those shocks you experienced which were the three (3) most severe?</p> | <p>The intention of this question is to understand the level of the shocks among all those shocks that the household experienced during the past 3 years.</p> <ol style="list-style-type: none"> <li>1. Cyclone, storm</li> <li>2. Heavy rain, flooding</li> <li>3. Drought</li> <li>4. Sea pollution</li> <li>5. Divorce, separation</li> <li>6. Redundancy</li> </ol>  |

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|   | <ol style="list-style-type: none"> <li>7. Sea pollution</li> <li>8. Bankrupt of one household business</li> <li>9. Important loss of cash income</li> <li>10. Death of an income earner in the household</li> <li>11. Other shock</li> </ol> <p>Ask the respondent to specify the level of each shock that their household experienced during the past 3 years.</p> <ol style="list-style-type: none"> <li>1. The most serious</li> <li>2. The second serious</li> <li>3. The less serious of the 3</li> </ol> |
| <p>H1703. As a consequence of this shock "%rostertitle%", what did the household experience regarding the cash income?</p>            | <p>This question is asking about the household experience regarding the cash income as a result of those shocks.</p> <p>Ask the respondent whether the household cash income was increased, decreased, stable or no change, no concerned as a consequence of those shocks.</p> <p>Record the right answer for each shock.</p> <ol style="list-style-type: none"> <li>1. Increase</li> <li>2. Decrease</li> <li>3. Stable</li> <li>4. No concerned</li> </ol>   |
| <p>H1704. As a consequence of this shock "%rostertitle%", what did the household experience regarding the food items in stock?</p>    | <p>The intention of this question is to find out about the household experience regarding the food items in stock as a result of those shocks.</p> <p>Ask the respondent how the shocks affect their household food items in stock.</p> <p>Record the right answer for each shock.</p> <ol style="list-style-type: none"> <li>1. Increase</li> <li>2. Decrease</li> <li>3. Stable</li> <li>4. No concerned</li> </ol>  |
| <p>H1705. As a consequence of this shock "%rostertitle%", what did the household experience regarding the purchase of food items?</p> | <p>Similar to the above questions, question 1705 is asking about the household experience regarding the purchase of food items as a result of those shocks.</p> <p>Record the right answer for each shock.</p> <ol style="list-style-type: none"> <li>1. Increase</li> <li>2. Decrease</li> </ol>  |

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|  | <ol style="list-style-type: none"> <li>3. Stable</li> <li>4. No concerned</li> </ol>   |
| <p>H1706. What was the strategy used by the household after this shock "%rostertitle%" in order to deal with the situation? Start with the main strategy used (3 max).</p> | <p>The purpose of this question is to find out ways or strategies that the household used in order to deal with the situation after all the shocks.</p> <ol style="list-style-type: none"> <li>1. Use the savings</li> <li>2. Support from relatives/friends</li> <li>3. Support from government</li> <li>4. Support from NGO, Church, community</li> <li>5. Change your consumption habits (reduce the number of meals, reduce the quantity of food each meal)</li> <li>6. Purchase cheaper food items</li> <li>7. The hh members who were working for money found additional paid work</li> <li>8. Some hh members went fishing or farming</li> <li>9. Inactive people found a job</li> <li>10. Children lower than 15 found a paid job</li> <li>11. Children were out of school</li> <li>12. Migration of some hh members</li> <li>13. Some assets were sold</li> <li>14. Give some children to another hh for adoption</li> <li>15. Other strategy</li> <li>16. No strategy</li> </ol> |

#### Livestock and aquaculture

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| <p>H1801: Does any member of this household have any of the following livestock or aquaculture stocks?</p> | <p>The focus of this first question is to ask whether the household have the following livestock and aquaculture item at the time of the interview:</p> <ol style="list-style-type: none"> <li>1. Pigs</li> <li>2. Chickens</li> <li>3. Ducks</li> <li>4. Other livestock</li> <li>5. Prawn</li> <li>6. Clam</li> <li>7. Seaweed</li> <li>8. Milkfish</li> <li>9. Oyster or pearls</li> <li>10. Coral</li> <li>11. Other</li> </ol> <p>Ask for each specific item and record 'Yes' if the household have and 'No' if none.</p> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> </ol> |
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| <p>H1802. How many %rostartitle% does this household own?</p>  | <p>This question is asking about the total number of stock that the household have at the time of the interview.</p> <p>You will ask this question for those stock that the household reported having them in question 1801.</p> <p>Ask the question and record the total number of each item according to the answer provided.</p> <ol style="list-style-type: none"> <li>1. Pigs</li> <li>2. Chickens</li> <li>3. Ducks</li> <li>4. Other livestock</li> <li>5. Prawn</li> <li>6. Clam</li> <li>7. Seaweed</li> <li>8. Milkfish</li> <li>9. Oyster or pearls</li> <li>10. Coral</li> <li>11. Other</li> </ol> |
| <p>H1803. Which person in this household is responsible for the care and maintenance of the %rostartitle%?</p> | <p>The question inquire about the person or household member who is responsible for looking after the livestock/aquaculture items reported in question 1801.</p> <ol style="list-style-type: none"> <li>1. Pigs</li> <li>2. Chickens</li> <li>3. Ducks</li> <li>4. Other livestock</li> <li>5. Prawn</li> <li>6. Clam</li> <li>7. Seaweed</li> <li>8. Milkfish</li> <li>9. Oyster or pearls</li> <li>10. Coral</li> <li>11. Other</li> </ol> <p>Ask the respondents and enter ID number of the household member corresponding to each item list.</p>  |
| <p>H1804. In the last 3 months, did this household sell any %rostartitle%?</p>                                 | <p>This question aims to determine whether the household sell some of the stock in the past 3 months.</p> <p>Ask the question and record the answer based on the response.</p> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> </ol>  |
| <p>H1805. In the last 3 months, how many</p>   | <p>In this question, we would like to find out what item was sold and how many. Simply ask the question, record the item sold as well as the quantity (how many).</p>   |

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| <p>%rosteritem% were sold?</p>   | <ol style="list-style-type: none"> <li>1. Pigs</li> <li>2. Chickens</li> <li>3. Ducks</li> <li>4. Other livestock</li> <li>5. Prawn</li> <li>6. Clam</li> <li>7. Seaweed</li> <li>8. Milkfish</li> <li>9. Oyster or pearls</li> <li>10. Coral</li> <li>11. Other</li> </ol>   |
| <p>H1806. Unit</p>   | <p>This question is seeking for the unit of the quantity in which the stock/item was sold in question 1805. For instance, the item could be sold in kg, quantity or unit.</p> <p>Ask the respondent what unit of quantity used and record the answer.</p> <ol style="list-style-type: none"> <li>1. Unit</li> <li>2. pound</li> </ol>                                   |
| <p>H1807. In the last 3 months, how much money did you earn from %rosteritem% sales?</p>                         | <p>This question inquires about the total earning that the household made from selling those stock items reported in question 1804.</p> <p>Record the total earning made from all the stocks.</p>   |
| <p>H1808. In the last 3 months, how much did you household pay for %rosteritem% feed?</p>                        | <p>Questions 1808 to 1813 relate to the total spending made for livestock and aquaculture in terms of food stock, security and others in the last 3 months.</p> <p>Question 1808 specifically ask about the total spending on animal feed for the household livestock/aquaculture.</p> <p>Ask the question and the record the answer. Enter 00 if no cost involved.</p> |
| <p>H1809. In the last 3 months, how much did you household pay for veterinary services for the %rosteritem%?</p> | <p>Question 1809 is asking about the total spending made for veterinary or health support for livestock/aquaculture. This spending involves the cost of paying the veterinary for medical support provided.</p> <p>Ask the question and the record the answer. Enter 00 if no cost involved.</p>  |
| <p>H1810. In the last 3 months, how much did you household pay for fencing and enclosures</p>                    | <p>This question aims to determine the total amount spend on fencing and enclosure for livestock/aquaculture items reported. This spending includes the purchase of materials and building of fences and other security measures for stock items.</p>   |

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| for the %rostertitle%?   | Ask the question and the record the answer. Enter 00 if no cost involved.  |
| H1811. In the last 3 months, how much did you household pay for labour to help care for the %rostertitle%?           | This question is asking about the total spending on labor including the wage paid to these persons who provided labor work over the last 3 months should be recorded here. Remember to include cash payments and in-kind payments. |
| H1812. In the last 3 months, how much did you household pay for freight/cargo for the %rostertitle%?                 | The question refers to the cost of any freight/cargo involved for livestock/aquaculture in the last 3 months. Ask the question and record the answer appropriately.  |
| H1813. In the last 3 months, how much did you household pay for other expenses related to the care of %rostertitle%? | In this question, we are asking about the total spending that were made on other items besides those asked above that were needed for livestock/aquaculture.<br><br>Ask the question and record the answer appropriately.          |

### Agriculture

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| H1901. How many pieces of land is this household currently using for agriculture purposes (veg garden, coconut or banana plantation...)? | The focus of this question is to determine the total number of lands the household currently using for agriculture purposes such as growing vegetable garden, coconut or banana plantation and other crops.<br><br>Record the total pieces of land that the household use for agriculture purposes. |
| H1902. Which is the main household member currently responsible for the care of parcel %rostertitle%?                                    | This question aims to identify those household members who are currently working in each parcel of land doing agriculture related activities. Ask for each parcel and record the member's ID for each corresponding parcel.   |
| H1903. What is the tenure status of parcel %rostertitle%?  | This question ask about the tenure status of the parcel of land that is used for agriculture purposes, whether the parcel is owned, rented or in other kind of arrangements.<br><br>Record the answer accordingly.  |

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|  | <ol style="list-style-type: none"> <li>1. Owner (go to 1905)</li> <li>2. Rent for cash</li> <li>3. Use for free (go to 1905)</li> <li>4. Custom land (go to 1905)</li> <li>5. Other (go to 1905)</li> </ol> <ul style="list-style-type: none"> <li>• “1” Own land (freehold): A type of land arrangement where the land and all immovable structures on that piece of land is purchased outright and owned freely with no time requirements on the duration of ownership.</li> <li>• “2” Rent for cash: A form of land arrangement allowing the tenant/lessee temporary rights to a parcel of land for a given length of time after making regular payment with the lessor.</li> <li>• “3” use for free: an arrangement whereby land or parcel of lands is used freely by without any payment.</li> <li>• “4” Custom ownership: A form of land tenure system where land is administered by customary laws, usually involving inheritance of such lands from past predecessors.</li> <li>• “5” Other – any other arrangement of land tenure</li> </ul> |
| <p>H1904. How much does this household pay each month for renting parcel %rostertitle%?</p>          | <p>This question is seeking to obtain information on the total rent paid per month by household member for renting a parcel of land to do agriculture related activities.</p>   |
| <p>H1905. In the last 30 days, did %agName% harvest any vegetables from parcel %rostertitle%?</p>    | <p>This question asks whether the household member harvested any vegetables in the past month from this parcel.</p> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No (go to 1907)</li> </ol>  |
| <p>H1906. In the last 30 days, what are the 3 main vegetables harvested on parcel %rostertitle%?</p> | <p>The intention of this question is to specify the 3 main vegetables harvested on this parcel last month. Choose the answers from the list below;</p> <ol style="list-style-type: none"> <li>1. Tomatoes</li> <li>2. Cucubmer</li> <li>3. Beans</li> <li>4. Pumpking</li> <li>5. Capsicum</li> <li>6. Lettuce</li> <li>7. Cabbages (European)</li> </ol>   |

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|   | 8. Spinach<br>9. Other   |
| H1907. In the last 30 days, how much %rosteritle% (in pounds) was harvested from this parcel?     | This question is seeking for the quantity of each vegetables that were harvested. Ask the question for each 3 main vegetables and record the answer.   |
| H1908. In the last 30 days, from the total %rosteritle% harvested, how much (in pounds) was sold? | The aim of this question is to determine how much of the total harvested vegetables were sold.<br><br>Remember to record the answer in percentage and therefore you will need to calculate and convert the answer into percentage when reporting.  |
| H1909. From the total %rosteritle% sold, how much did this household earn?                        | This question is asking about the income earned the household made from selling agriculture products in the last month as reported in question 1908.<br><br>Ask the question and record the amount. Record the best estimate.  |
| H1910. In the last 30 days, did %agName% harvest any root crops from parcel %rosteritle%?         | The question simply asks whether the household member harvested any crops from the parcel of land in the past month or not.<br><br>Find out from the respondent if any time in the past month he/she harvested any crops from this parcel of land and record the answer.<br><br>1. Yes<br>2. No (go to 1915)   |
| H1911. In the last 30 days, what are the 3 main root crops harvested on parcel %rosteritle%?      | If the respondent/household member harvested any crops during the past month (question 1910 = 1), the interviewer should ask this question to find out the 3 main crops that were harvested during this time.<br><br>Record the 3 main crops harvested accordingly.<br><br>1. Yam<br>2. Taro<br>3. Cassava/Manioca<br>4. Sweet potatoes/Kumara<br>5. Puraka<br>6. Tarua<br>7. Others |

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| <p>H1912. In the last 30 days, how much %rostartitle% (in pounds) was harvested from this parcel?</p>     | <p>The 3 main crops harvested during the past month were identified in the previous question (Q. 1911) and question 1912 aims to obtain the total number (quantity) of each crop being harvested.</p> <p>It is not expected that households will be able to provide a very accurate answer for this question, so make sure you advise that a “best guess” is better than nothing.</p> <ol style="list-style-type: none"> <li>1. Crop 1 (in pound)</li> <li>2. Crop 2 (in pound)</li> <li>3. Crop 3 (in pound)</li> </ol> |
| <p>H1913. In the last 30 days, from the total %rostartitle% harvested, how much (in pounds) was sold?</p> | <p>The aim of this question is to determine how much of the total harvested crops were sold.</p> <p>Remember to record the answer in percentage and therefore you will need to calculate and convert the answer into percentage when reporting.</p>  |
| <p>H1914. From the total %rostartitle% sold, how much did this household earn?</p>                        | <p>This question is asking about the income earned the household made from selling each crop in the last month as reported in question 1912.</p> <p>Ask the question and record the amount. Record the best estimate if the respondent could not provide the exact number.</p>   |
| <p>H1915. In the last 30 days, did %agName% harvest any fruits/coconuts from parcel %rostartitle%?</p>    | <p>Similar to questions 1905 and 1910, question 1915 is specifically asking about any fruit/copra that the household member harvest during the past month.</p> <p>Ask the question carefully to ensure the household member refers to any fruit/copra in this question.</p> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No (skip to</li> </ol>   |
| <p>H1916. In the last 30 days, what are the 3 main fruits harvested on parcel %rostartitle%?</p>          | <p>Ask question 1916 to obtain the 3 main fruit that the household member harvested on this parcel last month and record them accordingly.</p> <p>You should circle at least 3 fruits if more than 3 fruits that were harvested most last month.</p> <ol style="list-style-type: none"> <li>1. Copra</li> <li>2. Banana</li> <li>3. Pawpaw</li> <li>4. Lime/Lemon</li> <li>5. Watermelon</li> <li>6. Pineapple</li> <li>7. Noni</li> <li>8. Other fruits</li> </ol>  |

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| <p>H1917. In the last 30 days, how much %rostartitle% (in pounds) was harvested from this parcel?</p>     | <p>The 3 main fruits that were harvested last month were identified in the previous question (Q.1916). In this question (Q. 1917), we would like to find out the quantity of each fruit that were actually harvested.</p> <p>Ask the question for each fruit and record the quantity appropriately.</p> <ol style="list-style-type: none"> <li>1. Fruit 1 (in pounds)</li> <li>2. Fruit 2 (in pounds)</li> <li>3. Fruit 3 (in pounds)</li> </ol> |
| <p>H1918. In the last 30 days, from the total %rostartitle% harvested, how much (in pounds) was sold?</p> | <p>Simply ask this question to find out the total quantity sold for each individual fruit. To calculate the percentage sold, simply divide the quantity sold by total harvested reported in question 1917.</p> <p>The interviewer could also let the respondent provide the percentage based on their estimate.</p>  |
| <p>H1919. From the total %rostartitle% sold, how much did this household earn?</p>                        | <p>This question is asking about the income earned by the household from selling <b>each fruit</b> in the last month.</p> <p>Ask the question and record the amount. Record the best estimate if the respondent could not provide the exact number.</p>  |
| <p>H1920, In the last 12 months, how much in total did this household pay for seeds or seedlings?</p>     | <p>The focus of this question is to determine the total amount spent that the household made in purchasing or obtaining seeds <b>in the last months</b>. This includes seeds used for agriculture products and seeds obtained from all sources.</p>  |
| <p>H1921, In the last 12 months, how much in total did this household pay for fertilizer?</p>             | <p>The aim of this question is to find out how much did this household spend on fertilizer that used for agriculture related activities.</p>   |
| <p>H1922, In the last 12 months, how much in total did this household pay for labour?</p>                 | <p>This question aim to determine the total expenditure spend on labour cost, which includes the cost of employing someone to work on the land related to agriculture related supports.</p>  |
| <p>H1923, In the last 12 months, how much in total did this household pay for fencing and enclosures?</p> | <p>This question is asking about all expenditure made for all the materials bought to build fences, gates for agriculture, gardening purposes.</p> <p>Ask the question and record the answer correctly.</p>  |

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| H1924, In the last 12 months, how much in total did this household pay for freight/cargo? | This question inquires about all expenditure made on freight/cargoes needed for all agriculture related activities. |
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## Section 10: Dietary recall

This section asks about frequency of consumption of various items. Simply record the response as:

- Never/Almost Never
- Once per month
- Once per week
- Three times per week
- Daily
- More than daily

## Section 11: Disability and healthy living

### Child functioning module (Ages 2 to 4)

This module is intended to provide an estimate of the number/proportion of children with functional difficulties. These functional difficulties may place children at risk of experiencing limited participation in an unaccommodating environment. The module covers children between 2 and 4 years of age. A similar module is also included in the Questionnaire for Children Age 5-17.

#### UCF1. Check UB2: Child's age?

If the child is age 2-4 years, you will continue with UCF2. If the child is age 0 or 1 you will go to next module.

Functional domains covered in Questionnaire for Children Under Five are as follows: Seeing, hearing, walking, fine motor, understanding, being understood, learning, playing, and controlling behaviour.

Seeing Domain: The purpose of this domain is to identify children with varying degrees of vision difficulties. Seeing difficulties include problems seeing things in day or night, close up or far away, having reduced ability to see out of one or both eyes, having limited peripheral vision.

Seeing is typically measured with the use of corrective lenses if those lenses are used. Corrective lenses include glasses and contact lenses. Even though both terms are used in the questionnaire for children 5- 17, only glasses is used in the questionnaire for children under five.

The question about seeing with glasses is only asked if glasses are worn. In many countries, access to glasses is widespread, so asking questions about seeing without corrective lenses would take valuable survey time but not produce much useful information. The use of glasses that do not correct vision would still be reported as a difficulty seeing, as would seeing problems where no glasses are worn. The most effective way to clarify this issue is to first ask whether the child wears glasses and then ask about their ability to see with glasses if they wear them. If the child does not wear glasses, the question omits any reference to glasses.

Hearing Domain: The purpose of the hearing domain is to identify children who have hearing loss or auditory problems of any kind. This includes reduced hearing in one or both ears, the inability to hear in a noisy environment or to distinguish sounds from different sources. The question is not

intended to capture children who can hear the sounds but either do not understand or choose to ignore what is being said to them. Those concepts are captured in the communication domain.

As was the case for seeing, hearing is evaluated with the use of hearing aids if these are worn. It is acknowledged that hearing aids are not as successful in restoring hearing as glasses are for seeing and the use is not as widespread. Therefore, the question on hearing is structured in the same way as question on seeing with the respondent first asked if the child wears a hearing aid and then asking if the child has difficulty hearing with the hearing aid if one is worn. If the child does not wear a hearing aid, the question omits any reference to hearing aids. In areas where hearing aids are rare, the question on use of hearing aids can be omitted.

**Mobility Domain:** The purpose of this domain is to identify children with varying degrees of gross motor difficulties. Walking is a good measure of gross motor skills because it requires a mix of strength, balance, and the ability to control body movements against gravity, and because walking is the primary mode utilized to move around and cover distances without the use of assistive devices.

If the child uses an assistive device, this series of questions captures the child's ability to walk both with and without his/her equipment.

The questions in the mobility domain differ for children 2-4 because young children may still be in the process of developing walking endurance and may not be willing to walk longer distances. From a developmental standpoint it is expected that a child will walk independently by the age of 2 years. Therefore, the question focuses on the physical activity (walking) rather than distance.

**Fine Motor Domain:** The purpose of this domain is to identify children with difficulty in the coordination of small muscle movements (i.e., fine motor difficulties).

Picking up small objects (e.g., marble, button, small stone) is a good measure of basic fine motor skills because it requires a mix of grip strength, motor control, and dexterity. This fine motor task was selected because in typical development, it is expected that by about 12 months of age, children will be able to pick up small objects using the tip of the index finger and their thumb. The type of grasp (e.g., pincer, tripod) is not differentiated because between the ages of 2 and 4 years old the grasp used to pick up objects can significantly differ.

**Communication/Comprehension Domain:** The purpose of this domain is to identify children who have difficulty exchanging information or ideas with others at home or in the community through the use of spoken language. If a child does not have spoken language and does not have an available accommodation it will be very difficult for him or her to communicate, particularly outside of the immediate family.

There are two important aspects of communication that are measured in the module: understanding others (receptive communication) and being understood by others (expressive communication).

For children 2-4, the survey addresses both receptive communication (does (name) have difficulty understanding you?) and expressive communication (When (name) speaks, do you have difficulty understanding him/her?).

**Learning Domain:** The questions in this domain identify children with cognitive difficulties that make it difficult to learn.

The question for children aged 2-4 is designed to capture the progress of the child through the early stages of learning —the ability to learn.

Playing Domain: This question is meant to capture a difficulty in playing that is related to any functional difficulty. Playing is a complex domain as it involves several functional capacities, from seeing to cognition. It is also heavily influenced by the child's environment.

Play is recognized to be one of the most important activities for the development of young children. Whether alone or in the company of others, a child's ability to play is a building block to the development of social, emotional, cognitive, and physical skills.

Controlling Behaviour Domain: The purpose of this question is to identify children with behavioural difficulties that limit their ability to interact with other people in an appropriate manner. For young children this can include kicking, biting and hitting.

Since all children may express some behavioural difficulties at one time or another, the question is preceded by the phrase "compared with children of the same age" and the response options capture the degree to which demonstrated behaviour is, according to the mother or primary caregiver, deemed excessive.

The module starts with the questions to learn if the child is wearing glasses, using a hearing aid, and using any equipment or receiving assistance for walking.

I would like to ask you some questions about difficulties your child may have. Does (name) wear glasses?

**UCF3. Does (name) use a hearing aid?**

**UCF4. Does (name) use any equipment or receive assistance for walking?**

Then, the next question prepares the respondent for the pre-coded response categories.

**UCF5. In the following questions, I will ask you to answer by selecting one of four possible answers. For each question, would you say that (name) has: 1) no difficulty, 2) some difficulty, 3) a lot of difficulty, or 4) that (he/she) cannot at all.**

After reading the question, repeat the categories during the individual questions whenever the respondent does not use an answer category: Remember the four possible answers: Would you say that (name) has: 1) no difficulty, 2) some difficulty, 3) a lot of difficulty, or 4) that (he/she) cannot at all?

**UCF6. Check UCF2: Child wears glasses?**

If the child is wearing glasses, you will be asking UCF7A. If the child is not wearing glasses, question UCF7B will be asked.

**UCF7A. When wearing (his/her) glasses, does (name) have difficulty seeing? UCF7B. Does (name) have difficulty seeing?**

**UCF8. Check UCF3: Child uses a hearing aid?**

If the child is using a hearing aid, you will be asking UCF9A. If the child is not using a hearing aid, question UCF9B will be asked.

**UCF9A. When using his/her hearing aid, does (name) have difficulty hearing sounds like peoples' voices or music?**

**UCF9B. Does (name) have difficulty hearing sounds like peoples' voices or music?**

**UCF10. Check UCF4: Child uses equipment or receives assistance for walking?**

If the child uses equipment or receives assistance for walking, you will be asking UCF11. If the child is not using equipment or receiving assistance for walking, question UCF13 will be asked.

**UCF11. Without (his/her) equipment or assistance, does (name) have difficulty walking? UCF12. With (his/her) equipment or assistance, does (name) have difficulty walking?**

**UCF13. Compared with children of the same age, does (name) have difficulty walking?**

**UCF14. Compared with children of the same age, does (name) have difficulty picking up small objects with (his/her) hand?**

**UCF15. Does (name) have difficulty understanding you?**

**UCF16. When (name) speaks, do you have difficulty understanding (him/her)?**

**UCF17. Compared with children of the same age, does (name) have difficulty learning things?**

**UCF18. Compared with children of the same age, does (name) have difficulty playing?**

**UCF19. Compared with children of the same age, how much does (name) kick, bite or hit other children or adults?**

Note that the response categories of this question is different compared to previous ones.

#### Child functioning module (Aged 5 to 17)

This module is intended to provide an estimate of the number/proportion of children with functional difficulties. These functional difficulties may place children at risk of experiencing limited participation in an unaccommodating environment. The module covers children between 5 and 17 years of age. A similar module is also included in the Questionnaire for Children Under Five.

Functional domains covered in Questionnaire for Children Age 5-17 are as follows: Seeing, hearing, walking, self-care, being understood inside the household, being understood outside the household, learning, remembering, concentrating, accepting change, controlling behaviour, making friends, anxiety, and depression.

Seeing Domain: The purpose of this domain is to identify children with varying degrees of vision difficulties. Seeing difficulties include problems seeing things in day or night, close up or far away, having reduced ability to see out of one or both eyes, having limited peripheral vision.

Seeing is measured with the use of corrective lenses if those lenses are used. Corrective lenses include glasses and contact lenses.

Hearing Domain: The purpose of the hearing domain is to identify children who have hearing loss or auditory problems of any kind. This includes reduced hearing in one or both ears, the inability to hear in a noisy environment or to distinguish sounds from different sources. The question is not intended to capture children who can hear the sounds but either do not understand or choose to ignore what is being said to them. Those concepts are captured in the communication domain.

As was the case for seeing, hearing is evaluated with the use of hearing aids if these are worn. It is acknowledged that hearing aids are not as successful in restoring hearing as glasses are for seeing and the use is not as widespread. Therefore, this question is structured in the same way as question

CF1 with the respondent first asked if the child wears a hearing aid and then asking if the child has difficulty hearing with the hearing aid if one is worn. If the child does not wear a hearing aid, the question omits any reference to hearing aids. In areas where hearing aids are rare, the question on use of hearing aids can be omitted.

**Mobility Domain:** The purpose of this domain is to identify children with varying degrees of gross motor difficulties. Walking is a good measure of gross motor skills because it requires a mix of strength, balance, and the ability to control body movements against gravity, and because walking is the primary mode utilized to move around and cover distances without the use of assistive devices.

If the child uses an assistive device, this series of questions captures the child's ability to walk both with and without his/her equipment.

For children 5-17, the walking questions are more specific. A clear reference to distance (e.g., short and long distances) was added. Increasing the specificity is beneficial because it captures more variability in the ability to walk. While respondents may not have accurate knowledge of distances, the use of a common example for 100 meters/yards (length of a football field) does give the respondent a good idea of the distance of interest. Asking about 100 meters/yards first followed by the question on 500 meters/yards gives an indicator of relative size that the respondent can use in forming an answer. This said, the use of country specific examples to facilitate the understanding of the actual distance is strongly advised.

**Self-Care Domain:** This domain identifies children who have difficulty taking care of themselves as the result of functional difficulties in other areas such as cognition. Such difficulty could also be the result of problems with the coordination of small muscle movements in the upper body.

This question assesses whether the child has difficulty performing self-care tasks. The question specifies feeding and dressing because these represent tasks that occur on a daily basis and are considered basic activities across cultures. There is a great deal of normal variation in the ability of young children to perform self-care tasks and the expectations may vary significantly by culture so there are no questions in the domain of self-care for children 2-4 years of age.

**Communication/Comprehension Domain:** The purpose of this domain is to identify children who have difficulty exchanging information or ideas with others at home, school or in the community through the use of spoken language. If a child does not have spoken language and does not have an available accommodation it will be very difficult for him or her to communicate, particularly outside of the immediate family.

There are two important aspects of communication that are measured in the module: understanding others (receptive communication) and being understood by others (expressive communication).

The questions for children 5-17 focus only on expressive communication because the receptive communication questions picked up different constructs (i.e., emotions, point of view) in cognitive testing and it was determined this skill was being captured in the hearing and cognition domains.

For children ages 5-17, the survey addresses first if the child's speech can be understood by people inside the household and second, whether it can be understood by people outside the household. Children who are non-verbal or have difficulties with speech may be able to communicate with household members who are attuned to the child's gestures or the idiosyncrasies of their speech but may have difficulty being understood by people with whom they are less familiar. The survey makes this distinction because difficulty communicating with people outside the family can have a significant impact on the child's ability to participate in his/her community.

**Learning Domain:** The question in this domain identifies children with cognitive difficulties that make it difficult to learn. All aspects of learning are included. The information or skills learned could be used for school or for play or any other activity.

While the question for children aged 2-4 is designed to capture the progress of the child through the early stages of learning —the ability to learn, the additional question for school age children 5-17 is associated with storing facts learned in school and being able to remember and retrieve them when needed.

**Remembering Domain:** the question refers to the use of memory to recall incidents or events and identifies children with cognitive difficulties. Remembering should not be equated with memorizing.

**Attention and Concentrating Domain:** The purpose of this question is to identify children with attention difficulties that limit their ability to learn, interact with others and participate in their community.

Children with difficulties in attention cannot concentrate on a task, often make careless mistakes, lose interest very quickly, do not listen, and may be disorganized, forgetful and easily distracted. This kind of difficulty is often associated with attention deficit, hyperactivity or learning difficulties and presents in school as an inability to read, calculate or learn new things.

Toddlers and younger pre-schoolers typically do not have the ability to stay focused for more than a few minutes. As a result, this domain is not measured for children 2-4 years of age.

**Coping with Change Domain:** The purpose of this question is to identify children with cognitive or emotional difficulties that make them very resistant to change.

This question is intended to identify those who have significant problems transitioning from one activity to another on a consistent basis and have difficulty with changes to their routine to the extent that it undermines their ability to participate in standard childhood activities. For example, it should capture children who are on the autism spectrum—a disorder that is often characterized by inflexible routines and rituals. This question is not intended to identify children who at times can be stubborn.

For toddlers and younger pre-schoolers difficulty understanding and responding to change is part of normal development. As a result, this domain is not measured for children 2-4 years of age.

**Controlling Behaviour Domain:** The purpose of this question is to identify children with behavioural difficulties that limit their ability to interact with other people in an appropriate manner. This can include telling lies, fighting, bullying, running away from home, or skipping school/playing truant.

The question designed to measure the behaviour domain for young children differs from the question for older children because the inability to exhibit self-control is a normal behaviour for young children.

**Relationships Domain:** This domain identifies children who have difficulty socializing with other children to an extent that it impacts their ability to participate in standard childhood activities.

The ability to form relationships is an important indicator of normal development. Difficulties in this domain may also reflect other functional limitations because the inability to get along may be the result of emotional, behavioural, communication, or cognitive difficulties.

Toddlers and younger pre-schoolers typically have not formed relationships outside of those with their caregivers and immediate family. As a result, this domain is not measured for children 2-4 years of age.

Emotions Domain: This question attempts to identify children having difficulties expressing and managing emotions. All children have some worries and may feel sad, but when these worries result in the child being restless, tired, inattentive, irritable, tense, and having sleep problems, they may interfere with the child's schooling and social development.

Young children may deal with many of the same emotions as older children but they often do not have a way to share these feelings with others through either words or actions. As a result, any attempt to ask caregivers about the emotions of toddlers and young children would yield unreliable results. Therefore, this set of questions is not included in the questionnaire for 2-4 year olds.

Emotional difficulties may be manifested by worry, sadness, or anxiety or they may be episodic in nature, but frequent enough and significant enough to place the child at a higher risk of dropping out of school, not participating in family or community life, or harming themselves.

This question is not meant to capture the response to a transitory event such as the anxiety of taking a school entrance exam or the normal grieving process such as one that accompanies the death of a parent, although such an event could be a trigger of a more pronounced problem with worry or sadness.

The response categories for this domain are different from the previous, reflecting the frequency of the emotional difficulty rather than the intensity.

The module starts with the questions to learn if the child is wearing glasses or contact lenses, using a hearing aid, and using any equipment or receiving assistance for walking.

**FCF1. I would like to ask you some questions about difficulties (name) may have. Does (name) wear glasses or contact lenses?**

**FCF2. Does (name) use a hearing aid?**

**FCF3. Does (name) use any equipment or receive assistance for walking?**

Then, the next question prepares the respondent for the pre-coded response categories.

**FCF4. In the following questions, I will ask you to answer by selecting one of four possible answers. For each question, would you say that (name) has: 1) no difficulty, 2) some difficulty, 3) a lot of difficulty, or 4) that (he/she) cannot at all.**

After reading the question, repeat the categories during the individual questions whenever the respondent does not use an answer category: Remember the four possible answers: Would you say that (name) has: 1) no difficulty, 2) some difficulty, 3) a lot of difficulty, or 4) that (he/she) cannot at all?

**FCF5. Check FCF1: Child wears glasses?**

If the child is wearing glasses, you will be asking FCF6A. If the child is not wearing glasses, question FCF6B will be asked.

**FCF6A. When wearing (his/her) glasses, does (name) have difficulty seeing? FCF6B. Does (name) have difficulty seeing?**

**FCF7. Check FCF2: Child uses a hearing aid?**

If the child is using a hearing aid, you will be asking FCF8A. If the child is not using a hearing aid, question FCF8B will be asked.

**FCF8A. When using his/her hearing aid, does (name) have difficulty hearing sounds like peoples' voices or music?**

**FCF8B. Does (name) have difficulty hearing sounds like peoples' voices or music?**

**FCF9. Check FCF3: Child uses equipment or receives assistance for walking?**

If the child uses equipment or receives assistance for walking, you will continue with next question. If the child is not using equipment or receiving assistance for walking, you will skip to FCF14.

**FCF10. Without (his/her) equipment or assistance, does (name) have difficulty walking 100 meters on level ground?**

Probe if necessary: That would be about the length of 1 football field.

Note that category 'No difficulty' is not available, as the child uses equipment or receives assistance for walking.

**FCF11. Without (his/her) equipment or assistance, does (name) have difficulty walking 500 meters on level ground?**

Probe if necessary: That would be about the length of 5 football fields.

Note that category 'No difficulty' is not available, as the child uses equipment or receives assistance for walking.

**FCF12. With (his/her) equipment or assistance, does (name) have difficulty walking 100 meters on level ground?**

Probe if necessary: That would be about the length of 1 football field.

**FCF13. With (his/her) equipment or assistance, does (name) have difficulty walking 500 meters on level ground?**

Probe if necessary: That would be about the length of 5 football fields.

**FCF14. Compared with children of the same age, does (name) have difficulty walking 100 meters on level ground?**

Probe if necessary: That would be about the length of 1 football field.

**FCF15. Compared with children of the same age, does (name) have difficulty walking 500 meters on level ground?**

Probe if necessary: That would be about the length of 5 football fields.

**FCF16. Does (name) have difficulty with self-care such as feeding or dressing (himself/herself)?**

**FCF17. When (name) speaks, does (he/she) have difficulty being understood by people inside of this household?**

**FCF18. When (name) speaks, does (he/she) have difficulty being understood by people outside of this household?**

**FCF19. Compared with children of the same age, does (name) have difficulty learning things?**

**FCF20. Compared with children of the same age, does (name) have difficulty remembering things?**

**FCF21. Does (name) have difficulty concentrating on an activity that (he/she) enjoys doing? FCF22. Does (name) have difficulty accepting changes in (his/her) routine?**

**FCF23. Compared with children of the same age, does (name) have difficulty controlling (his/her) behaviour?**

**FCF24. Does (name) have difficulty making friends?**

**FCF25. The next questions have different options for answers. I am going to read these to you after each question. I would like to know how often (name) seems very anxious, nervous or worried. Would you say: daily, weekly, monthly, a few times a year or never?**

**FCF26. I would also like to know how often (name) seems very sad or depressed. Would you say: daily, weekly, monthly, a few times a year or never?**

### Adult functioning

The purpose of this module is to obtain information about difficulties faced by the respondent in doing certain activities. It includes difficulties that occur within a health context, rather than those caused by a lack of resources. This includes specific problems such as a disease or chronic condition, a missing limb or physical or psychological symptoms. It also includes disorders not always thought of as health-related, such as senility, depression, cognitive delay, accidental injuries, etc.

The questions on Adult Functioning cover six core functional domains: seeing, hearing, walking, cognition, self-care, and communication, and have response categories that cover the full spectrum of functioning.

**AF1. Check WB4: Age of respondent?**

**AF2. Do you use glasses or contact lenses?**

Include the use of glasses for reading.

**AF3. Do you use a hearing aid?**

**AF4. I will now ask you about difficulties you may have doing a number of different activities. For each activity there are four possible answers: Please tell me if you have: 1) no difficulty, 2) some difficulty, 3) a lot of difficulty or 4) that you cannot do the activity at all.**

Repeat the categories during the individual questions whenever the respondent does not use an answer category:

Remember, the four possible answers are: 1) no difficulty, 2) some difficulty, 3) a lot of difficulty, or 4) that you cannot do the activity at all.

Seeing: The purpose of the questions on seeing are to identify persons who have vision difficulties or problems seeing even when wearing glasses or contact lenses. Seeing in order to perceive or observe what is happening around them. Included are problems seeing things close up or far away; problems seeing out of one eye or only seeing directly in front but not to the side.

**AF5. Check AF2: Respondent uses glasses or contact lenses?**

**AF6A. When using your glasses or contact lenses, do you have difficulty seeing? AF6B. Do you have difficulty seeing?**

Hearing: The purpose of these questions is to identify persons who have some hearing limitation or problems of any kind with their hearing, even when using a hearing aid. Hearing refers to an individual using his/her ears and auditory (or hearing) capacity in order to know what is being said to them or the sounds of activity, including danger that is happening around them. Included are problems hearing in a noisy or quiet environment; problems distinguishing sounds from different sources; and problems hearing in one or both ears.

**AF7. Check AF3: Respondent uses a hearing aid?**

**AF8A. When using your hearing aid(s), do you have difficulty hearing? AF8B. Do you have difficulty hearing?**

Walking: The purpose of this item is to identify persons who have some limitation or problems of any kind getting around on foot. Walking refers to the use of the lower limbs (legs) in such a way as to propel oneself over the ground to get from one point to another. The capacity to walk should be without assistance of any device (wheelchair, crutches, walker, etc.) or human. If such assistance is needed, the person has difficulties walking. Included are problems walking short (about 100 yards/meters) or long (about 500 yards/meters) distances. Difficulty walking any distance without stopping to rest is included. Difficulties walking can include those resulting from impairments in balance, endurance, or other non-musculoskeletal systems, including problems walking up or down steps.

**AF9. Do you have difficulty walking or climbing steps?**

Respondent may refer to a difficulty that is of temporary nature, such as a twisted ankle. Record the category chosen by the respondent after seeking current status.

Remembering refers to the use of memory to recall incidents or events. It means the individual can bring to mind or think again about something that has taken place in the past (either the recent past or further back). Remembering should not be equated with memorizing. Concentrating refers to the use of mental ability to accomplish some task such as reading, calculating numbers or learning something. It is associated with focusing on the task at hand in order to complete it. Included are problems finding date. Also included are problems remembering what someone just said, or becoming confused or frightened about most things.

Note: difficulties remembering or concentrating because of common everyday situations such as high workload or stress, or as a result of substance abuse are EXCLUDED.

**AF10. Do you have difficulty remembering or concentrating?**

Do not include normal forgetfulness.

Self-care: The purpose of this item is to identify persons who have problems taking care of themselves independently. Washing all over refers to the use of soap and water in the usual manner for the culture. This includes cleaning hair and feet, as well as gathering any necessary items for bathing, such as soap or shampoo, a wash cloth, or water. Dressing refers to all aspects of putting clothing or garments on the upper and lower body, including the feet (if culturally appropriate). Included are the acts of gathering clothing from storage areas (i.e. closet, dressers), securing buttons, tying knots, zipping, etc. Washing and dressing represent tasks that occur on a daily basis and are considered basic, universal activities.

**AF11. Do you have difficulty with self-care, such as washing all over or dressing?**

Communication: The purpose of this item is to identify persons who have problems with talking, listening, or understanding speech such that it contributes to difficulty in making themselves understood to others or understanding others. Communicating refers to a person exchanging information or ideas with other people through the use of language. Communication difficulties can originate in numerous places in the exchange process. It may involve mechanical problems such as hearing impairment or speech impairment, or it may be related to the ability of the mind to interpret the sounds that the auditory system is gathering and to recognize the words that are being used. Included is the use of the voice for the exchange or using signs (including sign language) or writing the information to be conveyed. Included are problems making oneself understood, or problems understanding other people when they speak, or trying to communicate in other ways.

Note: Difficulty understanding or being understood due to non-native or unfamiliar language is NOT included.

**AF12. Using your usual language, do you have difficulty communicating, for example understanding or being understood?**

Being understood refers to its literal meaning. I.e., whether people can understand the words the respondent communicates. It is not about whether people listen to or understand how the respondent thinks, feels or behaves.

## Section 12: Deprivation and financial inclusion

### Household

|   |  |
|---|--|
| DEP_HH1. Is it essential for all HOUSEHOLDS to .....?   | Read the items and record the respondent's answer (Yea / No)         |
| DEP_HH2. Do you %rostertitle% ?   | For each item, record if the household has (Yes / No)                |
| DEP_HH3. Why do you NOT %rostertitle% ?   | Record why the household does not have (Do not want / Cannot afford) |
| <p>DEP_HH4. Which one of the following statements best describes how well your household has been keeping up with bills and credit commitments in the last 12 months?</p> <ul style="list-style-type: none"> <li>• Without any difficulties</li> <li>• It is a struggle from time to time</li> <li>• It is a constant struggle</li> <li>• Have fallen behind with some of them</li> <li>• Have fallen behind with many of them</li> </ul> | Record the appropriate response                                      |
| <p>DEP_HH5. Generally, how would you rate your standard of living?</p> <ul style="list-style-type: none"> <li>• Well above average</li> <li>• Above average</li> <li>• Average</li> <li>• Below average</li> <li>• Well below average</li> </ul>  | Record the respondent's response                                     |

### Children aged 0 to 14

|   |  |
|---|--|
| DEP_CH1. Is it essential for every CHILD in the country today to .....? | Read the items and record the respondent's answer (Yea / No)         |
| DEP_CH2. Do you %rostertitle% ?   | For each item, record if the household has (Yes / No)                |
| DEP_CH3. Why do you NOT %rostertitle% ?                                 | Record why the household does not have (Do not want / Cannot afford) |

### Persons aged 15+

|   |  |
|---|--|
| DEP_AD1. Is it essential for every CHILD in the country today to .....? | Read the items and record the respondent's answer (Yea / No) |
|---|--|

|   |  |
|---|--|
| DEP_AD2. Do you %rostertitle% ?         | For each item, record if the household has (Yes / No)                |
| DEP_AD3. Why do you NOT %rostertitle% ? | Record why the household does not have (Do not want / Cannot afford) |

#### Financial inclusion

|  |   |
|--|---|
| FIN_HH1. Does any member of the Household have a bank account (Bank, Credit Union, or Other Financial Institutions)?         | Record appropriate answer.<br>This is a formal account with ANZ, for example                                      |
| FIN_HH2. Has any Household Member borrowed from the ANZ BANK?  | Record appropriate answer.<br>This is a formal loan with ANZ, for example   |
| FIN_HH3. Has any Household Member borrowed from CREDIT UNION or any other FINACIAL INSTITUTION (e.g ANZ, DBK, KBF, Housing)? | Record appropriate answer.<br>This is a formal loan with ANZ, DBK, KBF, for example                               |
| FIN_HH4. Has any Household Member borrowed from INFORMAL SOURCES?  | Record appropriate answer.<br>This is an informal loan from a family member, friend or loan shark                 |
| FIN_HH5. Has any Household Memembr had savings at a financial institution (ANZ)?   | Record appropriate answer.<br>This is a formal savings account with ANZ< for example                              |
| FIN_HH6. Has any Household Memembr had savings informally?   | Record appropriate answer.<br>This is an informal saving with a group cooperative, or a womens group, for example |
| FIN_HH7. Has any Household Member received/sent money (send or receive) through Banks/Money Transfer Operator?               | Record appropriate answer.  |
| FIN_HH8. Has Household Member received/sent money using mobile phone?  | Record appropriate answer.  |
| FIN_HH9. Has any Household Member made payments or buy things using mobile phone (mobile banking)?                           | Record appropriate answer.  |

## Section 13: Migrant worker

|   |  |
|---|--|
| MIG_P1. Has any household member been involved in temporary/seasonal overseas paid work in the last 12 months?                | Select the appropriate answer<br><br>NOTE THE REFERENCE PERIOD IS 12-MONTHS  |
| MIG_P2. Please select the household member(s) been involved in temporary/seasonal overseas paid work in the last 12 months?   | Select the household members who undertook the seasonal work in the last 12-months   |
| MIG_P3. Is %rostertitle% still away?  | If the household member who undertook the seasonal work is still away working, select yes, if they have returned, select no  |
| MIG_P4. Which country did/does %rostertitle% work in?   | Select the country that the household member worked  |
| MIG_P5. How did %rostertitle% find out about the opportunity for temporary/seasonal overseas work?                            | Select how the person heard about the overseas work opportunity  |
| MIG_P6. How many months is/was %rostertitle% employed overseas for in the past 12-months?                                     | Enter the number of months that the person was employed for under a overseas work programme in the last 12-months. Only report the months employed in the last 12-months |
| MIG_P7. What industry did/does %rostertitle% work in, while working overseas?   | Select the most relevant industry that the person worked in  |
| MIG_P8. What was/is %rostertitle% 's occupation while working overseas?   | Select the occupation that the overseas person worked in while working overseas.   |
| MIG_P9. What was %rostertitle% mainly doing before migrating?   | Select the main activity that the person was doing before undertaking overseas work opportunity  |
| MIG_P10. Over the last 12 months, has %rostertitle% ever sent any money to this household (not including money brought home)? | Select yes/no<br><br>This is money that was sent via wire transfer or cash sent home to the household  |
| MIG_P11. How much in total (in AUD) did %rostertitle% send to the household?  | NOTE: THIS IS THE MONEY SENT IN THE LAST 12-MONTHS<br><br>Write (in AUD) the total amount that the person sent in the last 12-months                                     |
| MIG_P12. Over the last 12 months, did %rostertitle% bring money back to the household after completion of overseas work?      | Select yes/no<br><br>This is money that was brought home to the household  |

|   |  |
|---|--|
| MIG_P13. How much in total (in AUD) did %rostertitle% bring home to the household?  | NOTE: THIS IS THE MONEY BROUGHT HOME IN THE LAST 12-MONTHS<br><br>Write (in AUD) the total amount that the person brought home in the last 12-months |
| MIG_P14 to MIG_P17  | This is the same as MIG_P10 to MIG_P13, however it is money sent/brought to another household  |
| MIG_P18. For the money %rostertitle% sent/brought home, who was mainly responsible for deciding how the money should be used? | This is asking about who was the main decision maker on how the money was used   |
| MIG_P19. What goods were brought home by %rostertitle% ?  | Select the goods that were brought home upon completion of the overseas work   |
| MIG_P20. Has %rostertitle% brought back new skills that have been used here?  | Select yes/no as to whether new skills were brought home   |
| MIG_P21. What is the main skill?  | Select the main new skill brought home   |
| MIG_P22. Over the last 12 months, has this household used savings from work overseas to set up a business?                    | Select yes/no if the money saved from overseas employment was used to set up a business  |
| MIG_P23. What sort of business?   | Select the type of business that was set up  |
| MIG_P24. Over the last 12 months, what was the money that was sent or brought home mainly used for?                           | Select the main items that the money brought home was used for   |

#### Section 14: Geographic information and photo

To record the GPS point, follow the rules in the tablet.

To take the photo, follow the rules in the tablet.

## Part 7: Market survey

The market survey is a very important component of the HIES. It collects important data that help us to better use the data that are collected from the household. The main goal of the market survey is to collect:

- i. Prices in different geographic domains; and
- ii. Conversion factors for non-standard units of measurement.

The market survey should only be conducted in the enumeration area that is currently being surveyed. If there is no market or store, then the market survey is not necessary. Do not go to a neighbouring enumeration area.

### Using the scales

It's important when using the scales that:

- i. The units are “zeroed” before items are weighed (see example below)
- ii. The digital scales are in kilograms (kg)
- iii. That you report the correct unit (lbs or kgs) when entering the data
- iv. That you report at two decimal places (e.g., 1.12kg; 0.68kg; 0.4 lbs)
- v. If you use a bag to weigh items, ensure you “zero” the scales by pressing “tare” so that the weight resets to zero and you only weigh the item and not also the bag that you’re using to contain the item



### Implementing the market survey

The market survey should be implemented once every round in the EA that is being enumerated. The supervisors are responsible for conducting the market survey.

The supervisor should visit shops, roadside sellers/markets and restaurants to collect information on:

- i. Presence of items;
- ii. Units available of items (e.g., piece, loaf, pounds, cans, bottles, etc.);
- iii. Frequency that these items are available;
- iv. Price per unit;

- v. Weight of a unit (if unit is non-standard); and
- vi. Unit corresponding to the weight.

### Market survey example

The market survey is implemented in the same way for all items (e.g., grains, fish, fruits, etc.).

The first job is to identify the presence of items. This is done through selecting the list of items. If an item is available on that day in the enumeration area, then select it is available.

Once you have identified the items available, select the number of units of these items available. A unit could be a standard unit (e.g., kg, gm, lbs, oz, ml, l) and/or a non-standard unit (e.g., piece, bag, can, packet, etc.). We want to collect the prices of standard and non-standard units.

Once the units are selected, we proceed to collect the prices and we also weight the items (if they are non-standard).

Let's say we go to a shop and we find the following:

- i. Bread loafs for \$1.50 each
  - a. We would report loaf as the unit
  - b. We would report the price at \$1.50
  - c. We would then use the scale to measure the loaf
  - d. We would report the weight and unit for the bread loaf (e.g., weight = 600; unit = grams)
- ii. Cans of tuna for \$2
  - a. We would report can as the unit
  - b. We would report the price as \$2
  - c. We not need the scale as we can read the weight and the unit
  - d. It might be 425 grams (so the weight = 425 and the unit = grams)
- iii. Fish for \$1.80 / lbs
  - a. We would report lbs as the unit
  - b. We would report the price as \$1.80
  - c. We would report the quantity as 1
  - d. We would report the unit as lbs

## Part 8: Village resource survey

The village resource survey should be implemented once in every village that is being enumerated. The supervisors are responsible for conducting the village resource survey.

Please emphasize that all answers within the VRS should related to the present time unless otherwise specified. In other words, questions about markets, rules, authorities, etc. should refer to what is currently effective, rather than things that occurred in the past.

| Number   | Question   | Interpretive suggestions   |
|----------|--|--|
| VRS 1_3  | List the full names of the person(s) that was/were interviewed for this VRS?<br><br>This could be one person or a group of people (focus group) who are well versed of the village status. | First choice respondent is a village chief or village councilor.<br><br>Second choice respondent is a village unimane.<br><br>While a focus group is appropriate, conducting the VRS within a meeting of the island council is not preferred.  |
| VRS1_8a  | How often are these meetings held?   | If meetings are not held regularly, please try to capture their overall frequency (e.g. if irregularly held, but on average 4 times a year, would be <i>04 Quarterly</i> )   |
| VRS4_4   | Overall, list the top 3 most important marine species to your village?   | The purpose of this question is to understand what the 3 key species are to your village, regardless of interpretation (consumption, catch, sale, or coral reef health). Please select in the order of importance three (3) items, with the first selection being the most important and so forth. |
| VRS 4_9  | Overall, compared to 10 years ago, has the number of non-finfish seafoods (shellfish, sea worm, etc.) in your harvest area....?  | If more interpretation is needed for this question, please clarify we want to know if catch has increased or decreased.  |
| VRS 4_10 | Overall, compared to 10 years ago, has the level of fish stock in your sea/lagoon .....?   | If more interpretation is needed for this question, please clarify we want to know if catch has increased or decreased.  |
| VRS 4_11 | Overall, compared to 10 years ago, has the number of sharks stock in your harvest area .....?  | If more interpretation is needed for this question, please clarify we want to know if catch has increased or decreased.  |
| VRS4_18  | In your village, are there TRADITIONAL or SPIRITUAL rules for who can fish/glean based on?   | The purpose of this question is to understand what kinds of rights or rules emerge from traditional, spiritual, or religious practices or authorities. This is separate from those that emerge from the  |

|                                    |  |   |
|------------------------------------|--|---|
|                                    |  | community or the government, which may be more formalized, have more centralized decision-making, or be written down. An example of this may be restricting noise during fish spawning events, or places or times that people don't fish or glean for traditional or spiritual reasons. |
| VRS4_19                            | In your village, are there LOCAL COMMUNITY rules for who can fish/glean based on?  | The purpose of this question is to understand what kinds of rights or rules emerge from community practices or authorities. This is separate from those that emerge from traditions/religion or the central government, and has more to do with local village authorities.              |
| VRS4_20                            | VRS4_20 In your village, are there KIRIBATI GOVERNMENT rules for who can fish/glean based on?                            | The purpose of this question is to understand what kinds of rights or rules are established by official Kiribati government laws and authorities. This is separate from those that emerge from community-level decision-making or from traditional practices.                           |
| VRS4_18a,<br>VRS4_19a,<br>VRS4_20a | Of the rules mentioned, which are the most important for maintaining people's access to fish in your village?            | This question is meant to provide information on the rules that are most important in ensuring people's access to fish and seafood. In other words, which rules most shape the flow of seafood benefits to local people.  |
| VRS4_18b,<br>VRS4_19b,<br>VRS4_20b | Of the rules mentioned, which are the most important for maintaining healthy stocks of fish and seafood in your village? | This question is meant to provide information on the rules that are most important in keeping the reef healthy and animals abundant. In other words, which rules most shape the overall environmental health of the reef and its animals.   |
| VRS4_24 a-c                        | Follow up questions to "Has the following event occurred in the last 10 years?"  | If the event has occurred more than once, please provide details regarding the most recent event  |
| VRS4_34 to<br>VRS4_37              | Questions about aquaculture  | By aquaculture, we mean the farming/cultivation of aquatic plants and animals   |

## Annex 1: Anthropometry protocols

### What to measure

#### **Children 0 to less than 5 years old (i.e., 0 to 4 year olds):**

- i. Height
- ii. Weight
- iii. Cranial circumference
- iv. Mid-upper arm circumference (do not do if below 6 months)

#### **Children 5 to less than 12 years old (i.e., 5 to 11 year olds):**

- i. Height
- ii. Weight

#### **Adolescents and adults 12 years and older**

- i. Height
- ii. Weight
- iii. Waist circumference (do not do for visibly pregnant or women post-partum less than 6 months)

### Protocols

#### How to measure weight

- Every morning calibrate the scale. To test whether a scale is accurately calibrated, weigh a standardized set of weights (e.g., 10 kg, 20 kg) and see whether the scale accurately measures them. If the test shows that the scale is not calibrated correctly, the scale must be sent to a technician who is trained to fix the equipment.
- Place the scale on a hard, flat (level) surface. Make sure there is enough light to read the display on the scale, but do not place it under direct heat, which may damage the scale. If a hanging scale is used, make sure the scale is securely attached to a stable object and hung at eye level. In addition, make sure that the scale surfaces, slings, or pants are clean before weighing each person. When not in use, make sure the scale is covered and protected from dust and damage.
- Ask the person being weighed to remove his/her socks, shoes, and any heavy clothing. Adults being weighed should be wearing only light clothing when the measurement is taken.
- For children under 5 years of age, ask the parent/caregiver to undress the child (or help him/her undress) just before weighing, leaving on only the child's underpants, to ensure that clothing does not add weight.
- Make sure feet are centered on the scale

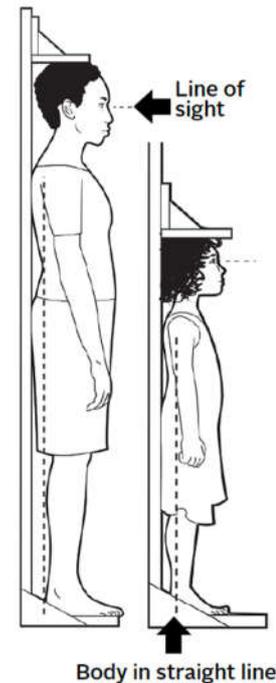
#### **How to measure weight for those who can't stand**

- When an adult is on the scale (following the same protocol as above) click the "tare" button to reset the weight to 0. When the weight is 0 (zero) hand the child to the mother on the scale. The reading will be the weight of the child (excluding the weight of the mother).
- You can do this with the tare feature or by subtraction (e.g., weight mother first, then mother plus baby, and take away mothers weight to derive baby's weight). We recommend using the tare function.

## How to measure height

Children 2 years (24 months) of age or older, adolescents, and adults who can stand on their own without assistance should be measured while standing. This measurement is known as “height”.

- Set up stadiometer on a hard, flat surface.
- Ask the person being measured or the parent/caregiver to remove the person’s shoes and anything on her/his head or hair, such as a hat or hair ornament, that may interfere with the length/height measurement.
- Make sure the surface of the measuring board is clean before placing the person on it.
- Place the measuring board on a hard, flat (level) surface vertically against a wall, table, tree, etc. Make sure the board is stable.
- Ask the person being measured to stand in the center of the measuring board, with his/her feet flat on the ground and his/her back against the board.
- Determine whether the person’s heel should be against or away from the back of the measuring board by drawing an imaginary line from the tip of the shoulder to the heel (called the “mid-axillary line”). This line should be perpendicular (90°) to the base of the measuring board where the person is standing.



For almost all adults, you will have to move the person’s feet away from the back of the measuring board to put them in the proper position.

- Lift the person’s chin so his/her eyes look straight ahead. Make sure the person’s line of sight (i.e., the Frankfort plane) is parallel to the ground and perpendicular (i.e., 90°) to the back of the measuring board.

For a child, squat in front of him/her at eye level and gently hold the child’s head in position.

- With the help of the trained assistant or parent/caregiver, ensure that:
  - The person’s arms hang down at his/her sides and the shoulders are level.
  - The person’s weight is distributed evenly on both feet.
  - The person’s buttocks touch the back of the board.

Please note:

For most preschool-age children who are underweight or normal weight, the back of the head, shoulder blades, calves, and heels will touch the back of the measuring board.

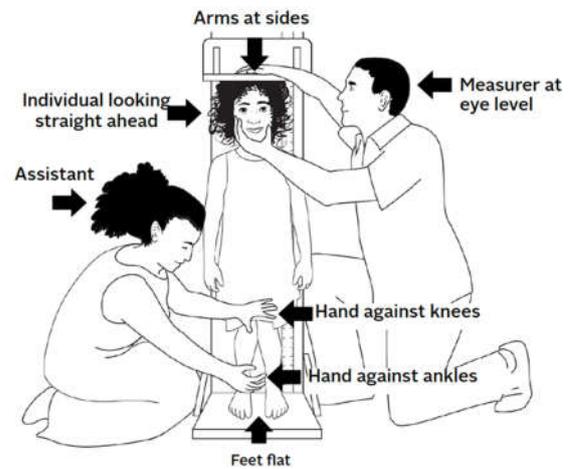
For heavy or obese children, the shoulder blades and back of the calves will probably not touch the back of the measuring board, and the back of the head and heels also might not touch it.

For most adults, the back of the head will probably not touch the measuring board and the shoulder blades may touch the measuring board.

- Check the person’s position and readjust as necessary.

For children who have difficulty standing fully straight, gently pushing the stomach can help them stand straight.

- Ask the trained assistant to gently and firmly slide the measuring board's moveable headpiece down until it touches the crown of the person's head (compresses the hair). If no trained assistant is available, slide the headpiece down yourself.
- Read aloud the height indicated by the headpiece to the nearest 0.1 cm.
- The trained assistant should record and/or plot the height clearly and accurately on the health card, questionnaire, or other relevant document. If no trained assistant is available, record and/or plot the height yourself.
- Remove the headpiece from the person's head, and gently help him/her to get off the board. Return a child to the parent/caregiver.
- Check the recorded or plotted height for accuracy and legibility.



### How to measure height for those who can't stand

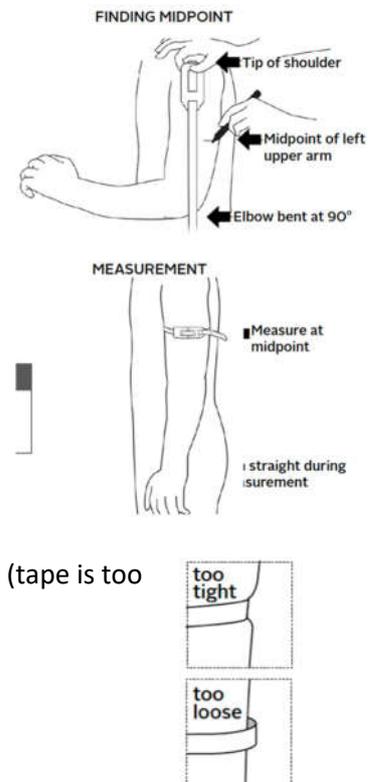
- Measure children under age 2 (under 24 months) while they are lying down. This measurement is known as "length." Before beginning measurement, place the measuring board horizontally on a hard, flat (level) surface such as the ground, floor, or a sturdy table. Make sure the measuring board is stable.
- If the measuring board is on the ground or floor, kneel on the right side of the bottom of the board (where the child's feet will be) so that you can hold the footboard with your right hand. Ask the trained assistant or parent/caregiver to kneel with both knees behind the base of the board (where the child's head will be).
- Support the back of the child's head with her hands. The measurer should support the trunk of the child's body.
- Place the child's head against the base of the board so that the child is looking straight up. Ask the trained assistant or parent/caregiver to gently cup his/her hands over the child's ears and, with arms straight, to then place the child's head in the correct position, with the top of the child's head touching the base of the board. The head of the trained assistant or parent/caregiver should be directly over the child's head.
- The child's shoulders should touch the board and the spine should not arch. The child's line of sight should be perpendicular (90°) to the ground so that the child is looking straight up.
- Watch the child's head to make sure it is in the correct position against the base of the measuring board. If the child moves, the trained assistant or parent/caregiver should inform the measurer and readjust the child.
- Make sure the child is lying flat in the center of the board and then place the child's knees and feet in the correct position, which is feet and knees together flat on the board.
- Place your left hand on the child's knees and press down gently but firmly against the measuring board to straighten the legs as much as possible without injuring the child. Your hand should be flat; do not wrap your hand around the knees or squeeze them together. Be very careful not to press too hard, as it may not be possible to straighten the knees.
- Check the child's position and make any necessary readjustments. When the child's position is correct, move the footboard firmly against the child's heels. Make sure the soles of the feet are flat against the footboard with toes pointing upward. If the child bends his/her foot

or toes either forward or backward and prevents the footboard from touching the soles, stroke the soles slightly and slide the footboard in quickly to touch the heels when the child straightens his/her toes.

### How to measure mid-upper arm circumference

Whenever possible, take this measurement while the individual is standing. Either arm can be used, but left is typical.

- Work at eye level. Stand, sit, or kneel, if necessary.
- Locate the tip of the person's shoulder with your fingertips.
- Find the tip of the elbow by bending the person's elbow so the arm makes a right angle.
- Use a tape measure to measure the full length between the shoulder tip and the elbow tip.
- Mark the midpoint with a pen.
- Straighten the arm after marking the midpoint, straight but relaxed.
- Wrap the tape around the person's arm at the midpoint mark and measure the circumference.
- Adjust the tape's tension so that the tape is flat against the skin. The measurement will be inaccurate if the skin is pinched (tape is too tight) or if the tape isn't touching the skin (tape is too loose).
- Read the measure to the nearest 0.1cm.
- Verify the recorded measure for accuracy.



### How to measure cranial circumference

Measure best taken while child is seated.

- Sit next to the child (or his/her parent/caregiver, if the child is being held). Since some children (especially older children) find this measurement uncomfortable, the parent/caregiver should hold the child or kneel next to him/her to help keep the child still and secure.
- Adjust the head circumference tape so it is easy to place around the child's head and to read correctly when taking the measurement.
- Place the tape around the child's head so that the tape lies across the frontal bones of the skull, slightly above the eyebrows and over the fullest protuberance of the skull at the back of the head.
- Move the tape up and down over the back of the head to locate the maximum circumference, then tighten the tape to gently compress the hair and underlying skin, making sure that the measuring tape is snug but not tight enough to compress the skin.
- Read aloud the head circumference measurement to the nearest 0.1 cm (1 mm).

### How to measure waist circumference

- Stand to the side of the person being measured and locate his/her lowest rib and the top of her/his hip bone. You may ask the person to help you find these points on her/his body.
- Ask the person to wrap the waist circumference tape around him/herself and to position the tape at the midpoint between her/his lowest rib and the top of her/his hip bone (i.e., the waist), making sure that the tape is in the same spot on the opposite side. Note: Check that the tape is horizontal across the back and front of the person and as parallel as possible to the floor.
- Ask the person to to:
  - Stand erect, with her/his feet positioned close together and his/her weight evenly distributed on both feet.
  - Relax her/his arms at the sides.
  - Breathe out gently and relax while being measured.
- Make sure the measuring tape is snug but not tight enough to compress the skin. Measure the person's waist circumference and bend down to the level of the tape so that you can read aloud the measurement to the nearest 0.1 cm (1 mm).
- The trained assistant should record the person's waist circumference to the nearest 0.1 cm (1 mm) clearly and accurately on the health card, questionnaire, or other relevant document. If a trained assistant is not available, record the measurement yourself.
- Check the recorded waist circumference for accuracy and legibility.

