

CHAPTER 1

GENERAL INFORMATION

1.1 Purpose and Objectives of the Census

1. The national population census has been taken in Tonga as far back as 1891, though it was not carried out on regular census intervals. It was in 1956 that the census began being taken every 10 years. The 2011 Population Census was the first census undertaking of what will become a five yearly census interval.
2. The 2016 Population Census is a historical event in Tonga as well in the region as this will be first time that a country in the Pacific will be undertaking the Census with the use of tablets. The biggest challenge in doing a Census is the capturing of GOOD QUALITY statistics – information which are reliable and timely, and the use of new technologies have really enhanced this.
3. A national population census may be thought of as a “stock-taking” of the whole country, particularly of its most precious resource, its **people**. Statistically it is the most important activity that a country ever undertakes. A great national effort is required to complete a census successfully. Much time, energy and money must be devoted to it. For this reason it is most important that all persons involved in the census devote their best efforts to the success of the census project. Only a well taken, complete and accurate census meets the national need for essential information about the population.
4. Population census is not just a count of people but has extended to collecting required information on the structure of the population, the number of males, females and their ages, along with a variety of other characteristics related to their civil, social and economic status. (Some questions are needed on the children females have had that may seem useless to some people). This information is used, with statistical techniques to estimate the forces that change the population, such as fertility and mortality. The questions asked in the Census Questionnaire have been carefully researched and developed, all are necessary and essential and all must be answered carefully and completely.
5. Successful planning for the future of the people of Tonga relies on information collected in censuses; the needs of children for education, of young adults for worthwhile employment and of older people for health provision are all related to the availability of accurate information on the numbers and characteristics of these groups.
6. The census collects and collates information as seen to meet the needs of the Tonga Government policy and decision makers and will be the base for government's Strategic Framework.

1.2 Your Responsibilities as a Census Representative

7. As an Enumerator, **you** have the most important role in the success of the National Population Census of 2016. The people of Tonga and the Tonga Government are relying on you to **perform as conscientiously, accurately, efficiently and honestly** as you are able. No census has ever been successful without the **devotion to duty and hard work of its Enumerators**. You will be trained on how to do your work and it is important that you make sure that you know how to do it properly. It is essential that every citizen be counted and counted only once.

1.3 Terms and Conditions of Employment

8. You are employed to carry out the census work for 2011 under the terms and conditions of employment as specified in the Census Regulations 2011 and the requirement by the Statistics Act, sections 6 and 7. Arrangements were made between the Statistics Department and the Ministry of Education Women's Affairs and Culture regarding your temporary employment for the purpose of the census and by the power conferred to the Government Statistician under the Census Regulation as seen as necessary for the efficient discharge of the census fieldwork.
9. The Department will ensure that you know your terms and conditions of employment and to ensure that you understand your responsibilities and method of payment. If you have any questions, contact the AGS and O-in-CC or your DCO.
10. In the event of discontent that might arise concerning condition of work, rates of pay and terms of employment, **the decision of the Government Statistician will be final.**

1.4 Absence due to Illness or Accident

11. You should consult your CS and/or DCO on the occasion if you are ill or not available to carry out or to complete your census tasks. This will inform him/her to seek a replacement or to the possibility that you need help to complete your census assignment as scheduled. You are required to do that well ahead of time.
12. You have to inform your CS on the event of injury or accident on the job, preferably, **on the same day**. This is necessary in order that the CS can ensure you have taken time to seek treatment following an injury or accident. It would help your CS in making arrangements if needed for the completion of your assignment if the injury is serious and might take time to heal.

1.5 The Statistics Act

13. The authority for the questions asked on the census of population is provided under the *Statistics Act-31* of 1978 and as detailed on the Census Regulation of 2011.

The *Statistics Act* assures that all personal information collected on the census will be kept strictly confidential. This is one of the most important responsibilities of your job, and you are required to enforce this all the time during the census enumeration and after. The act prohibits you to disclose any information regarding an individual to any person, business, agency or other department of the government. This forbids you and warns you not to do so, and all returns and forms containing information collected from the census under the act should be safely kept and guarded to prevent any unauthorized access.

14. The Government Statistician will make arrangements for you to ascertain your participation in an “**oath of office**” that would verify publicly your complying with the rule of “**no disclosure**” of the information and data collected in the census and on your pledge to fulfill your census duties.
15. You should understand the legislation and policies that permits the Statistics Department to treat information collected as confidential and you should be prepared to explain them in brief terms to the respondent. By law, under the *Statistics Act*, personal information provided by respondents to the Statistics Department of Tonga must remain confidential.

1.6 Extracts from the Statistics Act 31 of 1978

16. **Oath of Office** - The GS and every person employed or deemed to be employed pursuant of the Statistics Act shall before entering upon his/her duties, take and subscribe the following oath or affirmation:

I do solemnly swear (or affirm) that I will faithfully and honestly fulfill my duties as an employee of the Statistics Department in conformity with the requirements of the Statistics Act 1978 and of all rules and instructions thereunder and that I will not without due authority in that behalf disclose or make known any matter or thing that comes to my knowledge by reason of my employment.

17. **Personal information is never released** - Except in respect of a prosecution under this Act, any return made to the Statistics Department pursuant to this Act and any copy of the return in the possession of the respondent is privileged and shall not be used as evidence in any proceedings whatever, and no person having made the declaration under Section 7 shall by an order of any Court, tribunal or other body by required testimony in any proceedings whatever to give oral or to produce any return document of record with respect to any information obtained in the course of administration this Act.
18. **Confidentiality of the Information** - Subject to this Section and except for the purposes of a prosecution under this Act –
 - a. no persons, other than a person employed or deemed to be employed under this Act, and sworn under Section 7, shall be permitted to examine any identifiable individual return made for the purposes of this Act; and
 - b. no person who has been sworn under Section 7 shall disclose or knowingly cause to be disclosed, by any means, any information obtained under this Act, without the authority of the Minister or the Government Statistician in exercise of their powers under this Act;
 - c. all returns and document containing information obtained under this Act which enable identification of individuals or establishment shall be kept at all times in a manner reasonably calculated to prevent any unauthorized person having access thereto.
19. **Failure to fulfill or false declaration** - The *Statistics Act* makes misrepresentation of information by you as a census staff, or do not fulfill your duties as set out on the “oath of Office” an offence that can result in a fine not exceeding \$200, or in imprisonment for up to six months, or both.
20. **Failure to provide information** - Section 17 (a), (b) and (c) of the Act warns you as a CE that any person who refuses or avoid to answer truthfully or falsely answer any question as a requisite for obtaining any information sought under this act or refuses and neglects to provide information or to fill in the schedule or

form to the best of his/her knowledge and belief or provides misleading is guilty of an offence and can be convicted to a fine not exceeding \$100 or to imprisonment for up to three months or to both.

1.7 Privacy

21. The respondent has the right to expect that any information he/she gives you will be kept private. As the census representative, you must respect this right.

1.8 The Census Date

22. The main objective of the census is to record the people in Tonga at one particular point in time, i.e. the night of Wednesday 23rd November 2016 or exactly, the 23rd November before it changes at midnight to 24th November. All persons alive in Tonga on Census night are to be included. Babies born before midnight on 23rd November are to be included and persons who die before midnight on Census night are to be excluded. It is impossible for an Enumerator to visit all households on Census Night, and certainly not just before midnight, so enumeration must spread over a longer period, both before and after the actual Census Night. However **the aim should be to record the population as if, suddenly, at midnight, everything came to a complete stop and the population stood still ready to be counted.** In reality you should not be disturbing people this late at night.

1.9 Your Role in the Program

23. As a CE, we're counting on you to enumerate all residents of Tonga. You are the Statistics Department's direct link with approximately some 18 thousands households all over the country. You are **THE MAIN PLAYER**, and the fundamental contributor in the census. You are placed in a team to carry out your census fieldwork. Your team comprises of 5 to 7 fellow CE and under the supervision of 1 CS. All CE and CS are placed under the Statistical Officials and you must keep them advised on problems as well as things that are working well during your census fieldwork. Your Statistical Officials are (1) AGS, Officer-in-Charge of Census and (2) Division Census Officers and/or District Census Officers.

You should be aware of the following and must take precautions:

- **Be aware of the public's attitude towards the census and of any negative media coverage in your area.** Notify your O-in-CC and/or DCO and/or CS immediately if you encounter any negative publicity that casts the Statistics Department or the census in an unfavourable light.
- **Notify your CS if you are asked to speak to community organizations.** During the census period, community groups or organizations may request that you talk to them in a kava meeting or such smaller groups. You should contact your CS who will make the necessary arrangements.
- **Refer media people and interested groups to the Statistics Office.** Whenever you receive a media request, or other requests concerning the importance of the census, you should refer it immediately to the Statistics Office. They are responsible for making official statements on the census to reporters and to any political and religious groups and interested parties. You are not allowed to make any statement about the census to media people, politicians and religious groups. Your duty is mainly to collect data and information from the households of Tonga.
- **Do not** make any commitment on behalf of Statistics Department for any promotional materials including advertising on radio, television and in newspapers.
- **Keep tablets secure at all times.** Make sure that the places where you keep the tablets are always secure and locked and they are kept out of sight. Never leave any census information, especially the tablets, in a public place.

CHAPTER 2

PREPARATIONS FOR ENUMERATION

2.1 Census Enumeration Teams

24. Since we are using tablets for the first time for data collection, some field processes has changed compared to the paper-based interview as quality checks and monitoring work are done concurrently with the actual field enumeration. Team composition now will be about 5 Enumerators with one Supervisor and one Headquarters for about three supervisors.
25. Each enumerator will only be assigned one EA (Census Block) to ensure efficiency in the collection and monitoring of the field operations.

2.2 Preparations Before You Begin Enumeration

26. You must study the relevant topics of this Guide. Ensure you fully understand the questions that need to be asked and what kind of information is needed. This requires communication skills and how well you present yourself while conducting the interview.
27. Ensure you have the correct maps for the EA that you have been assigned to do. Study carefully the area, the roads and common landmarks on the map as this will really help in accessing all the houses in your area as well not skipping boundaries into another EA.
28. Make sure you have your ID badge with you and have blue ballpoint pens; • You must plan your enumeration route well;
29. Ensure your tablet is fully charged and you have the correct tablet with the correct label. Also check that your internet is working. Each one of you will be assigned a username and passwords to login – please do not forget them and don't share them with anyone.
30. Synchronize your application before you start enumeration each day and when you have completed
31. **CUG (Closed User Group) and Data Usage.** Each tablet will have 3G network connection and each enumerator will also be provided a SIM card for the CUG. The CUG allows all Enumerators, Supervisors and headquarters to be in a 'closed' group where you are able to call anyone in the group for free. Any call outside the group will be charged to your SIM card which you will have to pay.

The tablet is configured to block any updates of applications installed in the tablets as well as block other applications to be used like facebook, youtube, downloads, movies, games etc. Digicel will provide daily reports on data usage for each tablet (SIM card) and any abuse of the use of these applications will be recorded in this report.

2.3 Ensuring Quality Work

32. The **success completion of the census will rely on the quality** of your work and your ability to enumerate in your CB. **You will perform the fundamental role in achieving a high level of quality census work.** As quality is very important, your work will be frequently **checked to ensure that the expected census standard is achieved.** Your **Census Officials** will perform **supervisory checks at each stage of your work and** at the completion of your census enumeration.
33. Your work has to meet the **required standards.** It will be returned to you with the problem areas identified if your work is not within standards. Such may include:
 - a. not completing the expected workload - questions are found to have no answers and/or are not properly answered - not enumerating households that are occupied
 - b. not doing your job according to the **set census procedures**
 - c. not asking the questions exactly as they are written
 - d. not including every person in the household e.g. babies, visitors, children, old people, etc
 - e. not including or counting those who are mobile (move around on activities such as fishing or farming the land).
 - f. any other incomplete or wrong working your CS and/or DCO finds out and returns to you must be corrected and completed.

2.4 What is a Census Block?

34. **Census District (CD)** For administrative purposes, Tonga's five Island Divisions, Tongatapu, Vava'u, Ha'apai, 'Eua and the Niuas, are each assigned with a Division Census Officer and each District is headed by a District Census Officer (DCO). The Census District is adopted as the **main sub-division** for the administration of the census.
35. **Census Block (CB)** For census purpose villages are divided into Census Blocks. The CB is the **basic unit area** for census enumeration. A CB is assigned for a single CE to enumerate **households** where he/she can manage.
36. You will enumerate **on the average 50 to 60 households** in a single CB with an **average population of 250 to 300 persons.** **There are exceptions where more than one CE will enumerate one CB or one CE enumerating more than one CB.** You will be informed if you are in that situation and you will be issued instructions and related documents.

2.5 What is a Census Block Number (CBN)?

37. Each CB is numbered into CBN, where CBN is a unique set of numbers, numbering the CB according to its geographic location in a village, district, and island division. Every set of questionnaire relates to a household or institution in a CB. You will number each questionnaire in use with the CBN assigned to you and you must issue a household number to each household you will enumerate in an orderly sequence in relation with the provided CB map and listing. For each set of census questionnaires the CBN is the identifier of a household in the CB.
38. **Consequences due to Wrong CBN Numbers** You must ensure that correct census block numbers are written and are correctly copied on the enumeration forms in use. You are required to enter the correct CBN on each questionnaire so that the census forms in use for each household can be identified and correctly linked. Wrong identification numbers will cause serious problems as it would not correctly locate and identify the households in your CB.
39. You need to ensure that such mistakes do not arise as it will produce other problems such as double counting, no enumeration and confusion in completion of the census questionnaires delaying work between you and your respondents. **Cautionary note:** If you are responsible for more than one CB, be absolutely sure that every questionnaire in each CB has the CORRECT CBN for that CB.
40. **The CBN on Census Questionnaires** Your materials should include the CBN of the CB you are assigned to. The example below defines the **CBN** as a combination of 7 digits numbers. The first four digits represent the island division (DIV), the district (DIS) and Village (VIL), known and referred to as the **Village number** and the last three digits refer to the Block (BLK). For example, **CBN 1101 29-0** is defined as: **DIV DIS VIL BLK 1 1 01 29-0**

CHAPTER 3

CENSUS BLOCK MAP

3.1 Defining Household:

41. For the purpose of this census, 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.

3.2 Defining Head of household:

42. 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.

Due to child rearing and related household and family responsibilities of the mother, this person is usually the father. However, in many households, spouses are treated as equal in household authority and responsibility and may share economic support. In these cases, 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.

Note: To reduce errors in population and housing counts, it is very important not to miss hidden households and be able to identify a household. Be alert to existing households within existing dwellings and not visible by a house structure.

3.3 Household Situations:

43. 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.

3.5 The Purpose of the Census Block maps

44. The entries you make on the map will be used to: -update and verify maps for surveys; -produce maps for the next census; and -verify households and head of households with the population count. **YOU MUST RETURN YOUR CB MAP** at the end of your assignment. When your CS visits you on the field and check your work, he/she must review your map with your CB listing to ensure that appropriate entries are made, complete and corresponds with census mapping instructions.

CHAPTER 4

CONDUCTING ENUMERATION

4.1 Initial Preparations

45. Your program should allow for the possibility that you may encounter bad weather or may have other delays that may affect your census fieldwork. If you are in such a situation, please arrange with your DCO through your CS on how best to complete your census fieldwork. In special cases where households are very isolated or are on remote islands, it will be possible to get permission from your DCO to make only one visit and complete all the forms at one time.
46. In such cases, you must be quite sure that your enumeration is as close to the situation as it will be on the Census Date.
47. As you do your enumeration, please try to keep your schedules in good order. It is sometimes impossible to keep paper clean and completely dry but remember that others have to process and read your work so the sheets must be kept legible.
48. **You should always carry your ID badge. That should be shown to the persons you interview when you introduce yourself and before you begin enumeration.**
49. Usually CE and CS are appointed to communities which they know well and in which they are well known. Efforts were made to assign CE and CS to work at the CB he/she usually lives. This has great benefits for the accuracy and completeness of the enumeration and usually, the friendly atmosphere in which it is conducted. Occasionally though, past history may make your dealings with an individual or family embarrassing, to you or to them. If you are in such a case, please inform your CS at your earliest so that your CS could make arrangements for someone else to enumerate that Household.

4.2 Your Responsibilities during Enumeration

50. The census reference period is the **night of 23rd November 2016**. You are allowed 3 weeks to complete your CB and let your Supervisor know you have some difficulties in completing your CB within this period

4.3 Relationship with the Respondents

51. It is important that the census be conducted in a professional, efficient and friendly atmosphere. Due to the extensive public communications prior to the census day, there should be no doubt in the minds of your respondents about your right to ask the questions specified in the census schedules. You should show your ID badge to people you interviewed and they also have the right to see the questionnaires (uncompleted) to make sure that the questions you ask are relevant to the census. Make sure that you have studied the Questionnaire Manual prior to asking the questions and be certain that you refer back to the manual when you are not clear on a question.

4.4 Respondents' Rights and Privacy

52. You must only ask from respondents, questions as required on the prescribed census forms. You have to respect the privacy of the respondents and try not to argue with them. You should also try to respect the privacy of the household as a whole. You will notice that at the end of the personal questionnaire you are to note whether the person replying to your questions is the same one as is named on the questionnaire.
53. It will not always be possible to question directly all people and in some cases, such as children, not at all desirable, but plan your interview to obtain a high proportion of adults, particularly women, to answer questions for their own form. First-hand information is usually more accurate than hearsay or second hand information although the latter is better than nothing. This applies particularly to adult females who are likely to have much more accurate information about their own children's date of birth, and other fertility

information concerning them, than anyone else. You should be very careful in reminding mothers to remember all their children, particularly their young children.

4.5 Conducting the Interview

54. Your success in collecting census information will depend on your knowledge of what to do in each household and in doing it quickly and efficiently.

55. **Key guidelines that you must be aware of concerning your interviewing duties:**

- Confine your interviews to the responsible member of the household. The Head of the Household must be interviewed and adult members of the household should also be interviewed if possible. Do not interview children, servants or neighbours of a household about its members except to find out the best time to call back if no responsible member is available on your visits.
- **Never permit the person you are interviewing to examine a form that was filled out for another Household. Keep such forms well out of sight to avoid such possibilities arising.**
- Do not express surprise or disapproval at any answers you may get to the census questions, including the way you look or by the tone of your voice. Your job is to record the facts, as they are reported by the respondents.
- Do not reveal your opinion of the census questions to respondents. The respondent should feel that these are serious matters and that their answers are important. Ask the census questions as if you are confident that you will receive an answer.
- Ask the questions in the exactly as they are worded on the questionnaire and exactly in order in which they appear on the form. Observe the skip patterns carefully and note where some questions apply only to persons of a certain age or to women only.
- Maintain a friendly manner. Avoid getting into argument or controversial discussion. Do not discuss controversial or political events. Remember you have a lot of work to do, it must be done well and many people must be interviewed in the time available.

4.6 Arriving at a Household.

56. Knock at the door and be sure that there is someone inside to answer the door and to receive you. When you introduce yourself, take care to say, “**The census is carried out by the Statistics Department of Tonga,**” clearly so that the respondent understands you. You should prepare your introduction, by stating your name and your business for visiting. You should know what you are going to say when the door opens or when you talk to someone in that household. You need to stress how important the questions on the census to the government and that they need to try and answer every question carefully and truthfully.

57. **Reason for Your Visit.** You have to explain to the respondent the reason he/she should fill in the questionnaire and/or answer your questions on the questionnaire.

58. **Listen to the Respondent.** Respondents should answer any questions accurately and truthfully. Be sensitive to issues the respondent may or may not be expressing, such as confidentiality or privacy concerns. If you indicate you are sympathetic to their concerns you will increase your chances of success.

4.7 Before Leaving the Household.

59. You should ensure to the respondent that he/she has provided you with valuable information and that you and the Government of Tonga appreciate the time and effort given. When you leave, be sure to thank the respondent on behalf of the Tonga Statistics Department for taking part in the census. Ensure to inform the respondent that you will need to capture the photo of the house as well as take the GPS location for the final section in the questionnaire.

CHAPTER 5

INSTITUTIONS

5.1 Defining an Institution

60. Some Households will be based in Institutions such as hotels, motels, guesthouses, dormitories, prisons or military institutions. An **Institution**, for census purposes may be defined as an organisation providing

specified services or performing some general function for a group of residents or inmates who will normally be unrelated to each other. In listing Households for these Institutions the common eating arrangement still applies, so that it is possible, for instance, that more than one Household will occur in the grounds of one Institution. Where a group of unrelated, institution-based persons have common eating arrangements, they should be treated as one Household and the Head of Household identified as the one who has administrative responsibility, supervises or by common consent, seems to have some leadership authority.

61. **Arriving at an Institution or Guesthouse** You should consult the manager or speak with the manager if necessary. You should present yourself at the desk and state your business. You can make an appointment to see the manager later if he/she is not available; particularly in prison camps, the officials will screen visitors. Show your ID to the person in charge to prove the legitimacy of your visit.
62. **Reason for Your Visit.** You have to explain to the respondent the reason he/she should fill in the questionnaire and/or answer your questions on the questionnaire.

CHAPTER 6

DEFINITIONS

63. **Absent Household** is a household for which there is no member at home. A household is considered absent if, after the first or subsequent visits, the Census Representative establishes that the household will not return before he or she completes enumeration and either the information to allow the questionnaire to pass edit cannot be obtained or a questionnaire cannot be obtained from the household.
64. **Absent Individual** is a household member who is not at home. An individual is considered absent if, after the first or subsequent visits, the Census Representative establishes that this person will not return before he or she completes enumeration and the information to allow the questionnaire to pass edit cannot be obtained from other household members.
65. **Block Number** is a set of numbers that identifies and numbers a census block. This number comprises of 6 to 7 digits that represent the island, district and village and the block location in corresponding with the census map.
66. **Census Day** is Wednesday night, November 23rd, 2016. If a more specific time is required, use midnight between November 23rd and November 24th.
67. **Institution** consists of one or more collective dwellings of a substantial size such as a large hotel, a hospital and staff residence or another large institution. It has been established as a separate enumeration area. It may consist of more than one type of collective dwelling and it may contain private dwellings. All military establishments, except permanent married quarters are institutions.
68. **Dwelling** A dwelling is a set of living quarters, designed or CONVERTED for human habitation, in which a person or group of persons resides or could reside.
69. **Household** 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 of providing it**”. Normally household members also live and sleep in the same building but experience has shown this is not always so, which is why the definition is based on eating together rather than on living or sleeping in the same building.
70. **Census Block** is a geographic area for which a census representative is responsible. **(CB) Map Block** is the smallest geographic area for which census data are collected and disseminated. Map blocks are bounded on all sides by roads, census boundaries that follow other visible features (such as village boundary, etc.) and/or census boundaries that do not follow visible features. For collection purposes, it is defined as a two-digit identifier and may extend to 3 when a block is split for census collection purposes.
71. **Respondent** is the person who completes the questionnaire or who provides the information to complete the questionnaire.
72. **Target Population** The **target population of the 2016 Census** includes persons living in Tonga and persons living outside Tonga on Census Day, as on Tonga Diplomatic Missions overseas.
73. **Usual Resident** of a household in Tonga is any person in the target population for which the dwelling is his or her usual place of residence.
74. **Village** is an area which has a legal name, legal boundaries and is incorporated under an Estate Holder.

DATA COLLECTION USING TABLETS

7.1 Introduction

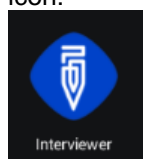
75. Data collection using tablets is totally different from using the paper-based questionnaire as information is recorded directly into the tablets where the structure of the questions is designed in a different way to ensure efficient flow of information through the skip patterns and logic checks in-built in the system. This manual describes the steps on how to capture information and a brief description of each question on why it has been asked and the correct type of information needed to be captured from the respondents. The questionnaire was designed using the World Bank Survey Solutions application with the following Sections:

Tonga Census Questionnaire 2016	
1. Dwelling type - Fa'ahinga 'o e 'api	
+ 2. HOUSEHOLD ROSTER: All individuals	
+ 3. MODULE A : Housing	
4. MODULE B: Agriculture and Fishing	
+ 5. MODULE C: Population characteristics	
+ 6. MODULE D: Functioning	
+ 7. MODULE E: Education, languages and literacy	
+ 8. MODULE F: Economic activities last week	
+ 9. MODULE G: Fertility and Mortality	
+ 10. MODULE H: Communications and Internet	
11. MODULE I: Visitors	
12. Geographic Information + Photo	
Complete	

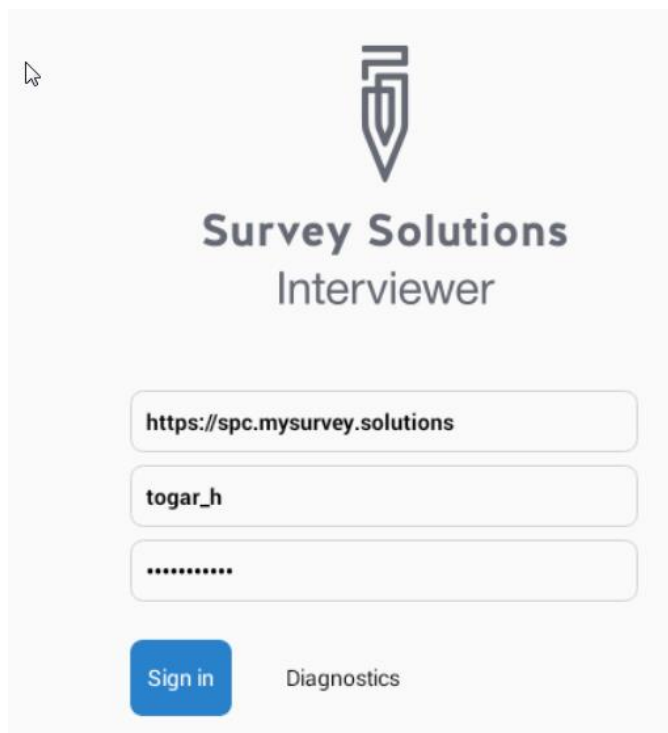
76. The flow of information during data entry follows the above structure where each Section could include sub-sections and/or rosters (list of persons for example) for easy referencing while doing data capture.


7.2 Logging in to the tablet

77. To begin the interview, login into the application to access the questionnaire. Tap (click) on the interviewer icon:



78. This will open up the login page for the enumerator to type in the name of the server, login username and password



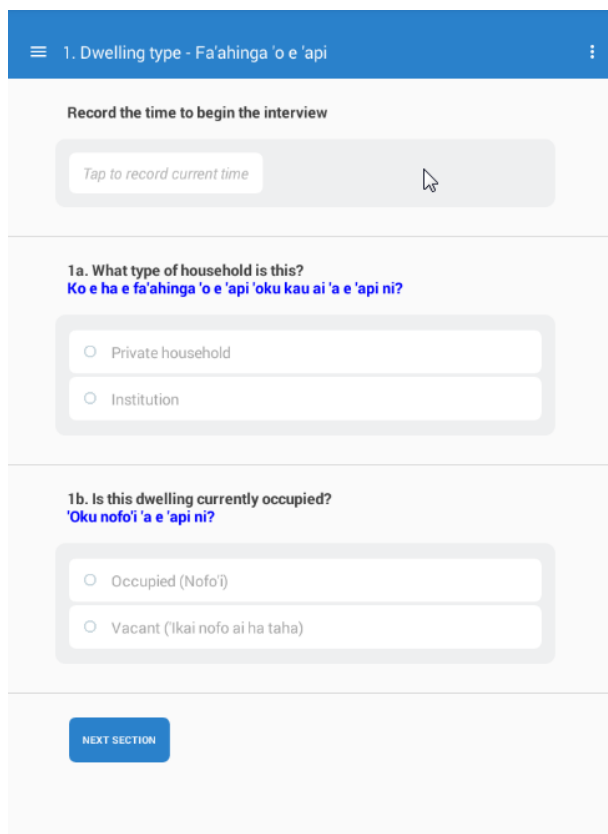

Survey Solutions
 Interviewer

A few screen colours to be aware of while capturing data:

- BLUE – means the section/question is still to be filled or in progress
- RED – there is an error or rejected
- GREEN – means the section/question is filled (completed)

7.3 Filling Section 1 – Dwelling Type

79. Immediately after the enumerator has logged in, it will open up Module 1 which contains the following questions (shown below). The reason they are asked first is that they are filtering questions to the next modules to be answered.



1. Dwelling type - Fa'ahinga 'o e 'api

Record the time to begin the interview

Tap to record current time

1a. What type of household is this?
Ko e ha e fa'ahinga 'o e 'api 'oku kau ai 'a e 'api ni?

☐ Private household
☐ Institution

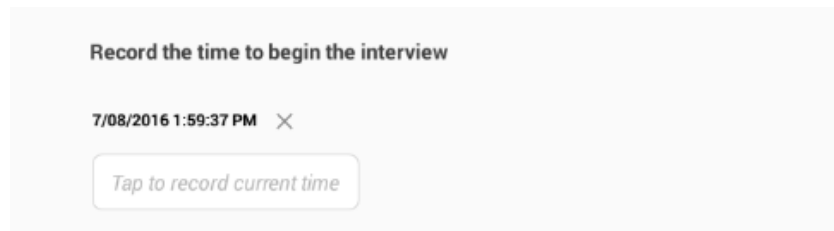
1b. Is this dwelling currently occupied?
'Oku nofo'i 'a e 'api ni?

☐ Occupied (Nofo'i)
☐ Vacant ('Ikai nofo ai ha taha)

NEXT SECTION

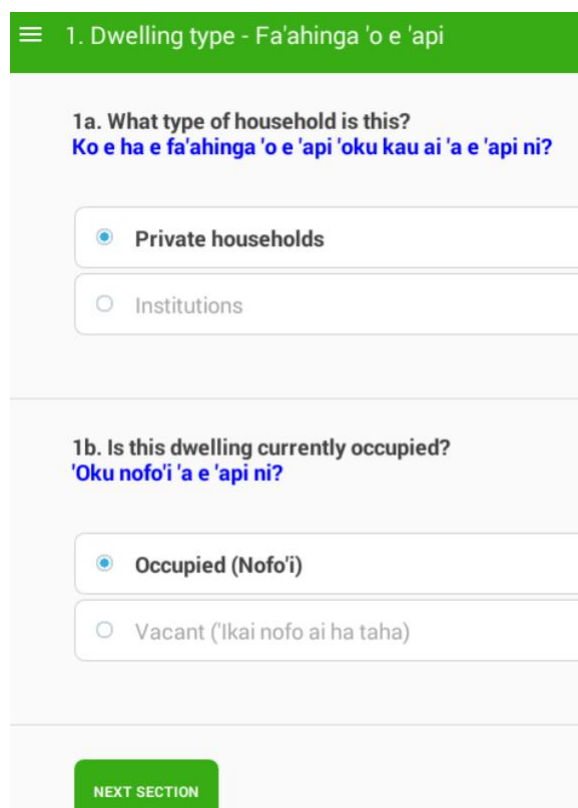
80. **Record the time to begin the interview.** This field captures the time when you starts the interview. The purpose of this is to measure how long the interview will take after completing one household. Another

field similar to this is at the end of the interview where you will record the end time of the interview. Just tap into the field and this will capture the date and time of the start/end of interview. Example shown below.



81. **What type of household is this?:** There is only two options here:- Private households are the household dwellings which houses an individual or a family(s) and Institutions are the 'public' dwellings which houses a number of people like hotels – **need clarification on this from Winston**

82. Tap into the correct answer for each question and scroll down for the next question. Note the change in the screen colour (Green) which means the section has been completely filled.



83. The filtering conditions for this module specify that:

- If 'Private household' and is 'Occupied' then it goes straight to the Household Roster.
- If 'Private household' and is 'Vacant' then it goes to the last Section – 'Geographic Information & Photo'.
- If 'Institution' and 'Occupied' then straight to 'Household Roster'
- If 'Institution' and 'Vacant' then it goes to the last Section – 'Geographic Information & Photo'.

84. At the bottom of the screen is a tab labelled 'NEXT SECTION'. This will be shown if you have fully completed the Section. Note the colour of the tab, if it is still BLUE, this means you have not completed the section whereas if it is GREEN, then you have filled all the questions in that respective section. See screen in paragraph 6 where this tab is BLUE as you have not filled anything.

85. Institution – if the answer to Question 1a is either 'Institution' or 'Private dwellings' and 1b is 'Vacant':

1. Dwelling type - Fa'ahinga 'o e 'api

1a. What type of household is this?
Ko e ha e fa'ahinga 'o e 'api'oku kau ai 'a e 'api ni?

☐ Private households

☒ Institutions

1b. Is this dwelling currently occupied?
'Oku nofo'i 'a e 'api ni?

☐ Occupied (Nofo'i)

☒ Vacant ('Ikai nofo ai ha taha)

NEXT SECTION

Tapping on 'Next Section' tab will take you straight to the last section, Section 12 for capturing the geographical locations and taking photo of the dwelling/institution.

If it is a 'Institution' and is 'Occupied':

1. Dwelling type - Fa'ahinga 'o e 'api

1a. What type of household is this?
Ko e ha e fa'ahinga 'o e 'api'oku kau ai 'a e 'api ni?

☐ Private households

☒ Institutions

1b. Is this dwelling currently occupied?
'Oku nofo'i 'a e 'api ni?

☒ Occupied (Nofo'i)

☐ Vacant ('Ikai nofo ai ha taha)

NEXT SECTION

Tapping on 'Next Section' will allow you to fill in the names of the people in the institution, as in Section 6,2 below. But note that this will enable Question R1, asking whether the person is a Visitor or Resident.

2. HOUSEHOLD ROSTER: ALL INDIVIDUALS /

Person - jojo

R1. Is jojo a visitor or resident?
Nofo fonua pe 'ikai

☒ Visitor

☐ Residents

If the person is a 'Visitor', then you will be prompted to skip to Section 11 where you fill in the particulars for visitors. If the person in the Institution is a 'Resident', the system will ONLY allow you to fill in his/her demographic particulars, Sections 3 and 4 are skipped.


HOW TO FILL IN SECTION 2 - HOUSEHOLD ROSTER: All Individuals

8.1 Introduction

86. The household roster should contain the list of all usual members of the house including those who were just visiting and spending the night with that household. The list of all usual members should be in an orderly manner beginning from the head of the house. It is advisable to list the spouse of the head of the household if he/she is married. The household roster also contains other questions related to sex, age, relationship to the head of the house and the residency status of all house members. You should complete this section first before continuing to other sections of the questionnaire. Remember that persons on the list are those to be enumerated during the census. A full complete listing of all members of the household ensures a good coverage of the Household and Population Census.

8.2 Completing the Household Roster

87. Before you list all members of the house in column 1 labelled HM, it is important to have a clear understanding on who do you include and exclude from the list. The following definitions and clarifications would guide you on this:
- Members of the household – A household may be one person or a group of persons who usually live and eat together. They share the same arrangement for all their household's social and economic expenses and other welfare.
 - Visitor – A visitor is someone who is not a usual member of the household but who stayed in the household the night before the enumeration and is not intending to stay in the house for more than 6 months. This person should be listed in this house as part of this household.
 - Usual residents – those residents who lived continuously for most of the last 12 months (that is, for at least six months and over), including temporary absences for holidays or work assignment outside the country. Also include those visitors who are intending to stay for at least more than 6 months as usual residents of this house. These people should all be listed in this house
 - Head of the house – let the household identify the head of the house however the head of the house may be acknowledged as the main provider of the households.
 - A new born baby and was born in the hospital but the mother is the usual residence of this household.

 2. HOUSEHOLD ROSTER: All individuals

R0. What are the names of all household members?
Ko hai e hingoa 'o e memipa?

INSTRUCTION
*Please give me the name of each person who was sleeping here the night of (Country Census Date), including visitors, babies just born in the hospital and all persons staying here who have no other home.
Do not include persons who usually reside here, but were staying elsewhere in (Country Name) on Census night - they will be counted at that location.
NOTE: The first person listed is the Household Head: The Head or acting head is the person with primary authority and responsibility for HH affairs and is, in the majority of cases, its chief economic support.
IMPORTANT: If two people have the same first name, add a middle initial
Kataki kae 'omainge e hingoa 'o kinautolu 'oku nofo he 'api ni 'o kau ai mo kinautolu na'a nau mohe 'I heni 'anepo, kamata mei he 'ulu 'o e famili.*

Tap to enter new item

NEXT SECTION

88.

89. **R0 - Person's Name:** You must enter the person's first name in area labelled 'Tap to enter new item'. The names are usually used for referencing in the questions and the system will allow all those names to be asked the demographic questions where applicable.. Write the person's name with an initial or a number if there are more than one persons with the same first names..

2. HOUSEHOLD ROSTER: All individuals

R0. What are the names of all household members?
Ko hai e hingoa 'o e memipa?

INSTRUCTION
Please give me the name of each person who was sleeping here the night of (Country Census Date), including visitors, babies just born in the hospital and all persons sleeping here who have no other home.
Do not include persons who usually reside here, but were staying elsewhere in (Country Name) on Census night - they will be counted at that location.
NOTE: The first person listed is the Household Head: The Head or acting head is the person with primary authority and responsibility for HH affairs and is, in the majority of cases, its chief economic support.
IMPORTANT: If two people have the same first name, add a middle initial.
(Katahi ike 'ona'anga e hingoa 'a kuuatolu 'oku nofo he 'api'ni 'o kuu ai mo kuuatolu na'a mau mahe 'i hani 'anapa, kuuatolu mai he 'ulu' o e fa'aili.)

Sione

×

Mele

×

Sione 2

×

Tap to enter new item

Person - Sione

Section not started

Person - Mele

Section not started

Person - Sione 2

Section not started

NEXT SECTION

90. The above example shows three people have been entered with Sione 2 as another person with the same name as the first person. Note the three blue tags for each person which shows that they are still to be processed. Tapping on the first person, Sione, will allow you to fill in Sione's particulars. Please note that Sione's name has been inserted in the actual question to let you know that you are asking the correct question about the correct person.

2. HOUSEHOLD ROSTER: ALL INDIVIDUALS /

Person - Sione

R1. Is Sione a visitor or resident? Nofa fonua pe 'ikai

R2. What is Sione's sex?
Tangata pe Fefine?

☒ Male (Tangata) ☐ Female (Fefine)

R3a. What is Sione DAY of birth?

INSTRUCTION
Note: Day should be in format DD (2-digit). Type '99' if respondent does not know the day

21

R3b. What is Sione MONTH of birth?

INSTRUCTION
Note: Month should be in format MM (2-digit). Type '99' if respondent does not know the month

2

R3c. What is Sione YEAR of birth?

INSTRUCTION
Note: Year should be in the format YYYY (4-digit)

1966

91. **R2 - Sex:** Record the right sex of the person in the space provided by entering '1' for male and '2' for female. Always confirm the sex of a person since many names are given to both male and female.
92. **R3a. Day of Birth - What is [HM]'s day of birth?** Record the day of birth correctly following the format DD which is 1-31. Any number outside this range will show an error.
93. **R3b. Month of Birth - What is [HM]'s month of birth?** Record the month of birth correctly following the format MM which is 1-12. Any number outside this range will show an error.
94. **R3c. Year of Birth - What is [HM]'s year of birth?** Record the year of birth correctly following the format YYYY which is 1906-2016. Any number outside this range will show an error.
95. **R3d – Age:** The age of every person in the household list must be recorded in completed years, only. Age in completed years refers to the person's age in his/her last birthday and must be recorded in full years only. For instance 13 years and 10 months should be recorded as 13 only. You must make sure to obtain the most accurate age of the person. i.e. age in his/her last birthday. For infants less than one year old, record '00' only.

Use the following methods to probe for the best age when the person does not remember his/her age and birth date:

1. Ask the respondent how old he/she was during the most known historic events of the country, for example the country's first independence, world war II and so forth.
 2. Ask the respondent how old he/she was when she got married or had her first child and then use the date to estimate her/his age.
 3. Relate the person's age to that of someone else in the household whose age is more reliably reported.
96. In the tablet application, the system calculates the Age from the Year of Birth to the Census reference year (approximation) so any age inputted outside the calculated age will show as error. An example of this is shown below and note the change in the screen colour to RED:

2. HOUSEHOLD ROSTER: ALL INDIVIDUALS /

Person - sione

INSTRUCTION

Note: Year should be in the format YYYY (4-digit)

1966

R3d. What is sione's age *in completed years* ?
Ko e ta'u fiha 'eni 'a sione?

INSTRUCTION

Age in completed years. Enter 0 for child under 1 year of age

55

ANSWER IS INVALID

Age is inconsistent with date of birth [2]

97. **R4 - Relationship to HH Head:** The relationship refers to the relationship of all persons listed in the house to the head of the house. Record how the person listed in the house related to the head of the house in the space provided using the codes given in the answer category. If the person you interview is not the head of the house, make sure that you record the relationship of each person to the head of the house but not to the respondent.
98. The relationship field is one of the highly checked fields in the system as it checks the age of the person again his/her relationship. The common checks included here are:
- Head of household should have age 15 years and over.
 - There should only be ONE head of household and is ALWAYS the first person
 - There should only be ONE spouse and should also be 15 years and over
 - Head and Spouse cannot have same sex
 - Age difference of Head and Child should be 15+
 - Age difference of Head and Parents should be 15+
 - Age difference of Head and Grandchild should be 30+
99. **R5 - Where Do These People Usually Live?:** In this field, record information on the person's usual residence. Everyone in the household during Census Night, which includes those who are usual residence of the house or those non-residences (visitors spending the night in this house and do not intend to stay for more than 6 months) should have their right geographical codes recorded. To record the place of Usual Residence, the system allows you to type in the first 3-letters of the place of residence or country if the person is a visitor, and a pop-up list will show up all the places with the 3-letters you typed in. An example is shown below while typing 'kol' and a list of the places with 'kol' showing and you select the correct place.

2. HOUSEHOLD ROSTER: ALL INDIVIDUALS /

≡

Person - sione

kolo'ofu in tongatapu

kolomotu'a

nakolo

kolonga

kolovai

koloa

kolo'ofu in niua

kol

TO PARENT

At the end of each sub-section, there will always a tab shown at the end labelled 'TO PARENT', as shown above. This happens when you are filling a 'roster' where a list of persons or items is entered and a number of questions are asked to each one in the list. For example, there were three people listed in Question R1, Sione, Mele and Sione2. Once you finished entering Sione's particulars, note the tab 'TO PARENT' has turned to GREEN (see below) which means you have completed all questions in this Section for Sione.

R5. Where do Sione usually live?
'Oku angamaheni ke nofo 'a Sione 'i fe?

INSTRUCTION
Type village name if in Tonga or name of country if outside Tonga ('Omai e hingoa e kolo pe koe hingoa e fonua 'i muli)

kolo'ofu in tongatapu

×

TO PARENT

Tapping on 'TO PARENT' (in green) takes you back to the top of the 'parent' section as each of this person record is a sub-section to the parent section..

Note Sione's tab is GREEN and there is a note which says 'Section completed, 7 answers, no subsection' which basically means that you have completed all questions for Sione in this section. Then you continue the same process for the other persons whose tab is still BLUE until all person are filled, their colour are all GREEN then continue to the next Section.

The application is user-friendly and flexible where you can skip between Sections according to how you want to ask the questions. For example, all questions in a section is asked to each person and once all persons are completed, then it goes into the next section and again all questions in that section are asked to each person and so forth. The application is flexible as you can ask all sections to the first person and once you have finished then continue to the second person and so on.

For example, in the above screen you have completed the first section for Sione, you can continue asking for Sione's particulars for the other section and then come back and fill for the other persons. To do this, just tap



on the three lines on the top left of the screen, and this will show all Sections in the questionnaire as shown below. This will allow you to continue asking questions from other Sections to Sione. Note in Section 2, Sione's name is in GREEN which means this Section has been completed for Sione whereas the other two persons are still pending.

Tapping on the + sign in each Section will open up the subsections with the names of each person eligible for that section and you can continue asking questions for Sione for the different sections.

1. Dwelling type - Fa'ahinga 'o e 'api

— 2. HOUSEHOLD ROSTER: All individuals

Person - Sione

Person - Mele

Person - Sione2

+ 3. MODULE A : Housing

4. MODULE B: Agriculture and Fishing

+ 5. MODULE C: Population characteristics

+ 6. MODULE D: Functioning

+ 7. MODULE E: Education, languages and literacy

+ 8. MODULE F: Economic activities last week

+ 9. MODULE G: Fertility and Mortality

+ 10. MODULE H: Communications and Internet

11. MODULE I: Visitors

12. Geographic Information + Photo

Complete

In the above screen, tapping on the + sign for Section 5 will open up the Section to show the sub-sections for each person and then select Sione to allow you to ask question in this section for Sione.

— 5. MODULE C: Population characteristics

Population Characteristics - Sione

Population Characteristics - Mele

Population Characteristics - Sione2

CHAPTER 9

POPULATION CHARACTERISTICS

9.1 Introduction

100. This section contains basic demographic characteristics of each person in the household which are some of the core population indicators used for demographic analysis. Information range from ethnicity, birthplace to migration information like usual place of residence. Some supplementary questions are also part of this section and this include questions on voting registration as well as health related questions (NCDs) like smoking, kava and alcohol drinking.

101. **C1. IDENTITY – With which group does 'HM' identify?** The person's identity (ethnicity) is one important background characteristics as it is always associated with the person's customs and behaviour

and how to make decisions in his/her life. There should be one answer only for this question. Ask the question and select the right code.

C1. With which ethnicity is jojo identify? Ko e ha e matagakali 'oku kau ki ai 'a jojo?

- ☐ Tongan
- ☐ Part-Tongan
- ☐ European
- ☐ Fijian
- ☐ Fiji-Indian
- ☐ Chinese
- ☐ Other Pacific Islander
- ☐ Other Asian
- ☐ Not elsewhere classified
- ☐ Other (specify)
- ☐ Refused to answer

102. **C2. BIRTHPLACE - Where is [HM]'s Place of Birth?** Record the place of birth for the respondent. The place of birth is usually refers to the mother's residence, so be very careful in cases where the mother gave birth in the health centre. You should not record the health centre as the place of birth but instead the resident or the place where the mother usually reside should be recorded as the birth place.

This field is a combo field where it allows you to type in the first 3-letters of the Village or Country of birth if outside Tonga, and a combo list will be shown for all the locations that have the 3-letter you chose. See Question R5 above as an example. Select the correct Village/Country.

103. **C3. CITIZENSHIP – What is [HM]'s Country of Citizenship?** Being a citizen of a country means having certain entitlement or right to do in a country such as the right to live, work, vote and right to have access to services and others. The information collected from this question would allow the estimation of the total citizens and non-citizens of the country. You should record one answer only.

C3. What is jojo's country of citizenship? 'Oku sītiseni ha 'a jojo?

- ☐ Tonga born citizen
- ☐ Tonga by naturalised citizen
- ☐ Other countries

Selecting 'Other countries' will enable **Question C3a** for you to type in the country. Again, typing in the first 3-letter of the country will pop up the countries name with those 3 letters (as shown below)

C3a. Other (specify) **Me'a makehe**

×

australia

 austria

104. **C4. MARITAL STATUS – What is [HM]'s marital status?** The person's marital status is a vital information to collect as it has implications on the person's decision and behaviour. The data collected in this question would enable the calculation of the marital status of the population. Record one correct answer only.

105. **C5. RELIGION – What is [HM]'s Religious Affiliation?** The person's religion is an indicator of lifestyle and community affiliation. It is often associated with particular attitudes, beliefs and behaviour that have demographic, social and economic implications. Record one answer only.

9.2 MIGRATION TIME AND REASON

106. **C6. USUAL RESIDENCE – Is this your place of usual residence?** A usual residence of the household refers to the person who has lived in that household continuously or for most of the last 12 months and longer. It also refers to the person who just moved in with the intention of staying for more than 12 months. Ask the question politely and record the answer accordingly. If the person reported 'Yes' then the system will allow you to skip to question C6c. If the answer is 'No', then it continues to QC6a.

107. **C6a. USUAL RESIDENCE – What is [HM] usual place residence?** This question is only asked (enabled) if the answer is 'No' in Question C6. We want to establish the first place that the person might have lived in before moving to this household. Ask the name of the previous place of residence and record the right village name if the person lived in a different place within the country. If the person came from another place outside the country then record the name of the country. Similar to Question C3, typing the first 3 letters of the village or country will list the respective villages or countries for you to make the correct selection.

108. **C6b. Why did [HM] move to this village/country?** Now we want to understand the reason why people decided to leave their former place and settle in a new place. There are several reasons why people decided to move such as seeking for better opportunities and so forth. Ask the question and wait for the person to provide the answer. Choose one correct code category and select the code.

109. **C6c. Where did [HM] live 1 year ago?** This question is asked to determine the movement of people (migration) within or external. Record the name of the village or country where they were living one year ago, as in C6a.

110. **C6d. Where did [HM] live 5 years ago?** Same as in C6c.

9.3 VOTER REGISTRATION

111. **C7. Have [HM] registered to vote in the election?** This question is targeted to the people who are 21 years old and above who are eligible to vote during election. This gives a measure for those who have registered or not and to allow the Election's Office to gauge the numbers who have not yet registered. It is a Yes/No answer, so select the correct one.

112. **C7a. Why not [HM] register to vote for the election?** This question is for those who answer 'No' in Question C7. Select the best answer for the reason why the person did not register. For category 5 on 'Other (specify)', then you will be prompted to type the description of the reason.

113. **C7c. Where will [HM] most likely to be next, 2017?** This is also a question related to voter registration and asks on the likely place of residence next year. Select the correct village or country by typing in the first three letters of the location.

114. The next set of questions are health related and is asked to each individual aged 10 years and over on their social habits

9.4 HEALTH RELATED ISSUE

115. **C8. How often does [HM] consume alcohol in an average week?** Select the appropriate answer.
116. **C9. How often does [HM] drink kava?** Select the appropriate answer.
117. **C10. How many cigarettes does [HM] usually consume/smoke/chew on average?** Select the appropriate answer.
118. **C11. How many rolls of Tonga tobacco does [HM] usually consume/smoke/chew on average?** Select the appropriate answer.

CHAPTER 10

FUNCTIONING (PHYSICALLY CHALLENGED)

10.1 Introduction

119. Disability as an umbrella term refers to problems, such as impairment, activity limitation or participation restrictions that indicate the negative aspects of functioning. The following questions were adopted from the UN Washington Group in identifying persons who are at greater risk than the general population of experiencing restrictions in performing tasks (such as activities of daily living) or participating in roles (such as working).

The next questions ask about difficulties you may have doing certain activities because of a **HEALTH PROBLEM**. The purpose of the introduction is to get the respondent to focus on difficulties they may have that are the result of some physical or mental health problem. Since persons living in developing countries may not have access to Western medicine which would provide a diagnosed 'condition', the term problem was substituted. However, condition can be used interchangeably with the term problem if that facilitates the respondent understanding the context. We are interested in establishing difficulties that occur within a health context rather than those caused by a lack of resources.

HEALTH refers to the general condition of the body or mind with reference to soundness, vitality, and freedom from disease.

Problem refers to the respondent's perception of a departure from physical, mental or emotional well-being. This includes specific health problems such as a disease or chronic condition, a missing limb or organ or any type of impairment. It also includes more vague disorders not always thought of as health-related such as senility, depression, retardation, drug dependency, accidental injuries, etc.

Note that all members of the household should be asked all disability related questions regardless of their sex and age. Parents or other adults member of the household could provide information for young children of the household.

Note the age limit for this Section which is only asked to 5 years and over.

120. **D1. VISION - Does [HM] have difficulty seeing, even if wearing glasses?** The purpose of this question is to identify persons who have vision difficulties or problems of any kind even when wearing glasses (if they wear glasses). They can have a problem seeing things close up or far away. They may not be able to see out of one eye or they may be only able to see directly in front of them, but not to the sides. Any difficulty with vision that they consider a problem should be captured.

Seeing refers to an individual using his/her eyes and visual capacity in order to perceive or observe what is happening around them.

A proxy respondent (i.e. a close family member) may be needed if the respondent is not able to answer for themselves. Note if the person is wearing glasses and make sure that they understand that the question refers to difficulties they may have while they are wearing their glasses. The answer categories are set up so that the respondent can indicate 'yes', 'no' or that they cannot do it easily. However people aren't always sure how much difficulty is considered to be enough for a 'yes' answer. So they usually qualify their 'yes' with comments about their experience such as 'yes', I have a little problem or 'yes sometimes', or, when the problem is very serious, they indicate 'Oh, yes, a lot'. These answer categories try to capture that process. They may have to be repeated for the first one or two questions in order for the respondent to get familiar with the choices.

Note the categories of answers are the same in this Section, as shown below:

D1. Does jojo have a problem seeing, even if wearing glasses? 'Oku palopalema 'a e sio 'a jojo neongo pe kapau te ne tui mata sio'ata vaivai?

- ☐ No, no difficulty
- ☐ Yes, some difficulty
- ☐ Yes, a lot of difficulty
- ☐ Cannot do at all

121. **D2. HEARING - Does [HM] have difficulty hearing, even if wearing a hearing aid?** The purpose of this item is to identify persons who have some hearing limitation or problems of any kind with their hearing even when using a hearing aid (if they wear a hearing aid). They can have a problem hearing only when they are in a noisy environment, or they may have problems distinguishing sounds from different sources. They may not be able to hear in one ear or both. Any difficulty with hearing that they consider a problem should be captured.

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.

Note if the person is wearing hearing aids, make sure that they understand that the question refers to difficulties they may have even while they are wearing their hearing aids.

Instructions relative to the answer categories are the same as for question D1.

122. **D3. MOBILITY - Does [HM] have difficulty walking or climbing steps?** The purpose of this item is to identify persons who have some limitation or problems of any kind getting around on foot. It may or may not contribute to difficulty in doing their daily activities. They can have a problem walking more than a block, or short or long distances, or may not be able to walk any distance without stopping to rest or they may not be able to walk without using some type of device such as a cane, a walker or crutches. In some instances they may be totally unable to stand for more than a minute or two and need a wheelchair to get from place to place. Difficulties walking can include those resulting from impairments in balance, endurance, or other non-musculoskeletal systems. Any difficulty with walking on flat land as well as walking up and down the steps that they consider a problem should be captured.

Walking refers to an individual using his/her legs in such a way as to propel themselves over the ground to get from point A to point B. The capacity to walk should be without assistance of any device or human. If such assistance is needed, the person has difficulty walking.

Instructions relative to the answer categories are the same as for question D1. Record one answer only.

123. **D4. MEMORY - Does [HM] have difficulty remembering or concentrating?** The purpose of this item is to identify persons who have some problems with remembering or thinking that contribute to difficulty in doing their daily activities. They can have a problem finding their way around, or the problem can be that they can't concentrate on what they are doing, or they may forget where they are or what month it is. They may not remember what someone just said to them or they may seem confused or frightened about most things. Any difficulty with remembering, concentrating or understanding what is going on around them that they or family members (if the family member is the respondent) consider a problem should be captured. We do not intend to capture difficulties remembering or concentrating because of common everyday situations such as high workload or stress, or as a result of substance abuse.

Remembering refers to an individual using his/her memory capacity in order to recall what has happened around them. 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). In connection with younger people, remembering is often associated with storing facts learned in school and being able to retrieve them when needed.

Concentrating refers to an individual using his mental ability to accomplish some task such as reading, calculating numbers, learning something. It is associated with focusing on the task at hand in order to complete the task. It is the act of directing ones full attention to one subject or to focus without distraction on one thing.

Instructions relative to the answer categories are the same as for question D1. Record one answer only.

124. **D5. SELF-CARE - Does [HM] have difficulty with self-care, such as washing all over or dressing?**

The purpose of this item is to identify persons who have some problems with taking care of themselves independently. Washing and dressing represent tasks that occur on a daily basis and are very basic activities.

Washing all over refers to the process of cleaning one's entire body (usually with soap and water) in the usual manner for the culture. The washing activity 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. Gathering clothing from storage areas (i.e. closet, dressers), securing buttons, tying knots, zipping, etc., should be considered part of the dressing activity.

Instructions relative to the answer categories are the same as for question F1. Record one answer only.

125. **D6. COMMUNICATION - Does [HM] have difficulty with communicating (e.g. understanding or being understood by others) using his/her usual language?** The purpose of this item is to identify persons who have some problems with talking, listening or understanding speech such that it contributes to difficulty in doing their daily activities. They can have a problem making themselves understood, or the problem may be that they can't understand people who talk to them or try to communicate with them in other ways

Communicating refers to a person exchanging information or ideas with other people through the use of language. They may use their voices for their exchange or make signs or write the information they want to exchange. Communication can be interrupted at 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. The intention is not to include communication problems due to non-native or unfamiliar language.

Instructions relative to the answer categories are the same as for question 57. Record one answer only.

You are required to complete and ask all members of the household. Begin with the first member and complete the first one before moving on to the next member and asking the same disability related questions. Make sure that all members of the households are been interviewed before moving on to the next section.

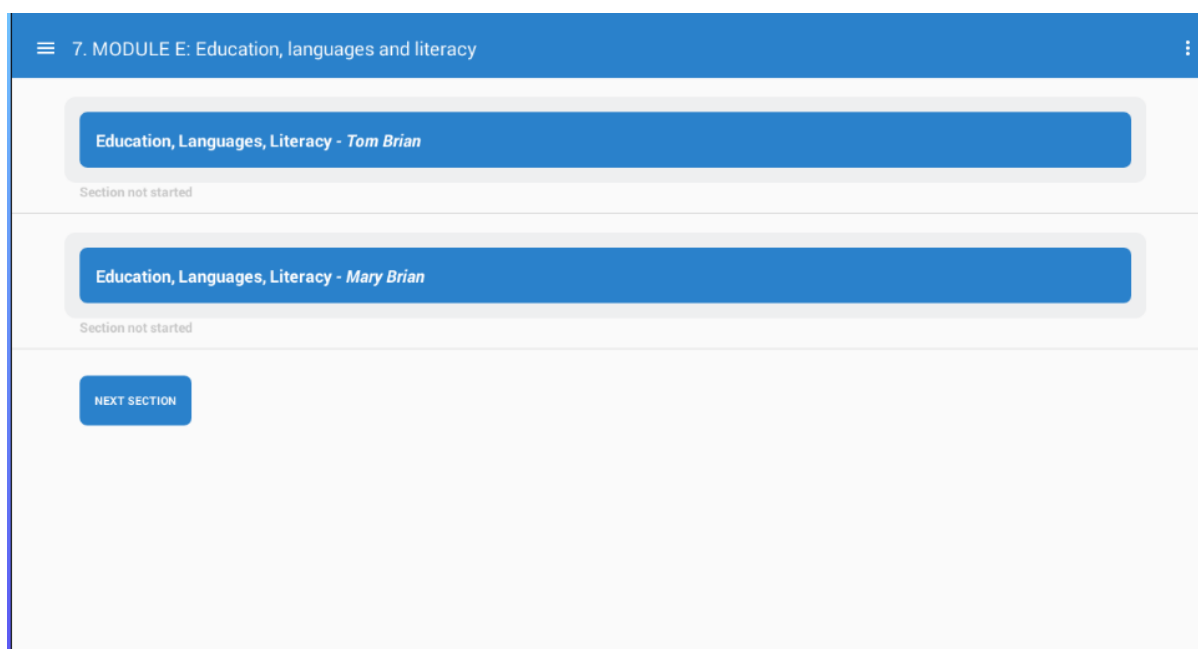
CHAPTER 11

EDUCATION, LANGUAGES AND LITERACY

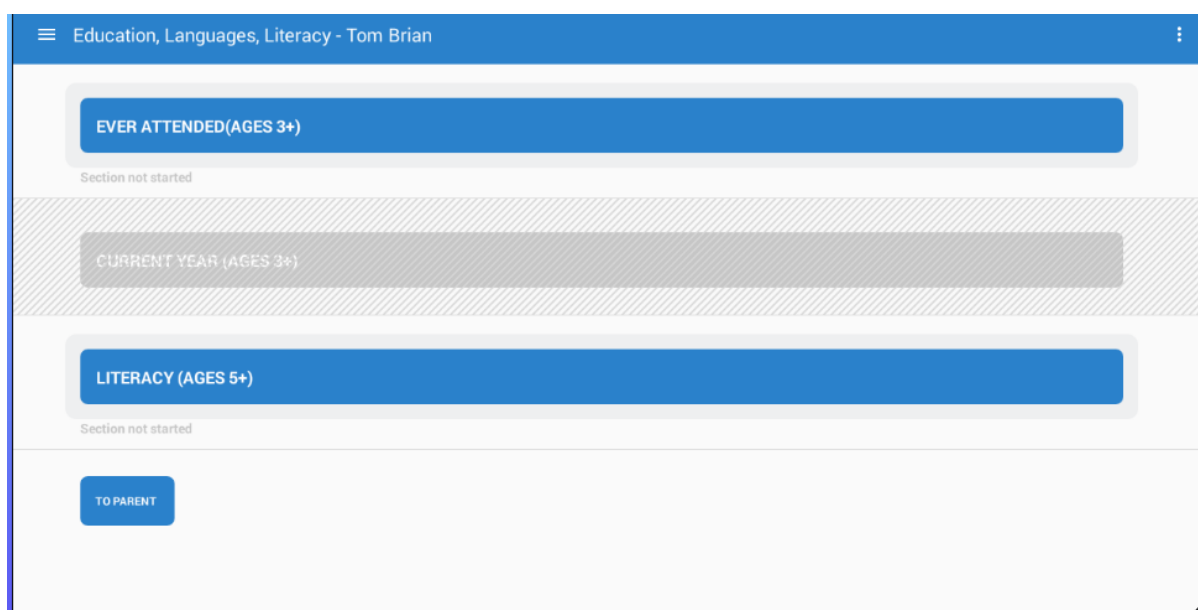
11.1 Introduction

This section on education should be completed for all persons aged 3 years and over. The information collected in this section will provide not only the updated education background characteristics for the population but also provide useful information for developing education policy to support and improved education system and services in the country. The data is also relevant in developing the education planning such as planning on the number of schools, number of classrooms, number of teachers and so forth.

To begin with Module E on Education, language and literacy, you will first come to the screen as shown below which shows and list all eligible household members. At this first stage, you can see how many household members that you have to interview them. In the example below, there are only 2 eligible members, Tom Brian and Mary Brian. Start the questions by pressing the first blue bar to continue the interview with Tom Brian.



After pressing the blue bar for Tom Brian, you will be prompted with the next screen as shown below, presenting two sub sections of ever attended (ages 3+) and literacy (ages 5+). Tab on the first sub section of ever attended (ages 3+), to start the interview in this section. Begin with question E1 asking whether the respondent has ever attended school. Please note that the 'Current Year (Ages 3+)' sub-section is not highlighted, the reason for this is that this section is being filtered from the first sub-section 'Ever attended (Ages 3+)' and it is awaiting the response to Question E1 where if it is 'No', then this sub-section is skipped, whereas if E1 is 'Yes' then this sub-section will be enabled (in blue).



11.2 EVER ATTENDED SCHOOL (AGES 3+)

126. ***E1.Has [HM] ever been to school at least once during his/her lifetime?*** This first question on education is important as it filters out the population into different categories; those who have ever attended school in their life time (one day, one week, 3 years) and the second group who never attended school at all in their life time. Ask the question clearly and record one answer only.

If the answer is 'Yes' you will continue with question E2. If the respondent never attended school, you will need to press the green icon (see arrow below).

E1. Has Tom Brian ever been to school at least once during his/her lifetime? Ne 'osi 'ako 'a Tom Brian 'i ha 'api ako?

☒ Yes ×

☐ No


E1. Has Tom Brian ever been to school at least once during his/her lifetime? Ne 'osi 'ako 'a Tom Brian 'i ha 'api ako?

☐ Yes

☒ No ×

E2. What is Tom Brian's highest level of schooling? Ko e ha level ma'olunga ne a'u ki ai e ako 'a Tom Brian?

E2b. What is the highest grade/form Tom Brian has completed at that level? Ko e ha e tu'unga ma'olunga pe kalasi ke 'osiki 'e Tom Brian he levolo koia?

[TO PARENT](#) 

You will be directed back to the next screen (see below) that will take you to the next sub section, literacy. As you can see, the literacy section is still in blue, means that this section is not yet completed.

EVER ATTENDED (AGES 3+)

Section completed: one answer, no sub-sections

CURRENT YEAR (AGES 3+)

LITERACY (AGES 5+)

Section not started

[TO PARENT](#)

127. **E2 and E2a. What is [HM]'s highest level of schooling attended?** You should ask this question if the person had ever attended school and also if the person is currently attending school. The purpose of this question is to find out what the highest level of schooling the person has attended no matter whether the person completed all class/forms/years in that level or not. The intention in this question is to capture the highest level of schooling only. For instance, if the person finished upper secondary school two years ago and he is not attending any school, then record the highest level of schooling as upper secondary. If another person is currently attending primary school then you should record it as primary. If the answer is 'other' apart from the above answers then go to question E2a to specify the level of schooling.

E2. What is Tom Brian's highest level of schooling? **Ko e ha level ma'olunga ne a'u ki ai e ako'a Tom Brian?**

☐ Pre-school

☐ Primary

☒ Lower secondary

×

☐ Upper secondary

☐ Technical and Vocational

☐ Tertiary

☐ Other (specify below)

E2a. Other **Me'a makehe**

Tap to enter text

128. **E2b. What is the highest grade/form [HM]'s completed at this level?** In the previous question, we find out the highest level of schooling that the person has attended whether it is primary, secondary or above. Now we are asking about the highest grade/form/class/year the person has completed in that level. For instance, the person reported that he has attended secondary but only did one and half year, meaning that he completed Form 1 and did not complete Form 2. In this case, you should record Form 1 as the answer. Press the blue icon 'TO PARENT' to continue.

11.3 CURRENT YEAR (AGES 3+)

The next step you are required to do here is to continue with the sub section of 'Current Year (Ages 3+)'. In the screen below, simply tab the blue bar, 'CURRENT YEAR (AGES 3+)' which will take you to questions related to current year of education (questions E3 and E4).

Education, Languages, Literacy - Tom Brian

EVER ATTENDED(AGES 3+)

Section completed: 4 answers, no sub-sections

CURRENT YEAR (AGES 3+)

Section not started

LITERACY (AGES 5+)

Section not started

TO PARENT

The next questions are concerned with recent school attendance. They should be asked of all persons age 3 and above who currently attending school at the time of the enumeration or on school holidays during this time.

The term "attending school" refers to whether the person generally attends school; it does not measure how often a person actually goes to school but whether the person attends school at all in 20xx. If a person goes to school occasionally, or usually goes to school but has been absent from school recently, record YES. Record 'NO' only if the person did not attend at all in the current school year and record 'Don't know' if the person did not know.

129. **E3. Did [HM] attend school during the previous 12 months?** The purpose of this question is to find out whether the person attended school during the last 12 months. If 'Yes' continue to ask the next question otherwise skip to question E5 if the person did not attend any school in the last year. Enter the correct code in the answer space provided.

E3. Did Tom Brian attend any school during the previous 12 months? Na'e ako 'a Tom Brian he mahina 'e 12 kuo hili?

☒ Yes

☐ No

130. **E4a. What level of schooling did [HM] attend the previous year?** You should ask this question if the person attended school last year to determine the level of schooling this person attended whether it is primary, secondary or others. Make sure to get the right school level and record it accordingly Use the answers category provided whether primary, secondary or tertiary and select the correct one.

E4a. What level of schooling did Tom Brian attend the previous 12 months? *Ko e ha e levolo ne ako ai 'a Tom Brian he mahina 'e 12 kuo hili?*

☐ Pre-school
☐ Primary
☐ Lower secondary
☐ Upper secondary
☐ Technical and vocational
☒ Tertiary

131. **E4b. What is the highest grade/form [HM] completed in the last 12 months?** This question asks of the highest grade/form the person completed or attained in the last year. Use the answer codes provided in the questionnaire and record the right answer. This question is similar with E2b except that this question asked of the current grade completed. Select one correct answer from the answers provided.
132. **E4b. What is the type of school [HM] attend in previous 12 months?** TWe are interested to find out the type of school that the respondent attended in the previous 12 months. Ask the question politely and let the respondent answer. Select one correct answer whether it is a government or church/private school. You will need to continue by pressing the blue icon 'TO PARENT' to go to the literacy sections starting with question E5.

E4c. What is the type of school did Tom Brian attend in previous 12 months? *Koe 'apiako Siasi pe Pule'anga ne ako ai 'a Tom Brian he mahina 12 kuo hili?*

☐ Government or Public school
☒ Church or Private school

TO PARENT

11.4 LITERACY (AGES 5+)

Questions E5 to E7 are literacy related questions and are asking about the person's ability to read and write in any language. A literate person is one who can both read and write a short sentence on his or her everyday life. An illiterate person is one who cannot, with understanding, both read and write such a statement. Hence, a person capable of reading and writing only figures and his or her own name should be considered illiterate, as should a person who can read but not write as well as one who can read and write only a ritual phrase that has been memorized.

133. **E5. Does [HM] have any difficulty reading in Tonga? e.g. reading a newspaper, magazine, religious books, etc.** Question E5 ask the person whether he/she have difficulty reading in Tongan language. Record the answer whether the respondent have no difficulty, some difficulty, a lot of difficulty or cannot do at all.

LITERACY (AGES 5+)

E5a. Does Tom Brian have any difficulty reading in Tongan? e.g. reading a newspaper, magazine, religious books, etc. *'Oku lava 'a Tom Brian 'o laukonga faka-Tonga?*

☐ No, no difficulty
☐ Yes, some difficulty
☐ Yes, a lot of difficulty
☐ Cannot do at all

134. **E5b. Does [HM] have any difficulty reading in English?** This question asks the person's difficulty reading in English. Select one correct answer according to the answer provided.

E5b. Does Tom Brian have any difficulty reading in English? e.g. reading a newspaper, magazine, religious books, etc. 'Oku lava 'a Tom Brian 'o laukonga fakapalangi?

☐ No, no difficulty

☐ Yes, some difficulty

☐ Yes, a lot of difficulty

☐ Cannot do at all

135. **E5c. Does [HM] have any difficulty reading in other language?** This question asks the person's difficulty reading in other language than Tongan or English. One correct answer is accepted.

E5c. Does Tom Brian have any difficulty reading in Other language? e.g. reading a newspaper, magazine, religious books, etc. 'Oku toe lava 'a Tom Brian 'o laukonga 'i ha toe lea makehe mei he faka-Tonga mo e fakapalangi?

☐ No, no difficulty

☐ Yes, some difficulty

☐ Yes, a lot of difficulty

☐ Cannot do at all

136. **E6a. Does [HM] have any difficulty writing in Tongan?** This question asks the person's difficulty writing in Tongan language. Select one correct answer only.

E6a. Does Tom Brian have any difficulty writing in Tongan? 'Oku lava 'a Tom Brian 'o tohi faka-Tonga?

☐ No, no difficulty

☐ Yes, some difficulty

☐ Yes, a lot of difficulty

☐ Cannot do at all

137. **E6b. Does [HM] have any difficulty writing in English?** This question asks the person's difficulty writing in English. Select one correct answer.

E6b. Does Tom Brian have any difficulty writing in English? e.g. writing a letter, filling out a form, etc. 'Oku lava 'a Tom Brian 'o tohi fakapalangi?

☐ No, no difficulty

☐ Yes, some difficulty

☐ Yes, a lot of difficulty

☐ Cannot do at all

138. **E6c. Does [HM] have any difficulty writing in any other language?** This question asks the person's difficulty writing in other language than Tongan or English. Select the correct answer accordingly.

E6c. Does Tom Brian have any difficulty writing in any other language? e.g. writing a letter, filling out a form, etc. 'Oku toe lava 'a Tom Brian 'o tohi ha toe lea makehe ange mei he faka-Tonga moe fakapalangi?

- ☐ No, no difficulty
- ☐ Yes, some difficulty
- ☐ Yes, a lot of difficulty
- ☐ Cannot do at all

139. **E7. Does [HM] speak Tonga's official language at home?** This refers to the official language that the person could speak. The official language could be the second language used beside the mother language. Ask the question politely and record the correct answer. After recording the answer, continue by pressing the blue icon 'TO PARENT'.

E7. Does Tom Brian speak Tonga's official language at home? 'Oku lea faka-Tonga 'a Tom Brian 'i 'api ni?

- ☐ Yes, only this language
- ☐ Yes, this and another language
- ☐ No

TO PARENT

CHAPTER 12

ECONOMIC ACTIVITIES LAST WEEK

12.1 Introduction

This section on Economic Activities should be completed for all persons aged 12 years and over. For those persons less than 12 years of age, just simply leave the columns blank. One of the main purposes of this section is to determine the size of the supply of labour (work force) in the country. This refers to those people who are employed, unemployed people and those people who are categorised as not in the labour force. The data is very crucial to man power planning and other users who have interest in a summary picture of the country's labour force as well as different activities undertaken in the country. In order to obtain these data, the following questions in this section related to the person's economic activities are been asked.

Activity is defined or refers to any work that the person is involved with that concerned with providing the necessities of his/her life, his/her family or household or producers. This includes all the activities the person is undertaking whether it is a paid job or not. Any person who reported doing any activities in the last week whether it is a paid activity or not should be recorded using the following activity group:

Paid Employment:

01. Employer - An employer is any person for whom an individual performs or has performed any service, of whatever nature, as an employee. Also refers to someone producing goods or services for sale, running a business with paid employees.
02. Self-employed - producing goods or services for sale, running a business with paid employees.
03. Employee – working for wages/salary in public sector, NGO and UN agencies.
04. Employee – working for wages/salary in private sector.

Unpaid Employment:

05. Producing goods for own and/ or family consumption (self employed)
06. Unpaid family worker (family business and plantation)
07. Unpaid family worker, help with basic HH duties inside (washing, cleaning, cooking) outside (gardening, sweeping, cutting grass), and family duties (caring for children and elderly family members).
08. Volunteer work (community, church, etc).

Not in the labour force:

09. Student full time.
10. Student part time.

11. Home duties.
12. Retired/ Too old.
13. None – did not pursue any activity (no work)
14. Physically/Mentally disabled..

When you are in this section, you will see this screen which shows the list of eligible household members that you must interview them. This list is linked to the household roster. Make sure you fill in all the questions for each individual member listed here.

8. MODULE F: Economic activities last week

ASK ALL HOUSEHOLD MEMBERS AGED 15 YEARS AND OLDER

Economic Activities - Tom Brian
Section not started

Economic Activities - Mary Brian
Section not started

NEXT SECTION

12.2 MAIN ACTIVITY

140. **F1. MAIN ACTIVITY – What was [HM]'s main activity during last week?** This refers to person's main activity only in which the person spends most of his/her time doing in the last week. Remember that the person could involve in more than one activity. However, you are required in this question to record **one main** activity only. The list of activities is provided in the answer category as shown below. The description of each activities are provided above which you can refer to for further explanations. Select one right activity from the list based on the respondent's answer. Also note that there are skips for some answers, for instance, if the main activity is 'Student full time', you will be directly taken to 'Not in the labour force' section. If the main activity is 'Student part time' you will be taken to 'Secondary activity' section. Make sure to follow the skips instructions carefully. The examples are presented below for further clarifications.

Example 1: The respondent's main activity is working for wages. If selected you will be prompted to ask the question about the occupation and industry in questions F1a and F1b

Economic Activities - Tom Brian

F1. What was Tom Brian's main activity last week? Ko e ha e tefito'i ngaue 'a Tom Brian's ne fai he uike kuo'osi?

INSTRUCTION
(If away, due to holidays or illness, state what this person would normally be doing)

- ☐ Employer (Producing goods or services for sale, running a business with paid employees)
- ☐ Self-employed (Producing goods or services for sale, running a business without paid employees)
- ☐ Employee, working for wages / salary in public sector (incl. NGO, UN agencies)
- ☒ Employee, working for wages / salary in private sector
- ☐ Producing goods for own and/ or familyconsumption (self employed)
- ☐ Unpaid family worker (family business/plantation)
- ☐ Unpaid family worker, help with basic HH duties inside (washing, cooking, cleaning, etc.) and outside (gardening, maintaining lawn, etc.)

To continue to these questions F1a and F1b, you will need to press the blue bar labelled 'Main activity' below. Press the blue bar now.

Main activity

Section not started

In example 2 below, it shows the procedures when the respondent reported his activity as 'Student – full time'. If this is the case, then you are not required to ask about the occupation and industry and straight away the system will take you to question F2 to ask about the secondary activity. This is clearly shown in Example 2.

Example2:

☰
Economic Activities - Tom Brian
⋮

F1. What was Tom Brian's main activity last week? Ko e ha e tefito'i ngaue 'a Tom Brian's ne fai he uike kuo'osi?

INSTRUCTION
(If away, due to holidays or illness, state what this person would normally be doing)

☐ Employer (Producing goods or services for sale, running a business with paid employees)

☐ Self-employed (Producing goods or services for sale, running a business without paid employees)

☐ Employee, working for wages / salary in public sector (incl. NGO, UN agencies)

☐ Employee, working for wages / salary in private sector

☐ Producing goods for own and/ or familyconsumption (self employed)

☐ Unpaid family worker (family business/plantation)

☐ Unpaid family worker, help with basic HH duties inside (washing, cooking, cleaning, etc.) and outside (gardening, maintaining lawn, etc.)

☐ Volunteer work (community, church, etc.)

☒ **Student - full time** ✕

☐ Student - part time

☐ Home duties

☐ Retired / Too old

☐ None - did not pursue any activity (no work)

☐ Physically/Mentally Disabled

Main activity

F2. What was Tom Brian's secondary activity last week? Ko e ha leva e ngaue 'a Tom Brian hoko hifo hene tefito'i ngaue he uike kuo'osi?

INSTRUCTION
(If away, due to holidays or illness, state what this person would normally be doing)

☐ Employer (Producing goods or services for sale, running a business with paid employees)

☐ Self-employed (Producing goods or services for sale, running a business without paid employees)

☐ Employee, working for wages / salary in public sector (incl. NGO, UN agencies)

☐ Employee, working for wages / salary in private sector

☒ **Producing goods for own and/ or familyconsumption (self employed)** ✕

141. F1a. OCCUPATION – What is [HM] occupation? Occupation refers to the type of work done in a job by the person employed (or the type of work done previously if the person is unemployed). Type of work is

described by the main tasks and duties of the work. Ask the respondent to explain the type of work he/she usually carry out and record the description in the questionnaire. Simply tap the bar (see arrow below) and the list of occupations will be shown. Typing the first three letter of the occupation will show you a list of occupation with the three letters. Select the right one to confirm.

F1a. What is Tom Brians occupation? Ko e ha e ngaue ma'u'anga pa'anga 'a Tom Brian?

Tap to enter text

- commissioned armed forces officers
- non-commissioned armed forces officers
- armed forces occupations; other ranks
- legislators
- senior government officials
- traditional chiefs and heads of villages
- senior officials of special-interest organizations
- managing directors and chief executives

142. **F1b and F1c. WORKING INDUSTRY – What is the name of employer/organisation where [HM] work?** The “working industry” refers to the kind of production or activity of the establishment or similar unit in which the job(s) of the economically active person (whether employed or unemployed) was located during the last week prior the census fieldwork. In order to record the correct industry, F1b ask about the name of the employer while F1c list the type of industries which you can choose from accordingly. Based on the answer given, write the correct name of the employer and select one correct one from F1c.

F1b. What is the name of the employer/organisation where Tom Brian work in? Ko hai e pule e ngaue'anga 'a Tom Brian?

Tap to enter text

F1c. Record the correct industry of where Tom Brian work in? Fili e kalasi totonu e ngaue'anga 'a Tom Brian?

- ☐ Agriculture, forestry & fishing
- ☐ Mining & quarrying
- ☐ Manufacturing
- ☐ Electricity, gas, steam & air conditioning supply
- ☐ Water supply, sewerage, waste management & remediation activities
- ☐ Construction
- ☐ Wholesale & retail trade; repair of motor vehicles & motorcycles
- ☐ Transportation and storage
- ☒ Accommodation & food service activities

143. **F1d. WORKING HOURS – How many hours did [HM] work in this main activity last week?** Information about working time is essential for studies of its relationship with income, underemployment and productivity; for some national accounts measures; and for assessment of new working time arrangements and the extent to which excessive hours are worked. It is recommended that working time for all economic activities, main as well as secondary, be recorded for all employed persons and not just for paid employees. Question F1d refers to the number of hours the person work in his/her main activity/job during the last week. Ask the question clearly and record the total number of hours in the space provided.

F1d. How many hours did Tom Brian work in this main activity last week? Ko e houa 'e fihā e ngaue heni 'a Tom Brian he uike kuo'osi?

20

144. **F1e. WILLING TO WORK MORE – Would [HM] be willing and available to work more hours in this main activity?** This is the follow up question from question F1d if the main activity in question F1 is within codes 1 to 8 and if the total number of hours working (F1d) is less than 30 hours a week. Ask the question and select the right answer.

F1e. Would Tom Brian be willing to work more hours in this main activity? 'E toe fie ngaue 'a Tom Brian 'o fuoloa atu he houa angamaheni?

☐ Yes

☐ No

At this stage you have completed the main activity part of this section for this person. To continue to the next section on secondary activity, just simply press the blue box shown below and the system will take you to question F2.

TO PARENT

12.3 SECONDARY ACTIVITY

145. **F2. SECONDARY ACTIVITY - What was [HM] secondary activity last week?** This question refers to another activity/work that the person is involved with apart from his/her main activity reported in question F1. Note that a person may have more than one activity and the main purpose of this question is try to capture the other activity that the person did most of the time during the last week in addition to his/her main activity. Ask the question correctly and select the right answer from the list given below. Please note that this question is similar to question F1 but refer to the secondary activity. All answers and skips instructions should be the same and should be followed correctly.

Main activity

Section completed: 5 answers, no sub-sections

F2. What was Tom Brian's secondary activity last week? Ko e ha leva e ngaue 'a Tom Brian hoko hifo hene tefito'i ngaue he uike kuo'osi?

INSTRUCTION

(If away, due to holidays or illness, state what this person would normally be doing)

☐ Employer (Producing goods or services for sale, running a business with paid employees)

☐ Self-employed (Producing goods or services for sale, running a business without paid employees)

☐ Employee, working for wages / salary in public sector (incl. NGO, UN agencies)

☐ Employee, working for wages / salary in private sector

☒ Producing goods for own and/ or family consumption (self employed)

146. **F2a. SECONDARY OCCUPATION – What is [HM] secondary occupation?** Ask the respondent to explain the type of work he/she usually carry out in her secondary or additional job. Select the best answer from the list provided according to the description provided by the respondent.

147. **F2b and F2c. Name of employer and industry?** This is similar to question F1b and F1c regarding the industry where the respondent work. Write the name of the employer/organisation in F2b and then select the correct industry from the list provided in F2c.

F2b. What is the name of the employer/organisation where Tom Brian work in? **Ko hai e pule e ngaue'anga 'a Tom Brian?**

Tap to enter text

F2c. Record the correct industry of where Tom Brian work in? **Fili e kalasi totonu ku kau ki ai e ngaue'anga 'a Tom Brian?**

☐ Agriculture, forestry & fishing

☐ Mining & quarrying

☐ Manufacturing

☐ Electricity, gas, steam & air conditioning supply*

148. **F2d. NUMBER OF HOURS WORKING – SECONDARY WORK? – How many hours did [HM] work in this secondary activity last week?:** Ask the question as it is and record the total number of hours that the respondents spent in this secondary activity in the last week. Note that if the hours of work are less than 30, you will be asking F2e to find out if the respondents is willing to work more hours. If the hours of work is more than 30 hours,

149. **F2e. WILLING TO WORK MORE – SECONDARY WORK? – Would [HM] be willing to work more hours in this secondary activity?:** Ask the question and select the right answer accordingly whether it is 'Yes' or 'No'.

This is the last question in this section on secondary activity. Press the green icon labelled 'TO PARENT' to continue to the next part of this section which is 'Not in labour force. When you tab the green icon 'TO PARENT' you will be taken back to the screen below (see arrow).

F2e. Would Tom Brian be willing to work more hours in this secondary activity?

☒ Yes

☐ No

TO PARENT

When you are in here, go to the blue bar 'Not in labour force' and press it to continue. It will open the list of questions related to this section.



Economic Activities - Tom Brian

☐ Retired / Too old

☐ None - did not pursue any activity (no work)

☐ Physically/Mentally Disabled

Secondary activity

Section completed: 5 answers, no sub-sections

Not in labour force

Section not started

TO PARENT

12.4 NOT IN LABOR FORCE

150. **F3. WILLING TO WORK? – Was [HM] willing and available to work or take on another job last week?:** The question should be asked for those who did not do any work/activity as well as those who did work/activity in the last week prior the census. The purpose of this question is to determine whether the person is willing and available to work, or take on another job. Select the right answer.

Not in labour force

F3. Was Tom Brian willing and available to work or take on another job last week? Ne fie ngaue pe 'a Tom Brian pea faingamalie pe ke ngaue he uike kuo'osi?

☐ Yes

☐ No

151. **F4. ACTIVELY LOOK FOR WORK? – Did [HM] actively look for work or for a job last week?:** question is asking whether the respondent did actively looking for work/job last week. Select the correct answer. Note that if the answer is 'Yes' you will ask F5. If the answer is 'No' you will simply skip F5 and ask F6.

F4. Did Tom Brian actively look for work or for a job last week?

☒ Yes

☐ No

152. **F5. METHODS FOR LOOKING FOR JOBS? – How did [HM] look for work or for a job last week?:** There are several ways for the person to seek for jobs. Ask the question to find out the ways the respondent use to look for work. Record the answer correctly.

F5. How did Tom Brian looking for a job last 4 week? Ko e ha e founa ne fai na'e fakahoko 'aki 'e Tom Brian 'ene fakasio ngaue he uike 4 kuo'osi?

- ☒ Looked at job advertisement
- ☐ wrote, phone or applied in person to an employer
- ☐ My parents, family and relatives help in finding jobs
- ☐ Contacted Ministry of Youth and Employment
- ☐ Contacted NGO employment agency, for eg. church
- ☐ Other (specify)

153. F6. REASON FOR NOT LOOKING FOR WORK? – Why wasn't [HM] looking for a job last week?:

There are several restriction a person can encounter when it comes to looking for a job. It is important to understand in order to formulate plans to overcome such problems. Ask the question and record the right answer.

F6. Why wasn't Tom Brian looking for a job last week? Ko e ha e me'a ne 'ikai fakasio ngaue ai 'a Tom Brian he uike kuo'osi?

- ☐ Student
- ☐ Already have a full-time job
- ☐ Don't want to work more
- ☒ Physically/psychologically disabled
- ☐ Believe no paid work available
- ☐ Discouraged (stopped looking, cannot find anything)
- ☐ Waiting for family/friends to find work for me or tell me about other jobs
- ☐ Weather/no transport
- ☐ Home duties (babysitting, chores, etc.)
- ☐ Reliant on family and relatives overseas
- ☐ Reliant on family and relatives here in Tonga
- ☐ Other

TO PARENT

Notice that you have reached the end of this section. Press the green bar (see arrow above) which will take you back to the first screen regard the main activity of the person concerned. Part of the screen is presented below. You could note that the sub-sections of the economic activities (Secondary activity) and (Not in labour force) are displayed in green colours. This means that all related questions in these sections are completed. This means that all questions in these sections for this particular respondent have been administered. Go to the last green icon, 'TO PARENT' (see below) and press it.

Secondary activity

Section completed: 5 answers, no sub-sections

Not in labour force

Section completed: 3 answers, no sub-sections

TO PARENT

The screen below will show up once you press the green icon 'TO PARENT' above taking you back to all the list of household members eligible for this module. As shown, the blue bar for Mary Brian's economic activities information has not been collected yet. The green bar for Tom Brian indicates that this is completed. Now you will need to continue with Mary Brian and follows the same procedures as explained above. You will need to ensure that all members of the household should be interviewed.

8. MODULE F: Economic activities last week

ASK ALL HOUSEHOLD MEMBERS AGED 15 YEARS AND OLDER

Economic Activities - Tom Brian

Section completed: 2 answers, 3 sub-sections

Economic Activities - Mary Brian

Section not started

NEXT SECTION

CHAPTER 13

FERTILITY AND MORTALITY

13.1 Introduction

This section includes a series of questions related to fertility and mortality, the two major components of the population growth. These questions are asked of women aged 15 years and over. Those female less than 15 years of age are to be excluded. The first question is a filtering question to filter those women who have ever given birth and those who have not. For those who had given birth, they will be asked the remaining fertility and mortality questions. The list of questions will be asking about the woman's total children ever born by sex, their living status and living location, whether they are alive or not, living in the household, elsewhere in Tonga or elsewhere overseas. The information collected in this section is very useful in determining and to estimate fertility and mortality in the country. Remember that questions G1 to G8 should be asked of women aged 15 years and over.

Once in the section, select the first bar as shown below to start interviewing all eligible woman listed in the households (see arrow below).

9. MODULE G: FERTILITY AND MORTALITY /

Fertility and Mortality - Mary Brian

FOR ALL FEMALES AGED 15+

Section started: one answer, one sub-section

FOR ALL HH MEMBERS

Section not started

TO PARENT

13.1 FOR ALL FEMALES AGED 15+

154. G1. ANY BIRTHS – Has [HM] ever given birth to a live child, even if the child died soon after birth?:

This question serves two purposes; to introduce the section and to learn whether the respondent has ever

given birth or not. It is also a filtering questions to differentiate those women who had given birth and those who have had not given birth yet. For those women who have had given birth, they will be asked all related fertility and mortality question. For example, if the woman's response is 'Yes' meaning that she has ever given birth then just simply select 'Yes'. The next step you will need to do is to press the instruction bar 'Given birth' (see below) to be able to continue with the fertility/mortality questions.

FOR ALL FEMALES AGED 15+

G1. Has Mary Brian ever given birth to a live child, even if the child died soon after birth? *Ne 'osi fa'ele 'a Mary Brian, neongo pe ne mate pepe hili ha'ane to mai ki tū'a?*

☒ Yes ☐ No

Given birth

Section not started

However, if the woman has never given birth, simply select 'No' and the system will take you back to the next eligible woman in the household if there are more or take you to the next section if no more eligible woman in the household.

9. MODULE G: FERTILITY AND MORTALITY / FERTILITY AND MORTALITY - MARY BRIAN /

FOR ALL FEMALES AGED 15+

G1. Has Mary Brian ever given birth to a live child, even if the child died soon after birth? *Ne 'osi fa'ele 'a Mary Brian, neongo pe ne mate pepe hili ha'ane to mai ki tū'a?*

☐ Yes ☒ No

Given birth

TO PARENT

13.2 FOR ALL FEMALES AGED 15+ - GIVEN BIRTH

155. **G2. AGE AT FIRST BIRTH? – At what age did [HM] have her first child?:** The age at which child bearing begins influences the number of children a woman bears throughout her reproductive period in the absence of any active fertility control. The information collected in this question would shed more light and understanding of the current and future level of fertility and eventually the future population size. The age of the woman refers to the age of the women when she had her first child and not her current age at the time of the interview. Ask the question politely and respectful and record the correct age in the space given (see below).

9. MODULE G: FERTILITY AND MORTALITY / FERTILITY AND MORTALITY - MARY BRIAN / FOR ALL FEMALES AGED 15+ /

Given birth

G2. At what age did Mary Brian have her first child? *Ko ho ta'u fiha ne fa'ele'i ai ho 'uluaki pepe?*

Tap to enter number

156. G3a –G3e. NUMBER OF BOYS CHILDREN EVER BORN? –The information regard the total number of total children the woman has ever born alive by sex (boys/girls) is very crucial in the calculation of fertility level. They are two important input data in the fertility analysis and therefore you are required to make sure to collect the right total number of children the woman ever given born to that were born alive. In questions G3a, G3b, G3c, G3d and G3e ask about the total number of boys born alive, how many of them live in this household, live elsewhere in Tonga or elsewhere outside Tonga and those who have died. Ask each individual question tactfully and make sure to record the right answer in the space provided as shown below:

157. G3a. BOYS EVER BORN ALIVE- BOYS? – How many boys has [HM] ever given birth to that were born alive?: The question refers to the total number of boys children that the mother has given birth to who born alive. Note that this number should include those boys children who were born alive earlier but have died.

NUMBER OF BOYS EVER BORN

G3a. How many boys has Mary Brian ever given birth to that were born alive? *Ko e pepe tangata 'e fiha 'a Mary Brian ne fa'ele'i mai 'o mo'ui?*

Tap to enter number

158. G3b - G3d. BOYS BORN ALIVE - LIVNG LOCATION? – How many boys has [HM] ever given birth to that were born alive and live in this household?live somewhere in Tonga?.....live overseas. These questions refer to the total number of woman's sons who are currently alive living in this household, those living elsewhere in Tonga and those living outside Tonga. Ask the question and record the answers correctly.

G3b. How many boys has Mary Brian ever given birth to that were born alive and live in this household? *Ko e pepe tangata 'e fiha 'a Mary Brian ne fa'ele'i mai 'o mo'ui 'oku 'i 'api ni?*

Tap to enter number

G3c. How many boys has Mary Brian ever given birth to that were born alive and live somewhere in Tonga? *Ko e pepe tangata 'e fiha 'a Mary Brian ne fa'ele'i mai 'o mo'ui 'oku 'i ha feitu'u kehe 'i Tonga ni?*

Tap to enter number

G3d. How many boys has Mary Brian ever given birth to that were born alive and live overseas? *Ko e pepe tangata 'e fiha 'a Mary Brian ne fa'ele'i mai 'o mo'ui 'oku 'i muli?*

Tap to enter number

159. G3e. BOYS BORN ALIVE LIVING BUT LATER DIED?– How many boys has [HM] ever given birth to that were born alive who have died (include adult children)?: These questions on children who have died/not alive are extremely important for calculating mortality level. They are among the most difficult questions to administer on which to obtain accurate data. Some women/mothers may fail to mention children who died very young, so if a woman answers NO, it is important to probe by asking, “Any baby who cried or showed signs of life but survived only a few hours or days?” Some women/mothers may be reluctant to talk about this subject and may become sad or upset that you are asking such questions. Be sympathetic and tactufl in such situations. Ask the question politely and record the answers correctly.

G3e. How many boys has Mary Brian ever given birth to that were born alive who have died? (include adult children) *Ko e pepe tangata 'e fiha 'a Mary Brian ne fa'ele'i mai 'o mo'ui pea kuo nau mate he taimi ni? (fakakau mo e fanau lalahi)*

Tap to enter number

NOTE: This question has a check on the total number of boys ever born i.e G3a should equal G3b+G3c+G3d+G3e. If the total does not match then it will turn RED with an error message that the total does not match. This is also the same for G4e=G4a+G4b+G4c+G4d

160. **G4a – G4e. NUMBER OF GIRLS CHILDREN EVER BORN??** –: You should note that questions G4a to G4e are similar to questions G3a to G3e but refer to the girls children only. Please follow the same instructions and procedures as explained in questions G3a to G3e.
161. **G5 and G6. LAST CHILD BIRTHDATE? AND LAST CHILD SEX? – When was [HM]’s last child born, even if the child died soon after birth? – Is [HM]’s last child male or female?:** Information on date of birth (month and year) of the last child born alive and on the sex of the child is important for estimating the current level and pattern of fertility. Questions G5 and G6 asks about the woman’s last child birthdate and sex. Ask the questions and record the correct answers. Note birthdate records only the MONTH and YEAR of birth
162. **G7. LAST CHILD ALIVE – Is [HM]’s last child still alive?:** Remember that this question refers to the last child of the woman. Ask if the last child of the woman is still alive or not. The information collected in this question is useful for the analysis and estimate of mortality (infant, child and adult mortality). Record the answer correctly. If the last child is not alive continue with question G8 and ask the date of death of the child.

G7. Is Mary Brians last child still alive? *Ko e pepe fakamuimui taha 'a Mary Brian 'oku kei mo'ui pe 'ikai?*

☐ Yes

☒ No

G8. When did Mary Brians last child die? *Ne mate fakaku e pepe fakamuimui taha 'a %rosteritle?*

Tap to enter date

TO PARENT

163. **G8. LAST CHILD DATE OF DEATH – When did [HM]’s last child born die?:** The information collected in this question is of most important to provide accurate estimate of mortality. As an interviewer, you should try to obtain the most accurate date of death of the last child of the woman. Misreporting the date could great impact on the mortality level. Ask the question politely and record the date of death in the space provided. Note deathdate records only the MONTH and YEAR of death.

13.3 FOR ALL HOUSEHOLD MEMBERS

The information collected in the following questions permit the analysis and estimation of fertility through the use of ‘own-children method’ as well as the estimation of the level of orphanhood in the country. They should be asked of all members of the households.

164. **G9. MOTHER IN HH - Is this person’s biological mother in the HH?:** The purpose of this question is to identify and link the person to his/her own or natural mother. This information allows the estimation of fertility through the use of ‘own-children method’. If the natural mother lives in the same house, simply select ‘Yes’ and ask the next question G9a politely to identify and select the name of the mother that displays in the drop list.

☰ FOR ALL HH MEMBERS

G9. Is Mary Brian's biological mother in the household? 'Oku nofo he 'api ni e fa'e totonu 'a Mary Brian?

☒ Yes ×

☐ No

G9a. Who is Mary Brian's biological mother? (select her from the list) Ko hai e fa'e totonu 'a Mary Brian? (fili mei he lisi)

INSTRUCTION
Only women > 15 in household will be displayed in list

☒ Mary Brian ×

165. **G9a. Who is [HM]'s biological mother?:** You will need to ask this question if the biological mother is still alive and staying in the households.

166. **G10.FATHER ALIVE – Is [HM]'s biological father still alive?:** This question is similar to question G9 but refer to the father of the respondent. Ask the question and select the correct answer.

CHAPTER 14

COMMUNICATIONS AND INTERNET

14.1 Introduction

This Section contains questions related to communication and internet accessibility and use. Having access to some types of communications services or devices provide good opportunity to the person to be able to access information and places and the likelihood to be exposed to news and other information. This section should be asked of all household members aged 10 years and over at the time of the census.

The module on communications and internet comes after module G related to fertility and mortality and it is Module H in the system. The system will automatically take you to this section once you have completed Module G. Since the information for each household members listed in the household roster link to all sections or modules of the questionnaire, you will first come to the first screen shown below that indicate the list of all eligible member of the households to be interviewed and asked communications and internet related questions:

☰ 10. MODULE H: Communications and Internet

➡ Communications and Internet - Tom Brian

Section not started

Communications and Internet - Mary Brian

Section not started

NEXT SECTION

In the example above, it shows a list of two persons in this household that were listed in the household roster and who are eligible to be interviewed; the first person listed in the first line is Tom Brian (see arrow) and his wife Mary Brian in the second line. To begin the interview with Tom Brian, just simply press or tab the first bar corresponding to Tom Brian. Another screen will show up (see below) containing the list of questions that you

should be asking of the respondents. The first question, H1 asks about internet access and H2 asks if the respondent have a working mobile/cell phone.

10. MODULE H: COMMUNICATIONS AND INTERNET... /

☰ Communications and Internet - Tom Brian

H1. Did Tom Brian access the internet in the last week? **Ne neti 'a Tom Brian he uike kuo'osi?**

INSTRUCTION
Include access using a cell phone, tablet, or other mobile device.

☐ Yes

☐ No

H2. Does Tom Brian have a working mobile/cell phone? **'Oku ai ha mopaila 'a Tom Brian 'oku ngaue?**

☐ Yes

☐ No

167. **H1. INTERNET ACCESS – Did [HM] access the internet in the last week?:** The purpose of this question is to find out if the respondent access the internet in the last week for any reason at all. The question refers to accessing the internet whether for private or official use, for games or for other reasons, it does not matter as long as he/she had access to internet in the last week. Ask the question politely and select the correct answer whether it is '1' or '2'. Note that, if the answer is '1' or 'yes' for H1, you will need to ask H1a and H1b for the place of internet access and specifying the place of internet access (see below).

10. MODULE H: COMMUNICATIONS AND INTERNET... /

☰ Communications and Internet - Tom Brian

H1. Did Tom Brian access the internet in the last week? **Ne neti 'a Tom Brian he uike kuo'osi?**

INSTRUCTION
Include access using a cell phone, tablet, or other mobile device.

☒ Yes

☐ No

H1a. Where did Tom Brian access the internet the most in the last 12 months? **Ne neti neti lahi taha 'i fe 'a Tom Brian he mahina 12 kuo'osi?**

☐ Home

☐ Internet cafe

☐ Free wireless hotspots

☐ Workplace

☐ At place of education

☒ Other (specify below)

H1ab. Other [Me'a makehe](#)

Tap to enter text

168. **H1a and H1b. LOCATION OF THE INTERNET – Where did [HM] access the internet most of the time in the last 12 months?:** We are interested to find out the location or the place where the person access the internet from whether from the office, home, public places like internet café or other place. Ask the question and select the right answer. If the answer is 'Other (specify below)', go to H1b to enter the name of the place.
169. **H2. MOBILE PHONE USE – Does [HM] have a working mobile/cell phone?:** The purpose of this question is to find out whether the person have or own a working mobile/cell phone. Having a mobile is a good indication of the person's ability to communicate and reach out to other people as well as other places. Ask the question, select the right answer and move on to H3.
170. **H3. MOBILE FOR INTERNET/WHAT PROVIDER – Does [HM] use the mobile/cell phone for internet and what provider?:** From this question, we could determine the main purpose of using the mobile and also determine the main provider of the internet services. Select the right answer.
171. **H4.THE PURPOSE FOR USE OF INTERNET – What does [HM] primarily use the internet for?:** From this question, we could determine the main purpose of using the internet which provide good information for internet service provider to consider in their development plan in this area. Ask the question and simple select one correct answer according to the response given. Below is the example which shows that the respondent use the internet for communication. If the answer is 'Other (specify)', then simply go to H4a and enter the answer (see below).

H4. What does Tom Brian primarily use the internet for? [Ko e ha e taumu'a lahi taha ku ngaue'aki ai 'e Tom Brian e neti?](#)

☐ Education

☐ Social Media (Facebook, twitter, etc..)

☐ Entertainment

☐ Work/business

☒ Communication (including email) ×

☐ Information gathering

☐ Shopping/product info

☐ Others (specify)

H4a. Other [Me'a makehe/font>](#)

Tap to enter text

When you reach this point, this means you have reached the end of the questions in this section. You will see the instruction sign below 'TO PARENT'.

This instruction will take you back to the next person in the household within this section that you will need to interview. Select it and continue the interview with the next person.

- 172. H5. WORKING DEVICES? – How many working devices does [HM] have?:** This question refers to the devices that are in working conditions which includes all cell phone, fixed phones, tablets, laptops, notebooks. Do not include those devices that are no longer working. Record the total number of devices in the space given.
- 173. H6. COMPUTER USE? – What does [HM] primarily use the computer for?:** The main purpose of the question is to find out the main or primary use of the computer. Ask the question clearly and record the right answer.
- 174. E7. Does [HM] speak another language at home?** This refers to another language that the person could speak

CHAPTER 15

HOUSING SECTION

15.1 Introduction

175. The housing section contains 19 questions asking information on general characteristics of the housing or the dwelling that people reside or live in. This section also ask further information about the kind of environment people live in such as the kind of housing, sanitation and water source, cooking facilities and type of fuel for cooking and so forth.

15.2 Completing the Housing section

176. To complete the housing section, you will need to find a suitable respondent. The best person to interview is the head of the house or the spouse. In case that the head or spouse is not available, you will then need to find any other adult member of the house who is more knowledgeable about the housing and other characteristics of the house.

Some questions in this section are for observation only such as questions related to the building and structure. With these questions, you do not need to ask the respondent since you will usually be able to see the answer for yourself. However, you should ask if you are in doubt.

The following are the common key terms used in this section. You should study and understand them clearly as they will assist you in understanding the questions and answers provided:

1. Structure – is a free-standing building or other construction that can have one or more dwelling units for residential or commercial use. Residential structures can have one or more dwelling units (for example: single house, apartment structure)
2. Dwelling unit – is a room or a group of rooms normally intended as a residence for one household

This Housing section is designed with 4 sub-sections for easy reference while using the tablet for data entry.

3. MODULE A : Housing

Building construction and facilities
Naunau ku fo'u'aki e fale

Section not started

Household goods - Ngaahi Koloa 'o e 'api

Section not started

Household income sources (Ma'u'anga pa'anga 'o e 'api ni)

Section not started

Household members no longer living in household (Tokotaha ne nofo 'i 'api ni ka 'oku 'ikai ke toe 'i 'api ni)

Section not started

NEXT SECTION

15.3 Building construction and facilities

177. A1a. Which best describe this building? The purpose of this question is to obtain the information about the building that the household is living in. You will come across different types of buildings or housings arrangement that the household is residing in during your work. For examples, some households could live in one main single building with several rooms. There might be other 2 houses detached to the main house which the household used for other activities. Other households might be staying in the structure with several rooms attached to one commercial institution.

The information on the description of the building in which the household is living in provides a better understanding of other related health, social and economic background of each individual member of the household. Make sure to observe the building or the house that the household resides in and ask to confirm if there are other houses close by which could also belong to the same household. Select one right box answer only for this question. If the building description is not among the answer category then you just simply enter answer code 8 and write the description of the building in the space provided. Below is the list of answer categories with some clarifications:

Category 1: "A One-family house detached from any other house": refers to one single house/dwelling that is not joined to other dwellings by one or more walls and is not also in the building used for a shop or other commercial related activities.

Category 2: "A One-family house made up of multiple small structures": refers to a living quarter which has several houses or dwellings.

Category 3: "A building with two or more apartment": refers to block or flats, an apartment or town houses.

Category 4: "Dwelling attached to a shop or other non-resident building": refers to a dwelling that shared a common wall to shops or other commercial related activities.

Category 5: "Lodging house": is like a hostel where people either share rooms or have separate rooms but share either cooking or washing facilities.

Category 8: "Other (Specify)": You will select this option if the building does not fall in any of the above description.

3. MODULE A : HOUSING /

Building construction and facilities
Naunau ku fo'u'aki e fale

A1a. Which best describes this building? **Koe ha e fotunga heni 'oku ne fakamatala'i lelei mai 'a e fotunga 'o e 'api ni?**

INSTRUCTION
Include all apartments, flats, etc.,

- ☐ A one-family house detached from any other house (FALE PE E TAHA MAVAHE MEI HA TOE FALE)
- ☐ A one-family house made up of multiple small structures (FALE KEHEKEHE LAHI HAKE HE TAHA KAE 'API PE 'E TAHA)
- ☐ A building with two or more apartments (FALE KA 'OKU LOKILOKI PE 'APATIMENI)
- ☐ Dwelling attached to a shop or other non-resident building (FALE NOFO'ANGA PIPIKI KI HA FALEKOLOA PE FALE 'IKAI NOFO'I)
- ☐ Lodging house (Hostels, etc.) (HOSTELE MO E 'U FALE NOFO TOTONGI)
- ☐ Other (specify) (ME'A MAKEHE)

A1b. Other description - This field will only be enabled if category 8 is selected which will allow you to write the description in the space provided. **NOTE: THIS IS THE SAME FOR THE 'OTHER (specify) QUESTIONS ELSEWHERE.**

178. **A2. Is this house/apartment?** This question collects information about the house ownership and whether the household is paying rent or not while occupying this building. Select one right answer only according to the answer provided by the respondent and enter the code in the space provided from the list of answer categories:

Category 1: "Owned by you or someone in this HH with a mortgage or loan?" The head of household or any other member of this household owns the house through mortgage or loan that the households still continues to pay off for getting the house.

Category 2: "Owned by you or someone in this HH free and clear?" The house is owned by the head of the household or other members of the household without any outstanding loan or payment.

Category 3: "Rented (with any payments made by member(s) of the HH):" The house is rented from any public or private bodies with payment arrangement are done on a regular basis either at a weekly, monthly or annually.

Category 4: "Occupied without payment (included provided by employer)" refers to arrangements made between an employer or owner of the house/dwelling and the household to occupy the dwelling or house without any payment.

3. MODULE A : HOUSING /

Building construction and facilities
Naunau ku fo'u'aki e fale

A2. Is this (house/apartment)...? **Ko e fale eni 'i hai?**

- ☐ Owned by you or someone in this HH with a mortgage or loan?
- ☐ Owned by you or someone in this HH free and clear? (no loan)
- ☐ Rented? (with any payments)
- ☐ Occupied without payment?

179. **A3a. Main material of the floor?** This question asks about the main material used to construct the floor of the main building. The main building refers to the building where the households used mostly for their household daily activities. You could easily identify the answer already by observing. The household could use more than one material for constructing the floor. Look for the most common one and record it according. Use the following answer categories provided:

Category 1: "Wood/Masonite" refers to the material being of wooden or similar type of material.

Category 2: "Metal/Iron/Aluminium" refers to the main material being of any metallic material.

Category 3: “Concrete/Cement/bricks” refers to the main material being of any concrete or similar related materials.

Category 4: “Traditional materials” refers to the main material being of any local or traditional type of materials such as coconut midribs, etc.

Category 8: “Other (specify)”: any other type of material used for the floor that does not fall in one of the above 4 categories.

180. **A4a. Main material of the roof?** This question asks about the main material used to construct the roof of the main building. Use your observation and enter one right answer only from the list of answer categories in A3a.
181. **A5a. Main material of the outer wall?** This question refers to the main material used to construct the outer wall of the main building. Use similar approach as details in the A3a and A4a to confirm the material type and record the right answer using the answer categories in A3a.
182. **A6. How many rooms do you have in this house/apartment?** For this question, you need to count the number of rooms in the house. Note rooms refer to living rooms, dining rooms, kitchens, and bedrooms, but do NOT include bathrooms, balconies, foyers, or halls.
183. **A7a. What is the main source of drinking water for members of your HH?** The purpose of this question is to assess the cleanliness of the household drinking water by asking about the household's main source of water. From this question, we would be able to determine and calculate the proportion of the total households in the country with good access or very poor access to safe drinking water. Increased access to improved drinking water source results in improved health outcomes in the form of reduced cases of water borne diseases and sickness like dysentery and cholera.

If drinking water is obtained from several sources, probe to determine the source from which the household obtains the majority of its drinking water. If the source varies by season, record the main source used at the time of interview.

Definitions of Water Source Codes for Q. A6	
<u>Response Categories</u>	<u>Definition</u>
Piped water supply (tap water)	Pipe connected with in-house plumbing to one or more taps, e.g. in the kitchen and bathroom. Sometimes called a house connection.
Own cement or other tank	To be defined
Neighbour / community cement or other tank	Public water point from which community members may collect water. A standpipe may also be known as a public fountain or public tap. Public standpipes can have one or more taps and are typically made of brickwork, masonry or concrete. Pipe connected from the public water to a neighbour
Bottled water (purchased water)	Water that is bottled and sold to the household in bottles.
Other	Need to specify source of water not classified in the above categories.

184. **A8a. What is the main source of water used by your HH for cooking and personal hygiene? (for example, handwashing or brushing teeth)** The intention of the question is to find out about the source of water the household used for cooking and other personal hygiene related activities. Ask the question as it is written and use the list of answer categories provided. Similarly if the household uses more than one source, try to obtain the one source that the household mostly use.
185. **A9a. What kind of toilet facility do members of your HH usually use?** The main purpose of this question is to obtain a measure of the sanitation level of the household, since toilet facilities are important for disease control and health improvement. Below are some definitions for the terms used in the codes for this question:

Definitions of Toilet Facility Codes in Q. 107	
<u>Response Categories</u>	<u>Definition</u>
Flush/pour flush toilet	<p>A <u>flush</u> 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.</p> <p>A <u>pour flush</u> 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>
- to piped sewer system	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.
- to septic tank	An excreta collection device consisting of a water-tight settling tank normally located underground, away from the house or toilet.
- to pit latrine	A system that flushes excreta to a hole in the ground.
- 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.
Manual Toilet	To be defined
Pit latrine	Excreta are deposited without flushing directly into a hole in the ground.
- ventilated improved pit latrine (VIP)	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-proof netting and the inside of the superstructure is kept dark.

- 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.
- 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.
Public shared toilet	A public toilet used by the public with the system in which excreta is deposited either to piped sewer system, septic tank or other types of system.

186. **A10. Where is this toilet facility located?** The type of toilet facility and the location of the toilet facility could have diverse impact on the environment in which the household lives. Ask the respondent of the location of their toilet facility. Enter one correct answer code in the space provided.

187. **A11. Do you share this toilet facility with others who are not members of your HH?** The purpose of this question is to establish whether the toilet facilities used by this household are shared with one or more other households. The number of household that share toilet facilities is an important measure of the level of hygiene in the household.

188. **A12. How many HHs in total use this toilet facility?** This is a follow up question from question A11 if the household shared the toilet facility with one or more households. You will ask this question only if the answer in question A11 is "1" or "Yes". At this stage, we want to find out exactly how many households including the respondent's household that use the same facility. Record the total number of households in the same provided.

189. **A13a. Where do you do your everyday cooking?** The main purpose of question A12 is to collect information on the location where the household do their everyday cooking. This information is important in providing an indicator of the air quality inside and around the dwelling. Enter one answer only in the space provided. If the household use more than one place for cooking, ask for which place the household mostly used for cooking and record it as an answer.

190. **A14a. What type of fuel does your HH mainly use for cooking?** Information on the type of fuel used for cooking is collected as another measure of the socioeconomic status of the household. The use of some cooking fuels can also have adverse health consequences. Remember that this question asks about fuel for cooking, not fuel for heating or lighting.

If the household uses more than one fuel for cooking, find out the fuel used most often. If any fuel other than the precoded ones is reported as being the main fuel used for cooking, enter code '8' and specify the type of fuel in the space provided.

191. **A15a. MAIN source of lighting?** This question ask about the household's main source of lighting whether electricity, solar, kerosene and others. Similar to the above questions, this information is collected as another measure of the household's socioeconomic and environmental status. You should record one answer only meaning the source of lighting the household mostly used.

192. **A16a. Where does your HH mainly dispose of its waste?** Poor waste management and improper household's waste disposal can be an environmental hazard as well as a cause of diseases breakout such as dysentery and cholera which are the main cause of death among young children and adults. This question collects information on where the household's dispose its waste which is a good measure of household's living environmental status. You should record one answer only.

15.4 Household Goods

193. **A17. Does your HH have any of the following goods?** The answers to these questions will be used as a rough measure of the socioeconomic status of the household. Read out each item and record the number of items the household have in working order. Do not leave any item(s) blank.

15.5 Household Income Sources

194. **A18a. What source of income has your HH received in the last 12 months?** Income is one important component of any measure of access to social and economic resources such as education, health, good housing facilities and so forth. Therefore, the information collected from this question would provide further understanding of the status of the households and its members. The time reference is restricted to the last 12 months. Record the sources reported to you in the right category and mark the right box.

3. MODULE A: HOUSING /

Household income sources (Ma'u'anga pa'anga 'o e 'api ni)

A18a. What is the main sources of income has your HH received in the last 12 months? **Ko e ha e tefito'i ma'u'anga pa'anga 'o e 'api ni he mahina 'e 12 kuo hili?**

- ☐ Regular salary (if selected enter number of members receiving regular salary below) (Vahenga)
- ☐ Income from own business (Pa'anga mei he pisinisi pe 'a mautolu)
- ☐ Sale of products (crops, fish, handicrafts) (Pa'anga mei hono fakatau atu 'emau koloa hange ko e ngoue, ika mo e ngaue fakamea'a)
- ☐ Rental income from land lease (Pa'anga mei he totongi mai 'emau kekele ne lisi)
- ☐ Rental income from house rented out (Pa'anga mei he totongi mai ho mau fale nofo totongi)
- ☐ Remittances from anyone not on HH roster (Pa'anga li mai muli pe fakalotofonua pe)
- ☐ Pension or retirement fund (Vahenga malolo)
- ☐ None ('Ikai ke 'i ai ha ma'u'anga pa'anga)
- ☐ Other (specify below)

195. **A18c. How many household members received a salary in the last 12 months?** In this question, we want to find out how many household members receive salary in the last 12 months (they are working). This question is only enabled if the answer to A18a is 1, which is 'Regular salary'. Type in the number of household members.

196. **A19a. Do you/your HH sometimes receive money or goods from anyone not listed on the HH roster?** In this question, we want to find out if this household or any member receives money from anyone not listed in the household roster. Please note the four categories of responses. There are three 'Yes' answers and chose the only one for the correct answer.

A19a. Do you/your HH sometimes receive money or goods from anyone not listed on the HH roster? **'Oku mou fa'a ma'u ha silini mei ha taha 'ikai nofo 'i 'api ni, pe mei muli, pe 'i Tonga ni pe?**

- ☐ No
- ☐ Yes, from outside the country only
- ☐ Yes, from within the country only
- ☐ Yes, both within and outside the country

197. **A19b. How often?** This question continues from Question A19a if the response is one of the 'Yes' answers (2, 3, 4). Select the correct answer.

A19b. How often? Ko e ha e angamaheni e ma'u e silini hono li mai?

☐ Every 2 weeks

☐ Every month

☐ Every 3 months

☐ Every 6 months

☐ Once a year

15.6 Household Members No Longer Living in Household

This Section asks for those household members who are no longer living in the household for the last three years. Information collected from this section is important as we could determine the mortality indicators for those who have died as well those who have migrated to other places for various reasons.

Similar to the Household Roster, the same procedure applies where a list of names has to be entered for those who are no longer living in the household and a number of questions asked to each individual in the list.

3. MODULE A : HOUSING /
Household members no longer living in household (Tokotaha ne nofo 'i 'api ni ka 'oku 'ikai ke toe 'i 'api ni)

A20a. Does this HH have members in the last 3 years who are no longer living in this HH? 'Oku 'i ai ha taha na'e nofo 'i 'api ni he ta'u 'e 3 kuo 'osi ka 'oku 'ikai ke toe nofo 'i 'api ni?

☒ Yes
☐ No

A20b. What are the first names of all household members who are no longer here? Ko hai e 'uluaki hinga 'o e tokotaha ni?

Members who no longer live in this household - Taniela

Section not started

TO PARENT

198. **A20a. does this HH have members in the last 3 years who are no longer living in this HH?** Answer either 'Yes' or 'No' here. If 'No' then the whole Section will be skipped whereas 'Yes' will allow you to continue.
199. **A20b. What are the first names of those who are no longer here?** This will allow you to list the first names of those who are no longer living in the HH. For each person, the following questions are asked about their particulars.

**A20ba. What is the Sex of Taniela** **Ko e Tangata pe Fefine 'a Taniela**☐ Male☐ Female**A20bb. What is the Age of Taniela** **'Oku ta'u fiha 'a Taniela**

INSTRUCTION

*If passed away during last 3 years, Give age at death.**'Kapau ne pekia he ta'u 3 kuo hili pea 'omai e ta'u motu'a ne pekia ai e pekia*

Tap to enter number

A20bc. What is the reason of Taniela absence? **Ko e ha e 'uhinga 'oku 'ikai ke toe nofo ai 'a Taniela 'i 'api ni?**☐ Passed away☐ Living elsewhere in (country name)☐ Migration abroad under PAC☐ Family reunification☐ Employment☐ Other (specify)

A20be. What is Taniela day of death/departure ? 'Aho ne mavahe pe pekia ai

Tap to enter number

A20bf. What is Taniela month of death/departure ? 'Aho ne mavahe pe pekia ai

Tap to enter number

A20bg. What is Taniela year of death/departure ? 'Aho ne mavahe pe pekia ai

Tap to enter number

TO PARENT

CHAPTER 16

AGRICULTURE AND FISHING

16.1 Introduction

In most developing countries including the Pacific Island countries, the majority of the total households rely on agriculture and fishing as their main source of income and living. This Section aims to collect information about the household's involvement in activities of agriculture and fishing which is a good indicator in identifying the proportion of the households that involved in these activities. Added information include livestock, forestry and handicraft activities.

200. **B1. Has any member of this HH operated land for agriculture in the last 12 months?** This question is asking information if any member of the household has operated or been involved in agricultural activities in any land they owned. There are five categories of answers but note that category 2-5 are responses to 'Yes' answers and you need to probe as clearly as possible on the correct answer.
- Category 2 'Yes, for home consumption and social obligation'* means they operate or use agriculture land only for home consumption or social obligation. They do not sell any produce from the land.
 - Category 3 'Yes, for sale'* means they use the land for agricultural purposes and all produce is for sale. The household do not use or consume any produce.
 - Category 4 'Yes, mainly for consumption but some sale'* is where they use land MAINLY for home consumption but sell some.
 - Category 5 'Yes, mainly for sale but some home consumption'* is where they use land MAINLY for sale but consume some.

≡ 4. MODULE B: Agriculture and Fishing

B1. Has any member of this HH operated land for agriculture in the last 12 months? (Ko e ha e taumu'a ho'o ngoue?)

☐ No

☐ Yes, for home consumption and social obligation

☐ Yes, for sale

☐ Yes, mainly for home consumption, but some sale

☐ Yes, mainly for sale, but some home consumption

B2. What is the total area of all the land used for agriculture purposes? The main purpose of this question is to find out the total area of all the land that this household occupies for any agricultural purposes. Agricultural activity refers to the production or processing of crops, daily products, poultry, or livestock for commercial or own household consumption. The respondents might find it difficult to provide the exact measurement. Use the list of answer categories to assist him/her to give the best estimate of the total land that this household use for any agricultural purposes. Note that this question is only asked (enabled) if the response to B1 is 'yes' (2-5). **For Winston: Need description here of what is meant by 'poles'**

B2. What is the total area of all the land used for agriculture purposes? Ko e ha e 'elia fakakatoa 'o e ngaahi konga kekekele ne ngaue'aki ki he taumu'a ko e ngoue?

☐ Less than and equal to 30 pole

☐ Between 30 poles and 1 acre (5 x 30 poles)

☐ Between 1 acre (5 x 30 poles) and <= 8 acres

☐ Greater than 8 acres

201. **B2a. How many parcels of land were used for agriculture purposes in the last 12 months?** Record the number of parcels that are being operated by the household for agricultural purposes. These parcels could either be within the household land, town allotment or Bush Allotment. Asked only for those who answer 'Yes' in B1.

202. **B2b. List of parcels operated for agricultural activities** – In this field, you will need to list the parcel number, for example, if there are two parcels, then you will need to list 1,2 and so on depending on the number of parcels. In the example below, two parcels have been listed and the system creates two rosters (in blue) for you to capture information about each parcel. To enter the details for each parcel, tap on the first parcel.

B2b. List of parcels operated for agricultural activities

1

2

Tap to enter new item

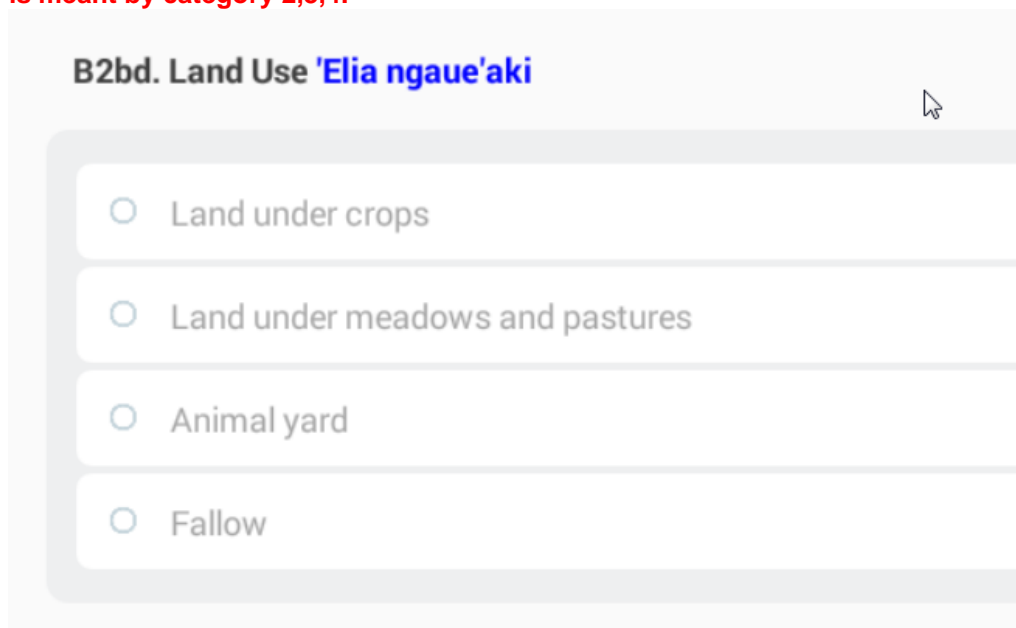
List of parcels for agriculture land - 1

Section not started

List of parcels for agriculture land - 2

203. **B2ba. Where is this parcel location?** This asks for the location of the referenced parcel and provides five categories of answers which you will have to select the correct one.

204. **B2bb. Record the village where the parcel is located?** This will allow you to record the Village name of where that particular parcel is located. Type in the first three letters of the village and a list will pop up for all Villages that have those three letters. Select the correct one.
205. **B2bc. Total area of parcel?** The categories of responses for this question are the same as in Question B2. Select the correct one.
206. ad
207. **B2bd. Land Use?** This question asks for the usage of land, whether it has been used for crops, for livestock or not being used (idle). Select the correct one. **For Winston: Need description here of what is meant by category 2,3,4.**



B2bd. Land Use 'Elia ngaue'aki

- ☐ Land under crops
- ☐ Land under meadows and pastures
- ☐ Animal yard
- ☐ Fallow

208. **B2be. What is the Land Tenure type for this parcel?** This question asks for the type of land tenure, whether it is owned by the households, not owned by the household but using it for free or it is leased. Select the correct one.

16.2 GROWING CROPS

209. **B3. Has any member of this HH grown food crops in the last 12 months?** This question asks if the household has grown any crops in any of parcels in the last 12 months. The categories of responses are similar to Question B1. Select the correct one.
210. **B3a. Which of the following crops does the household grow?** If the response to B3 is one of the 'Yes' answers, then this question is enabled for you to select the crops being grown by the households. Note that this is a multi-select question where a check-box is shown and you select the crops from the list. The list contains the common crops in Tonga and a last category for 'Other crops' if the list does not have the crops grown. Shown below is part of the list of crops as an example from the tablet where 'Cassava' and 'Swamp taro are selected'

B3a. Which of the following crops does the household grow? Ko fe ngaahi ngoue ne to ho famili?

- ☒ Cassava
- ☐ Early Yam
- ☐ Yam
- ☐ Yautia
- ☒ Swamp taro
- ☐ Giant taro
- ☐ Sweet potato
- ☐ Banana

Similar to Question B2b, selecting the crops will create individual rosters for you to capture information about the individual crop selected. (Example is shown below). Tapping into one of these rosters will open up the questions to be asked on this particular crop.

Crops - Cassava

Section not started

Crops - Swamp taro

Section not started

211. **B3aa. What was the total area of land under cultivation in the last 12 months?** This question asks for the total area used for the selected crop. The categories are the same as in Question B2. Select the correct answer which best describes the size of the area.
212. **B3ab. What was the total income generated from this crop in the last 12 months?** This question will only be enabled if the response to Question 3 is 3, 4, or 5 i.e they sold some of their crops. Select the correct answer which best describes the income received from selling the crop.

16.3 FISHING

213. **B4. Has any member of this HH done any fishing in the last 12 months??** Similar to Question B1, this question is asked if the household had done some fishing activities in the last 12 years. The categories of responses are the same in B1. Select the correct answer.
214. **B4a. Which of the following mode of fishing does the household utilized in the last 12 months?** If the answer to B4 is 'Yes' (code 3-5), then select the mode of fishing used. It is a multi-select field where you can select more than one answer. Tap on the ones that was used by the household.
215. **B4b. Which of the following location has the household fished the last 12 months?** This question is similar to Question B3a where you are required to select from a list the locations of fishing the household fished in in the last 12 months. Note that it is a multi-select question with check-boxes for you to make the selection.

B4b. Which of the following location has the household fished the last 12 months? *Ko fe e feitu'u ne fai ai e toutai ko eni he mahina 12 kuohili?*

- ☐ Mangrove
- ☐ Lagoon
- ☐ Reef flats
- ☐ Outer reef
- ☐ Offshore (open water outside reef)
- ☐ Fish aggregating device (including buoy)

216. **B4b. How frequently do you fish in this location?** Similar to crops, each location selected above will create individual rosters where this question will ask on how frequent they fish in a particular location. Refer to Question B3a above on how to select for each location.
217. **B4c. Has any member of the household caught the following fish in the last 12 months?** Similar to crops, this is also a multi-select question where you will be allowed to select different varieties of fish being caught by the household. The system will then allow you to answer a number of questions below for each fish selected (caught).
218. **B4ca. What is the frequency of targeting these types of fish?** This question will be asked for each fish selected in B4c on how frequent they catch these fishes.
219. **B4cb. What is the approximate production volume in a week?** This question asks for the volume of the selected fish caught. Select the appropriate range of income from the categories.

B4cb. What is the approximate production volume in a week? *Ko e ha ho fakafuofua e lahi ne ma'u he uike 'e taha?*

- ☐ 0 to 5 kgs
- ☐ 6 to 10 kgs
- ☐ 11 to 20 kgs
- ☐ 21 to 50 kgs
- ☐ 51 to 99 kgs
- ☐ 100 and more kgs

220. **B4cc. What is the approximate income generated in a week?** This question is only enabled if the answer to Question B4 is 3, 4, or 5 (fish is for sale). Select the appropriate range of income from the categories.
221. **B4d. Has any household member used the following fishing methods or tools to conduct fishing activities in the last 12 months?** This is a multi-select question asking for the fishing methods used by the household members in the last 12 months. There could be more than one method which you have to select all.

16.4 LIVESTOCK

222. **B5. Has any member of this HH raised livestock in the last 12 months? If yes what is the purpose for raising livestock?** The questions for the livestock are designed the same way as in Crops and Fishing. This question specifically asks for the purpose of raising livestock and the categories for the responses are the same as in Question B1. Select the most appropriate for the household.
223. **B5a. Has any member of the household raised the following livestock in the last 12 months?** This is also a multi-select question which lists the main livestock in Tonga and you have to select the ones that are being raised by the household (as shown below).

B5a. Has any member of the household raised the following livestock in the last 12 months? **Ne ai ha memipa 'o e famili ne ne fakaili e fa'ahinga 'o e monumanu ni 'i he mahina 12 kuohili?**

<input checked="" type="checkbox"/>	Pigs
<input checked="" type="checkbox"/>	Cattle
<input type="checkbox"/>	Horse
<input type="checkbox"/>	Sheep
<input checked="" type="checkbox"/>	Goat
<input type="checkbox"/>	Chicken (Local Breeds)

The above selection will create a roster for each livestock selected and you have to select these rosters (in blue with the livestock names) to enter the necessary information about these individual livestock. See Question B3a as an example.

224. **B5aa. How many of the livestock was the household responsible for raising?** This basically asks for the number of the selected livestock. The categories are in ranges and you have to select the appropriate one.
225. **B5ab. What was the total income generated from this livestock in the last 12 months?** This question requires information on the total income generated from the selected livestock. The categories are also in ranges and you have to select the appropriate one.
226. **B6/B7. Has any member of this HH collected any forestry/handicraft products in the last 12 months?** Question B6 and B7 asks whether any household members have been involved in forestry and handicraft respectively. The response category for these two questions is the same as in Question B1. If it 'Yes' then you have to select for which purpose they are collecting these products.

CHAPTER 17

GEOGRAPHICAL INFORMATION AND PHOTO

17.1 Introduction

This is the last section of the questionnaire which you have to do when you have completed interviewing the household. It allows you to capture the geographical location of the household in terms of the Island, District, Village and Block Number. Please note that while entering these information, ensure you cross-check with the labels on your EA Map so they are consistent.

227. **12a. Please record the location of this household or institution.** This question allows you to capture the GPS location of the household or institution. Once you have completed interviewing the household, go outside the house and take the GPS points. Please note that there is a few rules (instructions) listed for you to follow while taking GPS points.
- GPS cannot be taken inside a building
 - Make sure your GPS is turned ON and wait for about one minute then tap to capture point.
 - Stand about 5-10 metres away from the house
 - Ensure you can see the sky and nothing is blocking the view

[Remember: You do not need internet to capture the GPS points]

12a. Please record the location of this household or institution. FOLLOW THE RULES BELOW: **Lekooti hifo e tu'u'anga e 'api ni. MUIMUI 'I HE FAKAHINOHINO.**

INSTRUCTION

General rules:

- GPS can not be taken inside a building.
- When you turn the GPS/location mode on wait at least 1 minute before trying to take a location. You will get a validation error if the accuracy is not better than 10m. Stand on the same spot and press the GPS button again.
- Stand at least 10m away from the wall of a building
- Make sure you can see the sky
- Don't stand under a tree unless there is no other option

Tap to record GPS

228. **12b. Please take a photo of the front of this household or institution.** This question allows you to take a photo of the house you have just completed interviewing. The following rules applies for taking the photo:

- a. Take phot of the front of the house and make sure the front door or entrance can be seen
- b. For Apartment, take the photo of the entrance to the block. Each apartment in the building should have a photo each.
- c. For prison and hotels/motels, take the photo of the front entrance

Please refrain from taking selfies and/or with household members as this uses up your data, battery and storage space in the tablet.

12b. Please take a photo of the front of the dwelling. FOLLOW THE RULES BELOW: **Faitaa'i e konga ki mu'a e fale. MUIMUI 'I HE FAKAHINOHINO.**

INSTRUCTION

Take photo of the front of the dwelling:

1. House - take front of house, make sure entrance/door can be seen
2. Apartments - take entrance to apartment block. One photo must be taken for EVERY apartment in the block.
3. Prison - take the front/entrance.
4. Hotel/Motel - take the front/entrance.

Tap to take a photo

229. **12c. Please enter the island?** This question allows you to select the island of where the household is located. Select the appropriate one.

12c. Please enter the island. **Taipe hifo e motu.**

INSTRUCTION

Select island

☒ Tongatapu

☐ Vava'u

☐ Ha'apai

☐ 'Eua

☐ Niua

230. **12d. Please select the district?** This question allows you to select the district of where the household is located. Select the appropriate one or you could type in the first three letters of the district and a list of those districts with those three letters will be listed. Note that the list is filtered so that only those districts within the Island selected in Question 12c will be shown.

12d. Please select the district. **Taipe hifo e vahe fonua.**

INSTRUCTION

Select district. NOTE: You can type an part of the name to locate it faster.

kol

kolofu'ou

kolomotu'a

kolovai

231. **12e. Please enter the village?** Similar to Question 12d, this question is to capture the village and the list is filtered by the Island and District entered in Question 12c and 12d respectively where only the villages in these districts will be shown. Select the correct village.

12e. Please enter the village. **Taife hifo e kolo.**

INSTRUCTION
Select Village. NOTE: You can type an part of the name to locate it faster.

kol

kolomotu'a

12f. Please enter the block number. **Taife hifo e fika e poloka.**

232. **12e. Please enter the block number?** Same process as explained above. Select or type the correct block number. Make sure the block number is the same as shown in your EA Map label.

12f. Please enter the block number. **Taife hifo e fika e poloka.**

INSTRUCTION
Select block. NOTE: You can type an part of the number to locate it faster.

Tap to enter text

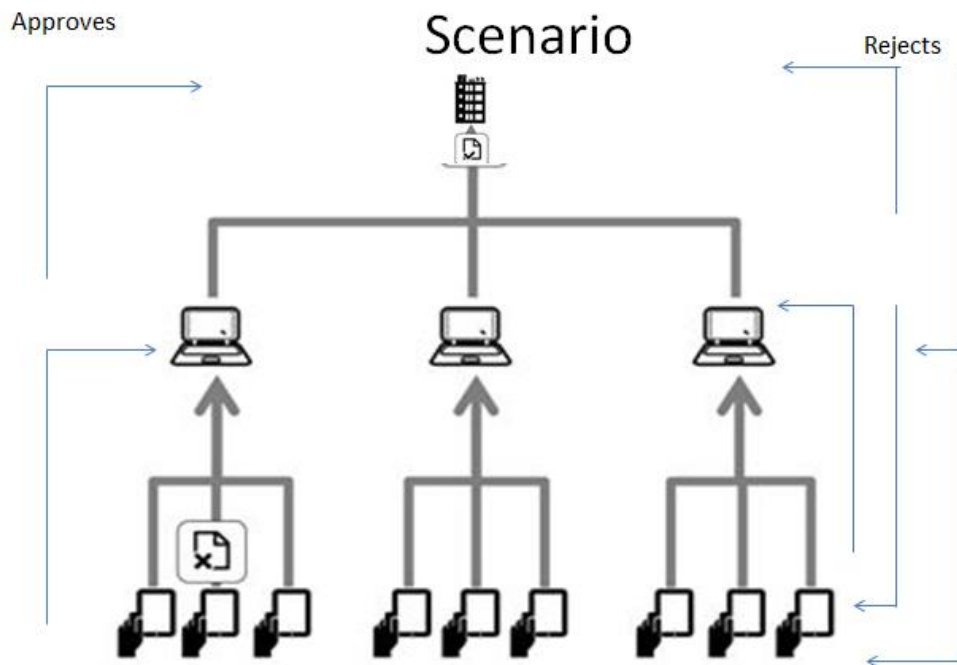
CHAPTER 18

DATA ENTRY PROCESSING

18.1 Introduction

This chapter gives a brief description of the processes to be followed while doing data collection in the field. This is the first time that tablets are being used for data collection for a population census and the onus is on you as a enumerator to ensure the safety of the tablet as well as collecting good quality information from the households.

233. There are three components (levels) of processes involved in the use of tablets. They are:
- Interviewer application
 - Supervisor Interface
 - Headquarters
234. The following diagram shows the processes within these three components. You as interviewer captures information from the households and you have assigned Supervisors whom you will submit completed questionnaires to. The Supervisors will checks on your questionnaire and he/she will approve or reject the questionnaire depending if the questionnaire have been fully completed or has errors. Any rejection will come back to the interviewers for rechecking and correction.
235. The same process happens between the Supervisor and the Headquarters. When the supervisor approves a questionnaire from the interviewer, this is then transferred to the headquarters that does the final check on the questionnaire and will approve or reject based on his/her check. Any rejection will go back to the Supervisor who will try and rectify the errors (problem) and can refer it down to the interviewer if necessary. Then this follows the same process as explained in the previous paragraph.



236. **Completing the Interview.** At the completion of the interview, a summary screen will show up as shown below. This will show the questionnaire status on how many questions were answered, how many were unanswered and if there are errors in the questionnaire. This will allow you to revise and make necessary modification to your questionnaire before you submit (synchronize) the questionnaire to your supervisor.

The screenshot shows a mobile application interface for completing an interview. The header is green with a menu icon and the word "Complete". Below the header, it says "You are about to complete this interview". A section titled "QUESTIONS STATUS" displays three statistics: "10 Answered" (blue), "38 Unanswered" (black), and "1 Errors" (red). Below this is a "NOTE FOR SUPERVISOR" section with a text input field. At the bottom, there is a green "Complete" button and a message: "AFTER YOU FINISH THIS INTERVIEW IT WILL BE MARKED AS COMPLETED AND WILL BE UPLOADED TO SUPERVISOR DURING YOUR NEXT SYNCHRONIZATION". The bottom of the screen shows a black navigation bar with three icons: a back arrow, a home icon, and a recent apps icon.

Note that the unanswered questions are those questions that were supposed to have an answer recorded. It does not include the skipped questions. Note the colors used where error are in RED and

you could look into these error just by clicking on this. Press 'Complete' when there is no errors and you are certain the questionnaire is fully completed.



Also note there is a field 'Note for Supervisor' where you can type in some notes for the supervisor. Sometimes errors occur in the field and you are not sure how to solve it, then this is where you note down the reasons for this. Any notes that will help the supervisor in checking your questionnaire will be of great help.


237. **Synchronizing the questionnaire.** Synchronization is the process of:

- a. updating your questionnaire application if there has been any changes to the application
- b. uploading your completed questionnaire to your supervisor
- c. reloading any assignment from your supervisor if there had been any rejects

There are a couple of ways to synchronize your questionnaires – synchronising your immediately after you have completed a household OR do about 2-3 households, at most 5 households, and synchronize them at one time.

9 assignments for inter1





Synchronization successfully completed

All assignments were updated

1 completed interviews uploaded

4 interviews deleted

0 rejected interviews returned

2 new interviews downloaded

New 6

Started 3