

# Fiji - Population and Housing Census 1996

**Fiji Islands Bureau of Statistics - Ministry of Finance and National Planning**

Report generated on: May 20, 2019

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## Overview

### Identification

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ID NUMBER  
SPC\_FJI\_1996\_PHC\_v01\_M

### Version

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VERSION DESCRIPTION  
Version 01: Edited version of the raw data captured by the Data Entry Operators during the Data Entry Stage.

PRODUCTION DATE  
1998-06

### Overview

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ABSTRACT  
The objectives of Census changed over time shifting from earlier years where they were essentially household registrations and counts, to now where a national population census stands supreme as the most valuable single source of statistical data for the Fiji Islands.

Census data is now widely used to evaluate:

- The availability of basic household needs in key sectors, to identify disadvantaged areas and help set priorities for action plans;
- Benefits of development programmes in particular areas, such as literacy, employment and family planning;

In addition, census data is useful to assess manpower resources, identify areas of social concern and for the improvement in the social and economic status of women by giving more information about this formerly "hidden half" of the Fiji Islands population and formulating housing policies and programmes and investment of development funds.

KIND OF DATA  
Census/enumeration data [cen]

UNITS OF ANALYSIS  
- Individuals in a private household dwelling, institutions and non-private dwellings  
  
- Households.

### Scope

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NOTES  
The scope of the 1996 Population Census includes:

- basic demographic characteristics of individuals in a particular household dwelling, including age, sex, ethnicity, religion, internal migration, educational attainment, economic activity and fertility;
- basic household characteristics of the private dwellings, including tenure, sanitation, water and electricity, household wealth and household activities;
- a special module on disability.

## TOPICS

Topic	Vocabulary	URI
employment [3.1]	CESSDA	<a href="http://www.nesstar.org/rdf/common">http://www.nesstar.org/rdf/common</a>
housing [10.1]	CESSDA	<a href="http://www.nesstar.org/rdf/common">http://www.nesstar.org/rdf/common</a>
censuses [14.1]	CESSDA	<a href="http://www.nesstar.org/rdf/common">http://www.nesstar.org/rdf/common</a>
fertility [14.2]	CESSDA	<a href="http://www.nesstar.org/rdf/common">http://www.nesstar.org/rdf/common</a>
migration [14.3]	CESSDA	<a href="http://www.nesstar.org/rdf/common">http://www.nesstar.org/rdf/common</a>

## KEYWORDS

Population Census, Demographic Statistics, Disability, Education, Labour force, Fiji Islands, PHC

## Coverage

## GEOGRAPHIC COVERAGE

The Population Census covers the whole of the Fiji Islands, which includes the 15 provinces and both urban and rural areas.

## UNIVERSE

The Census covers all individuals living in private and non-private dwellings and institutions.

## Producers and Sponsors

## PRIMARY INVESTIGATOR(S)

Name	Affiliation
Fiji Islands Bureau of Statistics	Ministry of Finance and National Planning

## FUNDING

Name	Abbreviation	Role
Government of Fiji		

## OTHER ACKNOWLEDGEMENTS

Name	Affiliation	Role
District Offices	Ministry of Regional Development & Rural Housing	Administrative services of their respective districts
Fiji Land Information System	Ministry of Lands	Mapping and GIS
United Nations Population Fund	UNFPA	Assistance to Mapping and GIS
Pacific Community	SPC	Assistance to Mapping and GIS

## Metadata Production

## METADATA PRODUCED BY

Name	Abbreviation	Affiliation	Role
Asikinasa Toga Raikoti(Principal Statistician (C&D))	FIBOS	Fiji Islands Bureau of Statistics	Documentation of Study
Sophal Chuong	UNESCAP	United Nations Economic and Social Commission for Asia and the Pacific	Review of documentation
Daniel Clarke	UNESCAP	United Nations Economic and Social Commission for Asia and the Pacific	Review of documentation

<b>Name</b>	<b>Abbreviation</b>	<b>Affiliation</b>	<b>Role</b>
Statistics for Development Division	SDD	Pacific Community	Documentation of the study

## DATE OF METADATA PRODUCTION

2008-03

## DDI DOCUMENT VERSION

Version 02 (18/02/2019): adaptation and modification of the version 01 done during the Fiji Training in March 2008. Main update was the generation of unique identifiers in the Household dataset and documentation of the datasets at variable level.

## DDI DOCUMENT ID

DDI\_SPC\_FJI\_1996\_PHC\_v01\_M

# Sampling

## **Sampling Procedure**

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There is no sampling for the population census, full coverage.

# Questionnaires

## Overview

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The questionnaire's structure is similar to the 1986 one but with new additional questions due to changes in the social and economic characteristics of individuals and households. The questionnaire was developed in English, but enumerators were specifically trained to be able to clearly translate these questions to other languages like Hindi, Chinese and other languages used in the country.

It was designed in 6 parts which are:

1. Person Particulars
2. Economic Activity
3. Fertility
4. Money Activity
5. Disability
6. Household & Housing Characteristics

The topics of questions for each of the 6 parts include:

Person Particulars:

- name
- relationship
- sex
- ethnicity
- religion
- educational attainment

Economic Activity (to all persons 15 years and above):

- economic activity
- economic inactive
- employment status

Fertility:

- Fertility
- Mortality

Money Activity:

- production of cash crops
- fishing
- own account businesses
- handicrafts.

Disability:

- type of disability
- nature of disability

Household and housing:

- electricity
- water
- tenure
- lighting
- cooking
- sanitation
- wealth ownerships

## Data Collection

### Data Collection Dates

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Start	End	Cycle
1996-08-25	1996-09-03	N/A

### Time Periods

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Start	End	Cycle
1991-08-25	1996-09-03	internal migration

### Data Collection Mode

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Face-to-face [f2f]

### Data Collection Notes

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In general, the mode of data collection was face-to-face, but in some cases it was done by mail.

The proposed Superintendent Areas were drawn up and sent to respective Superintendents along with information on the number of Supervisors and Enumerators to be hired. This was followed up by visits from a senior official of the census office, who during organised meetings in the various divisions, further briefed the appointed Superintendents of the whole census operation. During these meetings the Superintendents were urged to begin identifying suitable Supervisors and Enumerators in their areas. The importance of hiring suitable 'locals' was emphasised in view of the importance of local area knowledge in the enumeration exercise, and this was generally followed in the rural areas.

A Superintendents Briefing Conference was held in Suva which basically was their training for the census. Superintendents Areas and expected expenses were finalised and Superintendents appointment letters were given during the Superintendents Conference. Following the Superintendents Briefing Conference, Superintendents were instructed to finalise recruitment of supervisors and enumerators as well as training arrangements. Divisional Liaison Officers were mobilised to direct and assist in overseeing this exercise. This was followed by the enumerators training which was conducted by their respective supervisors under the direction of Superintendents.

A total of 38 Superintendents, 295 Supervisors and 1679 enumerators were deployed for the main census enumeration. The enumeration period had to be extended by a week and several enumerators and supervisors were retained for the mop-up exercise to ensure maximum possible coverage of households in the country. This was necessary since the enumeration week coincided with the second school term holidays, a period when Fiji's population is generally mobile. Major religious and sporting activities and the biggest festival in Fiji are held during this period, and a lot of people flock to Suva for these functions. The importance of having school teachers as enumerators and supervisors was again an overriding factor in having the Census enumeration during this period. It was evident that the timing of the enumeration needs to be seriously reconsidered during the next census, however it is important that school teachers continue to form the majority of the enumerators and supervisors. They are a specially trained lot of individuals, therefore more receptive to census instructions. They also have a respectable standing in society and this is invaluable, particularly in rural areas.

Census Circulars providing instructions for any special arrangements necessary were issued to Census Superintendents and relevant people such as; Officials of Government Institutions, Ship Owners/Masters, School Principals/Head teachers and Owners/Managers of Hotels and Other Lodging houses. The circulars provided detailed information covering things such as; guidelines on the; appointment of Superintendents, Supervisors and Enumerators; the industrial guidelines governing their employment; allowances payable and remuneration; training arrangements and schedules; publicity and enumeration procedures.

#### CENSUS MAPPING

Preparations began in January 1994 with the appointment of field teams to revise the existing Enumeration Area [EA] boundaries or census collection units. The EA boundaries to be revised were basically similar to those used in 1976 with minor revisions in the urban areas, done in 1986. Some EAs had become too large and needed to be subdivided considering

the underlying criteria of enabling one enumerator to canvass the area in one week [which is the normal census enumeration period]. Also some natural or cultural features which the EA boundaries followed had disappeared, hence boundaries needed to be redrawn to enable identification on the ground. Identification on the ground was an important criterion, however, where changes were needed minimal alteration was brought about so that meaningful comparison could be possible.

The field-workers appointed were mostly those involved in the three inter-censal household surveys carried out by the Bureau. Their familiarity with EA boundaries was an advantage and this assisted greatly in the whole revision exercise. Two field-workers and a driver were based in the Western Division, similarly in the Northern Division and four were based in the Central Division.

The new computer based mapping technology available at the Fiji Land Information System (FLIS) was utilised as it provided the Fiji Islands Bureau of Statistics (FIBOS) with exciting new potential outputs. However, it was in its development stage with only the cadastral data base captured in the system. This was quite useful for producing urban EA maps. FIBOS required topographical maps in most rural and some peri-urban areas, therefore the 1990 1: 50,000 topographical series maps were utilised as a base where available. Where these were not available, like most of Vanua Levu, the 1950 1: 50,000 series was used. Features such as roads that had come up since the maps were drawn, had to be included manually. A total of 1346 Enumeration Area maps were prepared. In urban EAs, computerised maps produced by FLIS were mostly used.

## PILOT CENSUS

A pilot census was conducted for all intents and purposes as a trial run of the whole census enumeration with findings to be used in formulating strategies for the main census enumeration. This, it should be noted, was a scaled down version of what is normally a complete pilot run which would include questionnaire design and finalisation, system design and programming, field enumeration arrangement and operation, tabulation of results and the evaluation of the whole exercise. Due to time constraints analysis of the pilot census was not possible and it is recommended that it should be done in the next census. Given the benefit of hindsight there would have been valuable lessons learnt if the pilot exercise was completed. The Pilot Census questionnaire together with the Instructions Manual was ready and pre-tested within the Census Office in Mid February 1996 with interviews conducted in English, Fijian and Hindi. This was to ensure a good flow as well as check for ambiguities. Slight modifications were brought about prior to the Users Conference which was held on the 29th of March, 1996

Publicity for the Pilot Census was through newspapers and the radio with special mention of the areas where the pilot census was to be carried out. This was effective as feedback from the enumerators indicated that all households enumerated were aware of an enumerators pending visit.

Training was conducted by Census Office personnel at various District Administration Offices with the enumerators who were identified by relevant District Officers (DO's). These DOs by then had been informed of their upcoming role as Census Superintendents for the main census enumeration.

The pilot census did expose a few weaknesses which was taken care of prior to the main census enumeration. It also provided a valuable lesson for Census team members of the Bureau who had no previous experience in census taking. It was evident that training and supervision were critical if good data was to be collected. Changes were brought about to the census questionnaire and this was useful because possible complications and confusion were averted.

Our inability to process data collected during the Pilot Census was a major failure and was due to data processing programmes not being ready. This definitely is a major lesson for the next census. The results, however would have been of high quality given the level of supervision and support provided to field workers during the pilot census. It simply was not possible to provide similar levels of support during the main census operation. Enumerators for the pilot census were also instructed to note down any difficulties as well as any unusual incidents encountered during the enumeration. This was to ensure that contingency plans were put in place for the main census enumeration to safeguard against such difficulties and incidents.

The EAs selected for coverage in the pilot census were as varied as possible i.e. high class in urban areas, squatters, HA, Fijian Village and rural EAs.

## TRAINING

For the Population Census 1996, training procedures were kept simple and clear and easy to understand written instructions were provided to all trainers. The training was based on the questionnaire and the instructions to enumerators manual.

The main thrust of the training was towards ensuring that enumerators were fully aware of the importance of the census

exercise as well as having a clear understanding of the Instructions Manuals contents and its link to the questionnaire. Mock Interviews was a major component of the training. Wherever possible training was centralised in Suva.

## PUBLICITY

A formidable publicity programme was part of the census awareness programme. The main thrust of the publicity programme was towards creating an awareness amongst the population of the importance of the Census so that public co-operation could be forthcoming during the census enumeration. Related to this was the highlighting of the sort of information to be collected during the census and their use. Publicity leaflets containing the census questionnaire and other relevant information were distributed through school children and electricity bills. Posters were also distributed and these were placed at suitable places.

Towards the census night, publicity intensified with regular radio messages and daily newspaper advertisements in Fijian, Hindi and English. For the first time TV was also used and overall the campaign was very effective.

## CENSUS ENUMERATION

Following the Superintendents Conference work intensified towards preparatory measures in the districts i.e. appointment of Supervisors and enumerator and their training arrangements. Divisional liaison officers were appointed and they were given the specific instruction of following closely all preparatory measures in the superintendent areas of their allocated divisions. Two liaison officers were assigned for the Central Division two for the Eastern Division, two for the Western Division and one for the Northern Division. The number of liaison officers appointed to each division reflected their population size and geography.

Census Superintendents were instructed to recruit as many car owning Supervisors as possible. Their cars were used during the census and a commuted allowance to cover fuel costs was provided.

In the final few days before the Census night, EAs were allocated to Enumerators by their respective Supervisors and their boundaries were shown to them on the ground. Boundary identification on the ground is always a problem because it is not possible for Census Office staff to identify all EA boundaries for enumerators. So in a lot of cases much would depend on how the Superintendents or Supervisors interpret the EA boundary maps and descriptions provided.

Forms for Hotels, Institutions and Ships were delivered before the Census night in order that particulars of those staying in such places on the reference night are filled by appropriate people. Arrangements were made to have their forms collected or delivered to the Census Office immediately following the Census night.

Identification Cards were provided to each Supervisor and Enumerator and they were instructed to carry it with them always while involved in the enumeration.

## Questionnaires

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- relationship

- sex
- ethnicity
- religion
- educational attainment

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- economic activity
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- employment status

Fertility:

- Fertility
- Mortality

Money Activity:

- production of cash crops
- fishing
- own account businesses
- handicrafts.

Disability:

- type of disability
- nature of disability

Household and housing:

- electricity
- water
- tenure
- lighting
- cooking
- sanitation
- wealth ownerships

## Data Collectors

Name	Abbreviation	Affiliation
Fiji Islands Bureau of Statistics	FIBOS	Ministry of Finance and National Planning

## Supervision

A total of eight permanent staff in the Fiji Islands Bureau of Statistics were deployed for Census work and this was progressive, beginning in 1994 up to when the full team was engaged from February 1996 to a month following the census enumeration.

For the census, the country is divided into districts of which there is a census superintendent, who generally is the district officer, and who takes charge of the work in the district. The superintendents are assisted by supervisors and the districts are further divided into enumeration areas.

The arrangement whereby district administration officials are appointed as census superintendents was first tried in the 1921 census. It is hitherto the most effective means of arranging a census enumeration. These district administration officials are given, among other things, the responsibility of planning the enumeration in their areas. So this includes the finalisation of superintendent Areas which are tentatively drawn by census office staff, drawing up Supervisors Areas and identifying enumeration staff. The importance of local area knowledge is useful in such instances, because these areas need to be arranged in a manner that allows supervisory staff to traverse with minimum difficulty during the census enumeration. Being familiar with their areas and the populace is therefore an advantage.

# Data Processing

## Data Editing

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### -Verification and Coding

The data editing process begins when the enumerators brought back the completed books for checking by the superintendents. This include checks that all fields are correctly filled and ensure that fields that are supposed to be skipped are entered correctly, and so forth. Once the questionnaires are verified to be correct, the questions are then coded to ensure that these could be correctly entered into the data entry screen.

### -In-built Editing

The data entry screen was designed in such a way that in-built checks are incorporated to efficiently capture the data. The in-built checks include range checks where any values outside the range for a particular question will prompt the data entry operator that he or she has punched a wrong code. It will also include skip-questions where certain response to a question should determine whether they have to automatically skip the next question or not. For example, all males and females age less than 15 will automatically skip the fertility questions as it is only valid for females aged 15 years and above.

### -Secondary Editing

Once all information have been keyed in, edit programs are designed and executed against the data for secondary checking. These checks include hot-decking and imputations if there are some invalid errors detected.

## Other Processing

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The data entry was done manually, where 20 operators work in shifts, 10 operators work from 7am-1pm and the second shift from 2pm-6pm. Data entry was done in the head office to allow for easy access to the books.

The data entry screen was designed using the SAS software and random checks were done on individual opearators on their error rate and speed. There were 10 computers used for the data entry.

Once all information was captured, the SAS version of the data was converted into text files as the tabulation and editing of the data was done using the CPro software. All tabulations from the CPro system were published in reports.

## Data Appraisal

### **Estimates of Sampling Error**

Not Applicable; No Sampling done.

### **Other forms of Data Appraisal**

A Pilot Census was conducted but unfortunately the data was not processed; hence, the office was not able to evaluate and conduct any data appraisal to gauge whether the data collected is reliable. Nevertheless, the questionnaire was reviewed and revised based on the reports from the enumerators in the Pilot Census.

# File Description

# Variable List

## Fij\_1996\_PHC\_Housing\_recoded

Content	This datafile contains all household records enumerated in the 1996 Population Census and it has a unique id variable which is: - hh_ID The file named: census1996_h.sas in the folder: SAS, provided by FIBOS, was transferred into SPSS format using the Stat Tranfer program, by Daniel Clarke on 11 March, 2008. The format transfer was performed to ensure that the data file was completely imported into the Editor with correct variable names and information. This new file was named: household_sas.sav. Here is an adapted version of the CPro file, exported into STATA.
Cases	144612
Variable(s)	42
Structure	Type: relational Keys: hh_ID(Household ID)
Version	This is the edited version of the data which was used to publish the Census Reports. Version 02: some modifications were added on the original dataset due to some unique identifier issue. Unique IDs have been created here (mentioned in "Contents" section).
Producer	The Fiji Islands Bureau of Statistics produced the file: census1996_h.sas in the folder: SAS. The file was transferred to SPSS format and renamed: household_sas.sav by Daniel Clarke on March 11, 2008.
Missing Data	

## Variables

ID	Name	Label	Type	Format	Question
V500	province	Province	discrete	numeric	
V501	geography	Geography	discrete	numeric	
V502	batchnum	BATCHNUM	discrete	numeric	
V503	hhldnum	HHLNUM	discrete	numeric	
V504	olocal	OLOCAL	contin	numeric	
V505	lqrts	Living quarters	discrete	numeric	Does this household live in...?
V506	walls	Walls	discrete	numeric	Are the walls of the building mainly constructed of
V507	nroom	Number of rooms	discrete	numeric	How many rooms [bedrooms, living or sitting rooms] are there for the use of this household?
V508	wsuply	Water supply	discrete	numeric	Is this household's water...?
V509	ever_dry_up	Water dry up	discrete	numeric	Does this household's water supply ever dry up?
V510	elec	Electricity	discrete	numeric	Does this household have electricity?
V511	elecsup	Electric supply	discrete	numeric	By which (electricity) supply?
V512	light	Lighting	discrete	numeric	What does this household mainly use for lighting?
V513	cfuel	Kitchen fuel	discrete	numeric	What fuel does this household mainly use for cooking?
V514	toilet	Toilet	discrete	numeric	Does this household have a...?
V515	septic_tank	Septic tank	discrete	numeric	Does this household have a septic tank?
V516	tenure	Tenure	discrete	numeric	Does this household...?
V517	land	Land tenure	discrete	numeric	Is the land on which the living quarters is situated...?
V518	dwelling_adequat	Dwelling adequacy	discrete	numeric	From an examination of the photographs supplied, is the dwelling...?
V519	local	Local waste removal	discrete	numeric	How is household waste disposed?

ID	Name	Label	Type	Format	Question
V520	buried	Buried waste	discrete	numeric	How is household waste disposed?
V521	burnt	Burnt waste	discrete	numeric	How is household waste disposed?
V522	river	River waste	discrete	numeric	How is household waste disposed?
V523	backyard	Backyard waste	discrete	numeric	How is household waste disposed?
V524	waste_other	Other waste	discrete	numeric	How is household waste disposed?
V525	car	Car	discrete	numeric	Are any of the following items available for use by members of this household?
V526	carrier	Carrier / truck	discrete	numeric	Are any of the following items available for use by members of this household?
V527	refrigerator	Refrigerator	discrete	numeric	Are any of the following items available for use by members of this household?
V528	video	Video / TV	discrete	numeric	Are any of the following items available for use by members of this household?
V529	washing_machine	Washing machine	discrete	numeric	Are any of the following items available for use by members of this household?
V530	stove	Gas / electric stove	discrete	numeric	Are any of the following items available for use by members of this household?
V531	telephone	Telephone	discrete	numeric	Are any of the following items available for use by members of this household?
V532	motor	Outboard motor	discrete	numeric	Are any of the following items available for use by members of this household?
V533	water	Waterpump	discrete	numeric	Are any of the following items available for use by members of this household?
V534	business_other	Other Business	discrete	numeric	This year (1996) did anyone in this household excluding visitors and those doing so in a wage job; earn money from the following activities?
V535	wb_wealth_indicator	Wealth index	discrete	numeric	
V536	crops	Crops	discrete	numeric	This year (1996) did anyone in this household excluding visitors and those doing so in a wage job; earn money from the following activities?
V537	livestock	Livestock	discrete	numeric	This year (1996) did anyone in this household excluding visitors and those doing so in a wage job; earn money from the following activities?
V538	catching	Catching fish, crabs...	discrete	numeric	This year (1996) did anyone in this household excluding visitors and those doing so in a wage job; earn money from the following activities?
V539	running	Running a store...	discrete	numeric	This year (1996) did anyone in this household excluding visitors and those doing so in a wage job; earn money from the following activities?
V540	making	Making boats, handicraft...	discrete	numeric	This year (1996) did anyone in this household excluding visitors and those doing so in a wage job; earn money from the following activities?
V541	hh_ID	Household ID	contin	numeric	

## FJI\_1996\_PHC\_Person\_recoded

Content	This datafile contains all person records enumerated in the 1996 Population Census and and it has unique id variables which are: - hh_ID - persnum Here is an adapted version of the CSPro file, exported into STATA.
Cases	775077
Variable(s)	91
Structure	Type: relational Keys: persnum(persnum), hh_ID(household id)
Version	This is the edited version of the data which was used to publish the Census Reports. Version 02: some modifications were added on the original dataset due to some unique identifier issue. Unique IDs have been created here (mentioned in "Contents" section).
Producer	The Fiji Islands Bureau of Statistics.
Missing Data	All missing values were left blank ("*").

## Variables

ID	Name	Label	Type	Format	Question
V542	province	province	discrete	numeric	
V543	geography	geography	contin	numeric	
V544	batchnum	batchnum	discrete	numeric	
V545	hhldnum	hhldnum	contin	numeric	
V546	olocal	olocal	contin	numeric	
V547	persnum	persnum	discrete	numeric	
V548	relat	relationship	discrete	numeric	Relationship.
V549	sex	sex	discrete	numeric	Sex.
V550	gender	gender	discrete	numeric	Sex.
V551	datbth	day of birth	contin	numeric	Date of birth.
V552	monbth	month of birth	discrete	numeric	Date of birth.
V553	yrbth	year of birth	discrete	numeric	Date of birth.
V554	age	age	discrete	numeric	Date of birth.
V555	ethnic	ethnicity	discrete	numeric	Ethnic group.
V556	marstat	marital status	discrete	numeric	Marital status.
V557	father	father vs	discrete	numeric	Real father.
V558	mother	mother vs	discrete	numeric	Real mother.
V559	mopnum	mo pn	contin	numeric	
V560	mage	mo age	contin	numeric	
V561	religion	religion	discrete	numeric	Religion.
V562	bthplce	birthplace	discrete	numeric	Place of birth.
V563	blcurb	birth ur	discrete	numeric	
V564	res91	residence in 1991	discrete	numeric	Where living in 1991.
V565	resurb	res 91 ur	discrete	numeric	
V566	school	school attendance	discrete	numeric	School attendance.

ID	Name	Label	Type	Format	Question
V567	educat	educ attainment	discrete	numeric	Educational attainment.
V568	field_of_study	field of study	discrete	numeric	
V569	main_field	main field	contin	numeric	
V570	activ	econ activity	discrete	numeric	Type of activity last week - Did person do any work for money?
V571	days	days worked	discrete	numeric	Type of activity last week - How many days money work?
V572	subsistence	subsistence	discrete	numeric	Type of activity last week - Did person plant or collect shells, fish or provide for own use?
V573	economicactivity	econ actv2	discrete	numeric	Type of activity last week - If doing (M), (UNEMP) or (SUBS) write (NA). For others state Student, Not looking for work, Fulltime homemaker, retired, disabled, other - specify.
V574	occup	occup	discrete	numeric	What is person's occupation?
V575	occupation	occupation	discrete	numeric	What is person's occupation?
V576	occup3	occup3	discrete	numeric	What is person's occupation?
V577	majoroccupation	major occupation	discrete	numeric	What is person's occupation?
V578	indus	industry	discrete	numeric	State activities, services, product of your place of work. Who does person work for?
V579	ind	ind	discrete	numeric	State activities, services, product of your place of work. Who does person work for?
V580	indus3	indus3	contin	numeric	State activities, services, product of your place of work. Who does person work for?
V581	majorindustry	major industry	discrete	numeric	State activities, services, product of your place of work. Who does person work for?
V582	empstat	employment status	discrete	numeric	How is person paid? Weekly wages, fortnightly/monthly salary, by sale or job done, unpaid.
V583	boypres	mhh	discrete	numeric	How many of the children this woman has borne alive were here on Census night?
V584	girlpres	fhh	discrete	numeric	How many of the children this woman has borne alive were here on Census night?
V585	boyelse	melse	discrete	numeric	How many were elsewhere?
V586	girlelse	felse	discrete	numeric	How many were elsewhere?
V587	boydead	mdead	discrete	numeric	How many have died?
V588	girldead	fdead	discrete	numeric	How many have died?
V589	dlbmon	month last birth	discrete	numeric	When was the last child born?
V590	dlbyy	day last birth	discrete	numeric	When was the last child born?
V591	calive	child vs	discrete	numeric	Is the child still alive?
V592	disable	disability	discrete	numeric	Does any person in this household have any disability or health problem that is long term (lasting 6 months or more)?
V593	persno	persno	contin	numeric	Please circle person numbers from D1.
V594	persnuo	persnuo	contin	numeric	Please circle person numbers from D1.

ID	Name	Label	Type	Format	Question
V595	everyday_activit	everyday activity	discrete	numeric	Does this person as a result of this condition has difficulty with or cannot do? - Everyday activities that people his/her age can do.
V596	daily_activity	daily activity	discrete	numeric	Does this person as a result of this condition has difficulty with or cannot do? - Everyday activities that people his/her age can do.
V597	communicating	communicating	discrete	numeric	Does this person as a result of this condition has difficulty with or cannot do? - Communicating, mixing with others or socialising.
V598	comm1	comm1	discrete	numeric	Does this person as a result of this condition has difficulty with or cannot do? - Communicating, mixing with others or socialising.
V599	otheractivity	otheractivity	discrete	numeric	Does this person as a result of this condition has difficulty with or cannot do? - Any other activity that people his/her age usually do.
V600	other1	other1	discrete	numeric	Does this person as a result of this condition has difficulty with or cannot do? - Any other activity that people his/her age usually do.
V601	difficulty_no	difficulty_no	discrete	numeric	Does this person as a result of this condition has difficulty with or cannot do? - No difficulty with any of these.
V602	no_diff1	no_diff1	discrete	numeric	Does this person as a result of this condition has difficulty with or cannot do? - No difficulty with any of these.
V603	diff_notstated	diff_notstated	discrete	numeric	Does this person as a result of this condition has difficulty with or cannot do? - Difficulty not stated.
V604	diffnotstated	diffnotstated	discrete	numeric	Does this person as a result of this condition has difficulty with or cannot do? - Difficulty not stated.
V605	sightdisability	sightdisability	discrete	numeric	What is the nature of the disability? - Sight.
V606	sight	sight	discrete	numeric	What is the nature of the disability? - Sight.
V607	inteldisability	inteldisability	discrete	numeric	What is the nature of the disability? - Intelligence.
V608	inteligence	inteligence	discrete	numeric	What is the nature of the disability? - Intelligence.
V609	heardisability	heardisability	discrete	numeric	What is the nature of the disability? - Hearing.
V610	hear	hear	discrete	numeric	What is the nature of the disability? - Hearing.
V611	physdisability	physdisability	discrete	numeric	What is the nature of the disability? - Physical.
V612	physical	physical	discrete	numeric	What is the nature of the disability? - Physical.
V613	agedisability	agedisability	discrete	numeric	What is the nature of the disability? - Age.
V614	aged	aged	discrete	numeric	What is the nature of the disability? - Age.
V615	othdisability	othdisability	discrete	numeric	What is the nature of the disability? - Other.
V616	other2	other2	discrete	numeric	What is the nature of the disability? - Other.
V617	disnot_stated	disnot_stated	discrete	numeric	What is the nature of the disability? - Disability not stated.
V618	notstated_disabi	notstated_disabi	discrete	numeric	What is the nature of the disability? - Disability not stated.
V619	disability	disability	discrete	numeric	Does this person as a result of this condition has difficulty with or cannot do?

<b>ID</b>	<b>Name</b>	<b>Label</b>	<b>Type</b>	<b>Format</b>	<b>Question</b>
V620	esr	employment status recode	discrete	numeric	
V621	ea_code	ea code	discrete	numeric	
V622	division	division	discrete	numeric	
V623	intmig	internal migration	discrete	numeric	
V624	attainment	attainment	discrete	numeric	
V625	ceb	ceb	discrete	numeric	
V626	mceb	mceb	discrete	numeric	
V627	fceb	fceb	discrete	numeric	
V628	cs	cs	discrete	numeric	
V629	mcs	mcs	discrete	numeric	
V630	fcs	fcs	discrete	numeric	
V631	ageoflastbirth	age of last birth	discrete	numeric	
V632	hh_ID	household id	contin	numeric	



## Province (province)

File: Fij\_1996\_PHC\_Housing\_recoded

**Overview**

Type: Discrete	Valid cases: 144612
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 1-15	

## Geography (geography)

File: Fij\_1996\_PHC\_Housing\_recoded

**Overview**

Type: Discrete	Valid cases: 144612
Format: numeric	Invalid: 0
Width: 7	
Decimals: 0	
Range: 100000-1400000	

## BATCHNUM (batchnum)

File: Fij\_1996\_PHC\_Housing\_recoded

**Overview**

Type: Discrete	Valid cases: 144612
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-9	

## HHLDNUM (hhldnum)

File: Fij\_1996\_PHC\_Housing\_recoded

**Overview**

Type: Discrete	Valid cases: 144612
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 1-89	

## OLOCAL (olocal)

File: Fij\_1996\_PHC\_Housing\_recoded

**Overview**

Type: Continuous	Valid cases: 144612
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 0-99	

## Living quarters (lqrts)

### File: Fij\_1996\_PHC\_Housing\_recoded

#### Overview

Type: Discrete	Valid cases: 144612
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-8	

#### Literal question

Does this household live in...?

## Walls (walls)

### File: Fij\_1996\_PHC\_Housing\_recoded

#### Overview

Type: Discrete	Valid cases: 48206
Format: numeric	Invalid: 96406
Width: 1	
Decimals: 0	
Range: 1-7	

#### Literal question

Are the walls of the building mainly constructed of

#### Interviewer instructions

If the outer walls fall into more than one category, tick the main one.

## Number of rooms (nroom)

### File: Fij\_1996\_PHC\_Housing\_recoded

#### Overview

Type: Discrete	Valid cases: 48206
Format: numeric	Invalid: 96406
Width: 1	
Decimals: 0	
Range: 1-9	

#### Literal question

How many rooms [bedrooms, living or sitting rooms] are there for the use of this household?

#### Interviewer instructions

A room is a space in the living quarters which is enclosed by walls and which is large enough to contain a bed for an adult. We are concerned with rooms used for living - that is bedrooms, living rooms, dining rooms, servants' quarters and kitchens. Do not include toilets, bathrooms, passageways or verandahs. If the household shares one or more rooms with another, write the number of rooms for its exclusive use and then the number shared - for example, '3 rooms + 1 shared kitchen'.

## Water supply (wsuply)

### File: Fij\_1996\_PHC\_Housing\_recoded

#### Overview

Type: Discrete	Valid cases: 48206
Format: numeric	Invalid: 96406
Width: 1	
Decimals: 0	
Range: 1-7	

#### Literal question

## Water supply (wsupply)

File: Fij\_1996\_PHC\_Housing\_recoded

Is this household's water...?

### Interviewer instructions

We are concerned with the supply on which the household mainly relies - from which the household gets its water for most of the time.

'Drying up' does not include occasional failures of a municipal or communal piped water system.

## Water dry up (ever\_dry\_up)

File: Fij\_1996\_PHC\_Housing\_recoded

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-3

Valid cases: 48206  
Invalid: 96406

### Literal question

Does this household's water supply ever dry up?

## Electricity (elec)

File: Fij\_1996\_PHC\_Housing\_recoded

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-2

Valid cases: 48206  
Invalid: 96406

### Literal question

Does this household have electricity?

## Electric supply (elecsup)

File: Fij\_1996\_PHC\_Housing\_recoded

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-7

Valid cases: 32270  
Invalid: 112342

### Pre question

If "Yes" at question H5 (Electricity), then answer this question.

### Literal question

By which (electricity) supply?

## Lighting (light)

File: Fij\_1996\_PHC\_Housing\_recoded

### Overview

## Lighting (light)

## File: Fij\_1996\_PHC\_Housing\_recoded

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 1-4

Valid cases: 48206  
 Invalid: 96406

**Literal question**

What does this household mainly use for lighting?

## Kitchen fuel (cfuel)

## File: Fij\_1996\_PHC\_Housing\_recoded

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 1-6

Valid cases: 48206  
 Invalid: 96406

**Literal question**

What fuel does this household mainly use for cooking?

## Toilet (toilet)

## File: Fij\_1996\_PHC\_Housing\_recoded

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 1-8

Valid cases: 48206  
 Invalid: 96406

**Literal question**

Does this household have a...?

## Septic tank (septic\_tank)

## File: Fij\_1996\_PHC\_Housing\_recoded

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 1-2

Valid cases: 48206  
 Invalid: 96406

**Literal question**

Does this household have a septic tank?

## Tenure (tenure)

## File: Fij\_1996\_PHC\_Housing\_recoded

**Overview**

## Tenure (tenure)

### File: Fij\_1996\_PHC\_Housing\_recoded

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 1-9

Valid cases: 48206  
 Invalid: 96406

#### Literal question

Does this household...?

#### Interviewer instructions

This question refers to the arrangements by which a household occupies its living quarters.

Ask,

'Does this household pay rent for its living quarters?'

188. If the answer is 'no', the household either owns the living quarters or occupies them in some other way.

- Owning means that the household or a member of it owns the living quarters or is paying for them by instalments. No rent is paid, nor does the household occupy its quarters with someone else's permission.
- If the household pays no rent but does not own its living quarters, it either occupies them with an employer's permission, as in the case of living-in domestic servants, or in some other way which you should describe.

189. If the answer is 'yes' and the household does pay rent for its living quarters,

Ask

'Who is the rent paid to?'

and insert the appropriate code.

If you cannot decide on the category box, describe the arrangements by which the household occupies its quarters under 'other'.

## Land tenure (land)

### File: Fij\_1996\_PHC\_Housing\_recoded

#### Overview

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 1-7

Valid cases: 48206  
 Invalid: 96406

#### Literal question

Is the land on which the living quarters is situated...?

#### Interviewer instructions

Ask,

"Who owns the land on which the household's living quarters is situated".

Insert the relevant code.

## Dwelling adequacy (dwelling\_adequat)

### File: Fij\_1996\_PHC\_Housing\_recoded

#### Overview

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 1-6

Valid cases: 48206  
 Invalid: 96406

#### Literal question

From an examination of the photographs supplied, is the dwelling...?

#### Interviewer instructions

Show photographs.

You are to look at pictures of dwellings at Appendix A and decide what category to place the particular dwelling under. A selection of the following subjective categories are provided.

## Local waste removal (local)

File: Fij\_1996\_PHC\_Housing\_recoded

### Overview

Type: Discrete	Valid cases: 48206
Format: numeric	Invalid: 96406
Width: 1	
Decimals: 0	
Range: 0-1	

### Literal question

How is household waste disposed?

### Interviewer instructions

Tick appropriate box.

We are trying to take stock of waste disposal arrangement a household has. Tick more than one box if a household 'burns' as well as 'buries' the household waste.

## Buried waste (buried)

File: Fij\_1996\_PHC\_Housing\_recoded

### Overview

Type: Discrete	Valid cases: 48206
Format: numeric	Invalid: 96406
Width: 1	
Decimals: 0	
Range: 0-1	

### Literal question

How is household waste disposed?

### Interviewer instructions

Tick appropriate box.

We are trying to take stock of waste disposal arrangement a household has. Tick more than one box if a household 'burns' as well as 'buries' the household waste.

## Burnt waste (burnt)

File: Fij\_1996\_PHC\_Housing\_recoded

### Overview

Type: Discrete	Valid cases: 48206
Format: numeric	Invalid: 96406
Width: 1	
Decimals: 0	
Range: 0-1	

### Literal question

How is household waste disposed?

### Interviewer instructions

Tick appropriate box.

We are trying to take stock of waste disposal arrangement a household has. Tick more than one box if a household 'burns' as well as 'buries' the household waste.

## River waste (river)

File: Fij\_1996\_PHC\_Housing\_recoded

### Overview

## River waste (river)

## File: Fij\_1996\_PHC\_Housing\_recoded

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 0-1

Valid cases: 48206  
 Invalid: 96406

**Literal question**

How is household waste disposed?

**Interviewer instructions**

Tick appropriate box.

We are trying to take stock of waste disposal arrangement a household has. Tick more than one box if a household 'burns' as well as 'buries' the household waste.

## Backyard waste (backyard)

## File: Fij\_1996\_PHC\_Housing\_recoded

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 0-1

Valid cases: 48206  
 Invalid: 96406

**Literal question**

How is household waste disposed?

**Interviewer instructions**

Tick appropriate box.

We are trying to take stock of waste disposal arrangement a household has. Tick more than one box if a household 'burns' as well as 'buries' the household waste.

## Other waste (waste\_other)

## File: Fij\_1996\_PHC\_Housing\_recoded

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 0-1

Valid cases: 48206  
 Invalid: 96406

**Literal question**

How is household waste disposed?

**Interviewer instructions**

Tick appropriate box.<sup>3</sup>

We are trying to take stock of waste disposal arrangement a household has. Tick more than one box if a household 'burns' as well as 'buries' the household waste.

## Car (car)

## File: Fij\_1996\_PHC\_Housing\_recoded

**Overview**

## Car (car)

## File: Fij\_1996\_PHC\_Housing\_recoded

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 0-1

Valid cases: 48206  
 Invalid: 96406

**Literal question**

Are any of the following items available for use by members of this household?

**Interviewer instructions**

Tick appropriate box if yes.

Place a tick against the box for the relevant household durable. It does not matter if they have more than one of each item. Place a tick only if the household owns the item. Households having use of cars/vans provided by employers should tick 'Yes'.

## Carrier / truck (carrier)

## File: Fij\_1996\_PHC\_Housing\_recoded

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 0-1

Valid cases: 48206  
 Invalid: 96406

**Literal question**

Are any of the following items available for use by members of this household?

**Interviewer instructions**

Tick appropriate box if yes.

Place a tick against the box for the relevant household durable. It does not matter if they have more than one of each item. Place a tick only if the household owns the item. Households having use of cars/vans provided by employers should tick 'Yes'.

## Refrigerator (refrigerator)

## File: Fij\_1996\_PHC\_Housing\_recoded

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 0-1

Valid cases: 48206  
 Invalid: 96406

**Literal question**

Are any of the following items available for use by members of this household?

**Interviewer instructions**

Tick appropriate box if yes.

Place a tick against the box for the relevant household durable. It does not matter if they have more than one of each item. Place a tick only if the household owns the item. Households having use of cars/vans provided by employers should tick 'Yes'.

## Video / TV (video)

## File: Fij\_1996\_PHC\_Housing\_recoded

**Overview**

## Video / TV (video)

## File: Fij\_1996\_PHC\_Housing\_recoded

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 0-1

Valid cases: 48206  
 Invalid: 96406

**Literal question**

Are any of the following items available for use by members of this household?

**Interviewer instructions**

Tick appropriate box if yes.

Place a tick against the box for the relevant household durable. It does not matter if they have more than one of each item. Place a tick only if the household owns the item. Households having use of cars/vans provided by employers should tick 'Yes'.

## Washing machine (washing machine)

## File: Fij\_1996\_PHC\_Housing\_recoded

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 0-1

Valid cases: 48206  
 Invalid: 96406

**Literal question**

Are any of the following items available for use by members of this household?

**Interviewer instructions**

Tick appropriate box if yes.

Place a tick against the box for the relevant household durable. It does not matter if they have more than one of each item. Place a tick only if the household owns the item. Households having use of cars/vans provided by employers should tick 'Yes'.

## Gas / electric stove (stove)

## File: Fij\_1996\_PHC\_Housing\_recoded

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 0-1

Valid cases: 48206  
 Invalid: 96406

**Literal question**

Are any of the following items available for use by members of this household?

**Interviewer instructions**

Tick appropriate box if yes.

Place a tick against the box for the relevant household durable. It does not matter if they have more than one of each item. Place a tick only if the household owns the item. Households having use of cars/vans provided by employers should tick 'Yes'.

## Telephone (telephone)

## File: Fij\_1996\_PHC\_Housing\_recoded

**Overview**

## Telephone (telephone)

### File: Fij\_1996\_PHC\_Housing\_recoded

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 0-1

Valid cases: 48206  
 Invalid: 96406

#### Literal question

Are any of the following items available for use by members of this household?

#### Interviewer instructions

Tick appropriate box if yes.

Place a tick against the box for the relevant household durable. It does not matter if they have more than one of each item. Place a tick only if the household owns the item. Households having use of cars/vans provided by employers should tick 'Yes'.

## Outboard motor (motor)

### File: Fij\_1996\_PHC\_Housing\_recoded

#### Overview

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 0-1

Valid cases: 48206  
 Invalid: 96406

#### Literal question

Are any of the following items available for use by members of this household?

#### Interviewer instructions

Tick appropriate box if yes.

Place a tick against the box for the relevant household durable. It does not matter if they have more than one of each item. Place a tick only if the household owns the item. Households having use of cars/vans provided by employers should tick 'Yes'.

## Waterpump (water)

### File: Fij\_1996\_PHC\_Housing\_recoded

#### Overview

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 0-1

Valid cases: 48206  
 Invalid: 96406

#### Literal question

Are any of the following items available for use by members of this household?

#### Interviewer instructions

Tick appropriate box if yes.

Place a tick against the box for the relevant household durable. It does not matter if they have more than one of each item. Place a tick only if the household owns the item. Households having use of cars/vans provided by employers should tick 'Yes'.

## Other Business (business\_other)

### File: Fij\_1996\_PHC\_Housing\_recoded

#### Overview

## Other Business (business\_other)

## File: Fij\_1996\_PHC\_Housing\_recoded

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 1-3

Valid cases: 48206  
 Invalid: 96406

**Literal question**

This year (1996) did anyone in this household excluding visitors and those doing so in a wage job; earn money from the following activities?

**Interviewer instructions**

Tick appropriate box for each item.

## Wealth index (wb\_wealth\_indicator)

## File: Fij\_1996\_PHC\_Housing\_recoded

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 1-5

Valid cases: 48206  
 Invalid: 96406

## Crops (crops)

## File: Fij\_1996\_PHC\_Housing\_recoded

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 0-1

Valid cases: 144612  
 Invalid: 0

**Literal question**

This year (1996) did anyone in this household excluding visitors and those doing so in a wage job; earn money from the following activities?

**Interviewer instructions**

Tick appropriate box for each item.

## Livestock (livestock)

## File: Fij\_1996\_PHC\_Housing\_recoded

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 0-8

Valid cases: 144612  
 Invalid: 0

**Literal question**

This year (1996) did anyone in this household excluding visitors and those doing so in a wage job; earn money from the following activities?

**Interviewer instructions**

Tick appropriate box for each item.

## Catching fish, crabs... (catching)

File: Fij\_1996\_PHC\_Housing\_recoded

### Overview

Type: Discrete	Valid cases: 144612
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

### Literal question

This year (1996) did anyone in this household excluding visitors and those doing so in a wage job; earn money from the following activities?

### Interviewer instructions

Tick appropriate box for each item.

## Running a store... (running)

File: Fij\_1996\_PHC\_Housing\_recoded

### Overview

Type: Discrete	Valid cases: 144612
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-8	

### Literal question

This year (1996) did anyone in this household excluding visitors and those doing so in a wage job; earn money from the following activities?

### Interviewer instructions

Tick appropriate box for each item.

## Making boats, handcarft... (making)

File: Fij\_1996\_PHC\_Housing\_recoded

### Overview

Type: Discrete	Valid cases: 144612
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

### Literal question

This year (1996) did anyone in this household excluding visitors and those doing so in a wage job; earn money from the following activities?

### Interviewer instructions

Tick appropriate box for each item.

## Household ID (hh\_ID)

File: Fij\_1996\_PHC\_Housing\_recoded

### Overview

## Household ID (hh\_ID)

File: Fij\_1996\_PHC\_Housing\_recoded

Type: Continuous

Format: numeric

Width: 14

Decimals: 0

Range: 1010000010108-15070000017001

Valid cases: 144612

Invalid: 0

## province (province)

File: FJI\_1996\_PHC\_Person\_recoded

**Overview**

Type: Discrete	Valid cases: 775077
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 1-15	

## geography (geography)

File: FJI\_1996\_PHC\_Person\_recoded

**Overview**

Type: Continuous	Valid cases: 775077
Format: numeric	Invalid: 0
Width: 7	
Decimals: 0	
Range: 100000-1400000	

## batchnum (batchnum)

File: FJI\_1996\_PHC\_Person\_recoded

**Overview**

Type: Discrete	Valid cases: 775077
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-9	

## hhldnum (hhldnum)

File: FJI\_1996\_PHC\_Person\_recoded

**Overview**

Type: Continuous	Valid cases: 775077
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 1-89	

## olocal (olocal)

File: FJI\_1996\_PHC\_Person\_recoded

**Overview**

Type: Continuous	Valid cases: 775077
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 0-99	

## persnum (persnum)

File: FJI\_1996\_PHC\_Person\_recoded

**Overview**

Type: Discrete	Valid cases: 775077
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 1-99	

## relationship (relat)

File: FJI\_1996\_PHC\_Person\_recoded

**Overview**

Type: Discrete	Valid cases: 775077
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-9	

**Universe**

For all persons.

**Literal question**

Relationship.

**Interviewer instructions**

Write 'head' under the name of the head of the household. Then write the relationship of each person to the head or to his/her parents if they are present, or show the relationship husband/wife.

Relate children to their parents, if present, and husbands and wives, if present. In other cases relate persons to the head of the household.

Since every person will be entered under the number at the top of the column, his/her relationship may easily be written as 'Wife of 1', 'Son of 1 and 2', 'Daughter of 4' and so on.

Describe relationships accurately. Be particularly careful to distinguish between children born of the parents and adopted or step children.

Where a man and woman live together, although not married, you should treat them as husband and wife if they regard themselves as such. The census is not concerned with the form of marriage.

For all other relatives write 'Relative'. If the person is in none of these categories write 'Other'. For persons in institutions it will be sufficient to write 'Patient', 'Prisoner' or as the case may be.

Where several persons who are not related are living in a household, name one as head and describe the rest as 'Partner'.

## sex (sex)

File: FJI\_1996\_PHC\_Person\_recoded

**Overview**

Type: Discrete	Valid cases: 775077
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-2	

**Universe**

For all persons.

**Literal question**

Sex.

**Interviewer instructions**

Usually the person's sex will be clear to you from the name and relationship but if you don't know, ask. Never guess. Be particularly careful to get the sex of infants right. Check that the sex you record is compatible with relationship - don't write M for persons shown as wives or daughters, nor F for persons shown as husbands or sons.

## gender (gender)

File: FJI\_1996\_PHC\_Person\_recoded

**Overview**

Type: Discrete	Valid cases: 775077
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-2	

**Universe**

For all persons.

**Literal question**

Sex.

## day of birth (datbth)

File: FJI\_1996\_PHC\_Person\_recoded

**Overview**

Type: Continuous	Valid cases: 775077
Format: numeric	Invalid: 0
Width: 4	Minimum: 100
Decimals: 0	Maximum: 1295
Range: 100-1295	Mean: 784.7
	Standard deviation: 338.4

**Universe**

For all persons.

**Literal question**

Date of birth.

**Interviewer instructions**

Whether or not the day and month are known, you must enter a year of birth for all persons.

And for children born 1990-1996 you must try particularly hard to get at least the month and the year.

This question is one of the most important in the census and it may be the most difficult to answer. You will find many people who do not know their date of birth. In these cases you will have to estimate the year of birth.

The best source of information will be birth certificates or baptismal certificates and some families have a Bible in which birth dates are recorded. Ask to see any documents which are available.

If the age is known, calculate the year of birth.

One reliable birthdate in the household may help you to work out the birthdates of other members of the household if it is known whether they are younger or older and by how many years.

If all else fails, make the best estimate you can, judging by such things as the person's appearance and position in the household and by using your common sense knowledge that parents are seldom younger than sixteen years of age when their first child is born, that women do not usually bear children below the age of twelve or over fifty years, that people who were in the same class at school are generally closely similar in age and so on.

If you are entering only the year of birth, because day and month are not known, write the year in full - for example, 1942 or 1969. In this way there can be no confusion between year of birth and age.

## month of birth (monbth)

File: FJI\_1996\_PHC\_Person\_recoded

**Overview**

Type: Discrete	Valid cases: 775077
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 1-13	

**Universe**

For all persons.

## month of birth (monbth)

File: FJI\_1996\_PHC\_Person\_recoded

### Literal question

Date of birth.

### Interviewer instructions

Whether or not the day and month are known, you must enter a year of birth for all persons.

And for children born 1990-1996 you must try particularly hard to get at least the month and the year.

This question is one of the most important in the census and it may be the most difficult to answer. You will find many people who do not know their date of birth. In these cases you will have to estimate the year of birth.

The best source of information will be birth certificates or baptismal certificates and some families have a Bible in which birth dates are recorded. Ask to see any documents which are available.

If the age is known, calculate the year of birth.

One reliable birthdate in the household may help you to work out the birthdates of other members of the household if it is known whether they are younger or older and by how many years.

If all else fails, make the best estimate you can, judging by such things as the person's appearance and position in the household and by using your common sense knowledge that parents are seldom younger than sixteen years of age when their first child is born, that women do not usually bear children below the age of twelve or over fifty years, that people who were in the same class at school are generally closely similar in age and so on.

If you are entering only the year of birth, because day and month are not known, write the year in full - for example, 1942 or 1969. In this way there can be no confusion between year of birth and age.

## year of birth (yrbth)

File: FJI\_1996\_PHC\_Person\_recoded

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 0-97

Valid cases: 775077  
Invalid: 0

### Universe

For all persons.

### Literal question

Date of birth.

### Interviewer instructions

Whether or not the day and month are known, you must enter a year of birth for all persons.

And for children born 1990-1996 you must try particularly hard to get at least the month and the year.

This question is one of the most important in the census and it may be the most difficult to answer. You will find many people who do not know their date of birth. In these cases you will have to estimate the year of birth.

The best source of information will be birth certificates or baptismal certificates and some families have a Bible in which birth dates are recorded. Ask to see any documents which are available.

If the age is known, calculate the year of birth.

One reliable birthdate in the household may help you to work out the birthdates of other members of the household if it is known whether they are younger or older and by how many years.

If all else fails, make the best estimate you can, judging by such things as the person's appearance and position in the household and by using your common sense knowledge that parents are seldom younger than sixteen years of age when their first child is born, that women do not usually bear children below the age of twelve or over fifty years, that people who were in the same class at school are generally closely similar in age and so on.

If you are entering only the year of birth, because day and month are not known, write the year in full - for example, 1942 or 1969. In this way there can be no confusion between year of birth and age.

## age (age)

File: FJI\_1996\_PHC\_Person\_recoded

### Overview

## age (age)

## File: FJI\_1996\_PHC\_Person\_recoded

Type: Discrete	Valid cases: 775077
Format: numeric	Invalid: 0
Width: 2	Minimum: 0
Decimals: 0	Maximum: 96
Range: 0-97	Mean: 25.2

**Universe**

For all persons.

**Literal question**

Date of birth.

**Interviewer instructions**

If date unknown, estimate year.

## ethnicity (ethnic)

## File: FJI\_1996\_PHC\_Person\_recoded

**Overview**

Type: Discrete	Valid cases: 775077
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-9	

**Universe**

For all persons.

**Literal question**

Ethnic group.

**Interviewer instructions**

Record the group or race to which the person considers he or she belongs. If there is any doubt as to the person's racial origin, record the father's.

You may write 'F' for Fijian and 'I' for Indian. Write other groups/races in full.

## marital status (marstat)

## File: FJI\_1996\_PHC\_Person\_recoded

**Overview**

Type: Discrete	Valid cases: 775077
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-6	

**Universe**

For all persons.

**Literal question**

Marital status.

**Interviewer instructions**

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

People living together as husband and wife should be shown as married whether or not they have been through any civil or religious ceremonies. The census is not concerned with who is legally married and who is not. Accept the answer as it is given to you.

Widowed is for a person, male or female, who has been married but whose spouse has died and who has not remarried at the time of the census.

Separated or divorced is for a person who has been married but who has divorced or separated and is living as such at the time of the census. Accept the answer as it is given to you.

## father vs (father)

## File: FJI\_1996\_PHC\_Person\_recoded

**Overview**

Type: Discrete	Valid cases: 775077
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-3	

**Universe**

For all persons.

**Literal question**

Real father.

**Interviewer instructions**

Write 'Alive' or 'Dead' in respect of the person's real, natural father. [Not a father who may have adopted the person being enumerated].

## mother vs (mother)

## File: FJI\_1996\_PHC\_Person\_recoded

**Overview**

Type: Discrete	Valid cases: 775077
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-3	

**Universe**

For all persons.

**Literal question**

Real mother.

**Interviewer instructions**

Write 'Alive' or 'Dead' in respect of the person's real mother, that is the woman who bore him/her. [Not a mother who may have adopted the person being enumerated].

## mo pn (mopnum)

## File: FJI\_1996\_PHC\_Person\_recoded

**Overview**

Type: Continuous	Valid cases: 343005
Format: numeric	Invalid: 432072
Width: 2	Minimum: 1
Decimals: 0	Maximum: 94
Range: 1-94	Mean: 2.6
	Standard deviation: 2.2

**Universe**

For all persons.

## mo age (mage)

## File: FJI\_1996\_PHC\_Person\_recoded

**Overview**

## mo age (mage)

## File: FJI\_1996\_PHC\_Person\_recoded

Type: Continuous	Valid cases: 337916
Format: numeric	Invalid: 437161
Width: 2	Minimum: 15
Decimals: 0	Maximum: 97
Range: 15-97	Mean: 39.3
	Standard deviation: 11.2

**Universe**

For all persons.

## religion (religion)

## File: FJI\_1996\_PHC\_Person\_recoded

**Overview**

Type: Discrete	Valid cases: 775077
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 1-27	

**Universe**

For all persons.

**Literal question**

Religion.

**Interviewer instructions**

People are not compelled to answer this question. If a person refuses to state a religion or objects to doing so, write 'Objects'.

Write the religion and the denomination of the person - for example, 'Christian Methodist', 'Hindu - Arya Samaj' or Muslim - Ahmadiya', 'Sikh'.

If the person has no religion write 'None'.

Once you have established the religion of the head of the household you may,

Ask,

'Are all members of the household of the same religion?'

If they are, you may write the initials rather than writing religion and denomination in full for all members of the household. Thus, if the head and everyone else in the household are of the Methodist Church you should write 'Christian Methodist' for the head and you may write 'CM' for the rest.

## birthplace (bthplce)

## File: FJI\_1996\_PHC\_Person\_recoded

**Overview**

Type: Discrete	Valid cases: 775077
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 1-45	

**Universe**

For all persons.

**Literal question**

Place of birth.

**Interviewer instructions**

## birthplace (bthplce)

### File: FJI\_1996\_PHC\_Person\_recoded

The question is put in this way because we wish to know the mother's usual place of residence at the time and not the location of the hospital in which she may have borne the person.

If the person was born in Fiji write first the name of the province. On the second line write the name of the town, street and ward if the place was urban. If the place was rural, write the village, settlement or locality. Describe the village, locality and settlement such that coders in the office may identify the geographical location on the map. Descriptive phrases that classify and qualify are best. eg. Vunivau settlement, east of Labasa Town; Vunivau settlement, near Dama, Bua, [the former is within the new Labasa Urban boundary while the latter is a settlement in Bua province]; Tomuka settlement, off Naikabula Road, Lautoka [is now part of Lautoka urban].

It is important for the census to distinguish between urban and rural places. In this sense 'urban' means the whole of the urban or built up areas, not just the gazetted city or town boundaries. For example, Kinoya is urban even though it is outside the Suva City boundary. If you receive an answer such as 'Ba' or 'Nadi' or 'Labasa' ask whether the person is referring to the urban or to the rural area surrounding it. Add the letter 'U' for urban or 'R' for rural as appropriate.

If the person was born on one of the small islands such as those in the Lomaiviti, Lau or Yasawa groups write the name of the island together with the name of the village.

If the person was born outside Fiji write the name of the country - for example, India, New Zealand, Tonga, Western Samoa, Tuvalu etc.

## birth ur (blcurb)

### File: FJI\_1996\_PHC\_Person\_recoded

#### Overview

Type: Discrete	Valid cases: 760064
Format: numeric	Invalid: 15013
Width: 3	
Decimals: 0	
Range: 1-118	

#### Universe

For all persons.

## residence in 1991 (res91)

### File: FJI\_1996\_PHC\_Person\_recoded

#### Overview

Type: Discrete	Valid cases: 680863
Format: numeric	Invalid: 94214
Width: 2	
Decimals: 0	
Range: 1-45	

#### Universe

For all persons.

#### Literal question

Where living in 1991.

#### Interviewer instructions

## residence in 1991 (res91)

## File: FJI\_1996\_PHC\_Person\_recoded

For persons who were living in Fiji write first the name of the province, and on the second line write the name of the town or of the village or settlement if the place was rural. Describe the village, locality or settlement such that coders in the office may identify the geographical location on the map. Descriptive phrases that classify and qualify are best eg. 22 'Vunivau settlement' east of Labasa Town; Vunivau settlement near Dama, Bua; Tomuka settlement off Naikabula Road, Lautoka. If you receive an answer such as Ba or Nadi or Labasa, ask whether the person is referring to the urban or rural area surrounding it. Distinguish urban from rural places by adding the letters 'U' for urban or 'R' for rural as appropriate. If the person was living on one of the small islands such as those in the Lomaiviti, Lau or Yasawa groups write the name of the island together with the name of the village.

Record the province, village, settlement or locality where the person normally lived and worked in 1991. A person who may have been away from home temporarily should be shown where he or she normally lived.

If the person changed residence in 1991, record the place where he or she was living on 25 August, 1991.

For persons who were living outside Fiji write the name of the country.

If the person was born in 1992 or after, write 'Not Born' [NB].

It is necessary to make enquiry for each member of the household. Do not assume that all members of the household lived in the same place five years ago - members may have been separated for schooling or work and others may have joined the household on marriage, widowhood, adoption, for schooling or for other reasons.

## res 91 ur (resurb)

## File: FJI\_1996\_PHC\_Person\_recoded

**Overview**

Type: Discrete  
Format: numeric  
Width: 3  
Decimals: 0  
Range: 1-118

Valid cases: 668813  
Invalid: 106264

**Universe**

For all persons.

## school attendance (school)

## File: FJI\_1996\_PHC\_Person\_recoded

**Overview**

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-4

Valid cases: 775077  
Invalid: 0

**Universe**

For all persons.

**Literal question**

School attendance.

**Interviewer instructions**

In this sense 'school' means any educational establishment in which kindergarten, primary, secondary or university or tertiary education is given on a full time basis.

## educ attainment (educat)

## File: FJI\_1996\_PHC\_Person\_recoded

**Overview**

## educ attainment (educat)

## File: FJI\_1996\_PHC\_Person\_recoded

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 0-62

Valid cases: 775064  
 Invalid: 13

**Universe**

For all persons.

**Literal question**

Educational attainment.

**Interviewer instructions**

State the highest class or form the person reached or is attending if still at school, in which case insert:

- 'kindy' for kindergarten
- primary class 1, 2, 3, 4, 5, 6, 7, 8
- secondary form 1, 2, 3, 4, 5, 6, 7
- university year eg. Degree 1, Diploma 2 or Certificate 1
- other tertiary eg. FIT

If the person has never been to school, write 'none'. You may shorten class and form by writing 'Cl 4' or 'F3' or as the case may be.

If the person has left school, state his highest qualification. In case the person has successfully completed some post-secondary training or gained some post-secondary qualification write details.

In case of Degrees, Diplomas and Certificates, specify main field of study eg.

If the person has more than one post-secondary qualification, enter the one the person considers most important.

If the person attended an informal or unrecognised school outside the formal primary/secondary system, such as a Bible class, write 'Unrecognised' which you may shorten to 'Unrec'.

This completes the questions which are to be asked of all persons. Make sure there is an entry in each person's box and that the entry is correct.

## field of study (field\_of\_study)

## File: FJI\_1996\_PHC\_Person\_recoded

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 4  
 Decimals: 0  
 Range: 0-4208

Valid cases: 29969  
 Invalid: 745108

**Universe**

For all persons.

## main field (main\_field)

## File: FJI\_1996\_PHC\_Person\_recoded

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: 0-420

Valid cases: 29987  
 Invalid: 745090  
 Minimum: 0  
 Maximum: 420  
 Mean: 198.9  
 Standard deviation: 115

**Universe**

For all persons.

## econ activity (activ)

## File: FJI\_1996\_PHC\_Person\_recoded

**Overview**

Type: Discrete	Valid cases: 496343
Format: numeric	Invalid: 278734
Width: 1	
Decimals: 0	
Range: 1-2	

**Universe**

For all persons born in 1981 or before.

**Literal question**

Type of activity last week - Did person do any work for money?

**Interviewer instructions**

You should write 'M' against money work. Include also persons who had a job but were either sick or on leave or did not attend work for some other reason.

For persons who did not work for money last week write 'NO' in this box.

## days worked (days)

## File: FJI\_1996\_PHC\_Person\_recoded

**Overview**

Type: Discrete	Valid cases: 494890
Format: numeric	Invalid: 280187
Width: 1	
Decimals: 0	
Range: 0-9	

**Universe**

For all persons born in 1981 or before.

**Literal question**

Type of activity last week - How many days money work?

**Interviewer instructions**

For persons like wage/salary earners in regular work this is easy to work out as their working hours are fixed. For those with jobs but were sick or were away from work for some other reason you should put the normal working days.

People earning money from other than wage/salary job often work more irregular times. Make a rough estimate of hours or half days worked each day of last week. Add up these hours and divide by 7 [average number of hours people work in a day] to obtain the number of days worked last week.

If the person worked on more than one money earning activity last week, record the one the person spent the most time on.

## subsistence (subsistence)

## File: FJI\_1996\_PHC\_Person\_recoded

**Overview**

Type: Discrete	Valid cases: 443881
Format: numeric	Invalid: 331196
Width: 1	
Decimals: 0	
Range: 1-3	

**Universe**

For all persons born in 1981 or before.

**Literal question**

Type of activity last week - Did person plant or collect shells, fish or provide for own use?

## econ actv2 (economicactivity)

## File: FJI\_1996\_PHC\_Person\_recoded

**Overview**

Type: Discrete	Valid cases: 497647
Format: numeric	Invalid: 277430
Width: 1	
Decimals: 0	
Range: 1-8	

**Universe**

For all persons born in 1981 or before.

**Literal question**

Type of activity last week - If doing (M), (UNEMP) or (SUBS) write (NA). For others state Student, Not looking for work, Fulltime homemaker, retired, disabled, other - specify.

## occup (occup)

## File: FJI\_1996\_PHC\_Person\_recoded

**Overview**

Type: Discrete	Valid cases: 220002
Format: numeric	Invalid: 555075
Width: 4	
Decimals: 0	
Range: 111-9999	

**Universe**

For all persons born in 1981 or before.

**Literal question**

What is person's occupation?

**Interviewer instructions**

It is sometimes difficult to get an exact answer but you should always aim to provide a two or three word description of the person's job. 32

A vague single word description is not enough. Avoid general terms such as 'manager', 'clerical', 'mechanic', 'foreman', 'teacher', 'operator', or 'labourer'. Record exactly what a person did - for example, 'salesmanager', 'typist clerk', 'motormechnic', 'foreman carpenter' 'primary teacher', 'forklift operator', 'stevedore'.

Many people may be described generally as 'farmer'. It is particularly important that we know exactly what kind of farmers they are.

You will find it best to speak to the person concerned whenever possible. Members of the household are often vague as to the occupation of others. If the person is in employment you may find that you get a more accurate idea of his/her job by asking for the job title and recording that.

A person may have done more than one kind of job last week. In such a case you should record his/her main job - the one he/she spends most time at - that which he/she usually does.

If the person combines paid employment with unpaid work you should record the paid job rather than the unpaid job - for example, if the person is a bus driver and worked last weekend on his farm he should be entered as 'bus driver' and if the person is a housewife who went to market to sell food she should be entered as 'market food seller'.

A person engaged temporarily on the census should state his/her usual occupation. Thus if you are a secondary school teacher and are working as a census supervisor or enumerator your occupation should be as 'secondary teacher'.

## occupation (occupation)

## File: FJI\_1996\_PHC\_Person\_recoded

**Overview**

Type: Discrete	Valid cases: 220002
Format: numeric	Invalid: 555075
Width: 4	
Decimals: 0	
Range: 111-9332	

**Universe**

## occupation (occupation)

File: FJI\_1996\_PHC\_Person\_recoded

For all persons born in 1981 or before.

**Literal question**

What is person's occupation?

## occup3 (occup3)

File: FJI\_1996\_PHC\_Person\_recoded

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: 0-933

Valid cases: 220002  
 Invalid: 555075

**Universe**

For all persons born in 1981 or before.

**Literal question**

What is person's occupation?

## major occupation (majoroccupation)

File: FJI\_1996\_PHC\_Person\_recoded

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 0-9

Valid cases: 220002  
 Invalid: 555075

**Universe**

For all persons born in 1981 or before.

**Literal question**

What is person's occupation?

## industry (indus)

File: FJI\_1996\_PHC\_Person\_recoded

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 4  
 Decimals: 0  
 Range: 0-9999

Valid cases: 219314  
 Invalid: 555763

**Universe**

For all persons born in 1981 or before.

**Literal question**

State activities, services, product of your place of work. Who does person work for?

**Interviewer instructions**

You have described the person's own job, which is his occupation. We have next to consider the kind of business, product or service produced by the worker and his/her fellow workers.

## ind (ind)

## File: FJI\_1996\_PHC\_Person\_recoded

**Overview**

Type: Discrete	Valid cases: 219314
Format: numeric	Invalid: 555763
Width: 4	
Decimals: 0	
Range: 0-9600	

**Universe**

For all persons born in 1981 or before.

**Literal question**

State activities, services, product of your place of work. Who does person work for?

## indus3 (indus3)

## File: FJI\_1996\_PHC\_Person\_recoded

**Overview**

Type: Continuous	Valid cases: 219314
Format: numeric	Invalid: 555763
Width: 3	Minimum: 0
Decimals: 0	Maximum: 960
Range: 0-960	Mean: 476
	Standard deviation: 320.5

**Universe**

For all persons born in 1981 or before.

**Literal question**

State activities, services, product of your place of work. Who does person work for?

## major industry (majorindustry)

## File: FJI\_1996\_PHC\_Person\_recoded

**Overview**

Type: Discrete	Valid cases: 219314
Format: numeric	Invalid: 555763
Width: 1	
Decimals: 0	
Range: 0-9	

**Universe**

For all persons born in 1981 or before.

**Literal question**

State activities, services, product of your place of work. Who does person work for?

## employment status (empstat)

## File: FJI\_1996\_PHC\_Person\_recoded

**Overview**

Type: Discrete	Valid cases: 220002
Format: numeric	Invalid: 555075
Width: 1	
Decimals: 0	
Range: 1-7	

**Universe**

## employment status (empstat)

## File: FJI\_1996\_PHC\_Person\_recoded

For all persons born in 1981 or before.

**Literal question**

How is person paid? Weekly wages, fortnightly/monthly salary, by sale or job done, unpaid.

**Interviewer instructions**

We are concerned with the way in which people are rewarded for their work.

## mhh (boypres)

## File: FJI\_1996\_PHC\_Person\_recoded

**Overview**

Type: Discrete

Valid cases: 248191

Format: numeric

Invalid: 526886

Width: 2

Decimals: 0

Range: 0-13

**Universe**

For all women born in 1981 or before.

**Literal question**

How many of the children this woman has borne alive were here on Census night?

**Interviewer instructions**

Ask,

'Has this woman borne any children?'

- If the woman has never borne any children alive, write '0' for boys and '0' for girls.
- If the woman has borne a child or children,

Ask,

'How many were here on census night?'

Write the number of boys and the number of girls who were in the household on census night on line F1. If the answer is 'none' write '0' in the appropriate box.

## fhh (girlpres)

## File: FJI\_1996\_PHC\_Person\_recoded

**Overview**

Type: Discrete

Valid cases: 248191

Format: numeric

Invalid: 526886

Width: 2

Decimals: 0

Range: 0-20

**Universe**

For all women born in 1981 or before.

**Literal question**

How many of the children this woman has borne alive were here on Census night?

**Interviewer instructions**

Ask,

'Has this woman borne any children?'

- If the woman has never borne any children alive, write '0' for boys and '0' for girls.
- If the woman has borne a child or children,

Ask,

'How many were here on census night?'

Write the number of boys and the number of girls who were in the household on census night on line F1. If the answer is 'none' write '0' in the appropriate box.

## melse (boyelse)

## File: FJI\_1996\_PHC\_Person\_recoded

**Overview**

Type: Discrete	Valid cases: 248191
Format: numeric	Invalid: 526886
Width: 2	
Decimals: 0	
Range: 0-20	

**Universe**

For all women born in 1981 or before.

**Literal question**

How many were elsewhere?

**Interviewer instructions**

Write the number of boys and girls whom the woman has borne who were not in the household on census night. If the answer is 'none' write '0' in the appropriate box.

## felse (girlelse)

## File: FJI\_1996\_PHC\_Person\_recoded

**Overview**

Type: Discrete	Valid cases: 248191
Format: numeric	Invalid: 526886
Width: 2	
Decimals: 0	
Range: 0-20	

**Universe**

For all women born in 1981 or before.

**Literal question**

How many were elsewhere?

**Interviewer instructions**

Write the number of boys and girls whom the woman has borne who were not in the household on census night. If the answer is 'none' write '0' in the appropriate box.

## mdead (boydead)

## File: FJI\_1996\_PHC\_Person\_recoded

**Overview**

Type: Discrete	Valid cases: 248191
Format: numeric	Invalid: 526886
Width: 1	
Decimals: 0	
Range: 0-5	

**Universe**

For all women born in 1981 or before.

**Literal question**

How many have died?

**Interviewer instructions**

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

You have recorded details of all the children the woman has borne alive. You are next required to record particulars of her most recent live birth - that is of the last child she has borne alive.

## fdead (girldead)

## File: FJI\_1996\_PHC\_Person\_recoded

**Overview**

Type: Discrete	Valid cases: 248191
Format: numeric	Invalid: 526886
Width: 1	
Decimals: 0	
Range: 0-5	

**Universe**

For all women born in 1981 or before.

**Literal question**

How many have died?

**Interviewer instructions**

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

You have recorded details of all the children the woman has borne alive. You are next required to record particulars of her most recent live birth - that is of the last child she has borne alive.

## month last birth (dlbmon)

## File: FJI\_1996\_PHC\_Person\_recoded

**Overview**

Type: Discrete	Valid cases: 246479
Format: numeric	Invalid: 528598
Width: 2	
Decimals: 0	
Range: 0-96	

**Universe**

For all women born in 1981 or before.

**Literal question**

When was the last child born?

**Interviewer instructions**

- Whenever possible record the day, month and year.
- If the day is not known, record at least the month and year for all children born between 1990 and 1996 even if it takes time to establish the month by questioning the mother and other members of the household. It is important that we know the exact birthdate of children aged 5 years and less.
- For children born before 1990 it will be enough to record the year of birth.

## day last birth (dlbyy)

## File: FJI\_1996\_PHC\_Person\_recoded

**Overview**

Type: Discrete	Valid cases: 246479
Format: numeric	Invalid: 528598
Width: 2	
Decimals: 0	
Range: 0-97	

**Universe**

For all women born in 1981 or before.

**Literal question**

When was the last child born?

**Interviewer instructions**

## day last birth (dlbyy)

### File: FJI\_1996\_PHC\_Person\_recoded

- Whenever possible record the day, month and year.
- If the day is not known, record at least the month and year for all children born between 1990 and 1996 even if it takes time to establish the month by questioning the mother and other members of the household. It is important that we know the exact birthdate of children aged 5 years and less.
- For children born before 1990 it will be enough to record the year of birth.

## child vs (calive)

### File: FJI\_1996\_PHC\_Person\_recoded

#### Overview

Type: Discrete	Valid cases: 246479
Format: numeric	Invalid: 528598
Width: 1	
Decimals: 0	
Range: 0-3	

#### Universe

For all women born in 1981 or before.

#### Literal question

Is the child still alive?

## disability (disable)

### File: FJI\_1996\_PHC\_Person\_recoded

#### Overview

Type: Discrete	Valid cases: 9523
Format: numeric	Invalid: 765554
Width: 1	
Decimals: 0	
Range: 1-3	

#### Literal question

Does any person in this household have any disability or health problem that is long term (lasting 6 months or more)?

#### Post question

If answer is "No", then go to H1 (Household and Housing section).

#### Interviewer instructions

By long term we mean any condition or illness which has lasted for 6 months or more.

Exercise patience here, disability is very hard to assess outside clinical tests. Probe gently but persistently. People are either unwilling to admit that family members have disability or may forget them altogether.

If the answer is 'Yes' circle the appropriate person(s) number(s). For larger households write person number above an unused person number eg. P12 instead of unused 'P10'.

## persno (persno)

### File: FJI\_1996\_PHC\_Person\_recoded

#### Overview

Type: Continuous	Valid cases: 86
Format: numeric	Invalid: 774991
Width: 5	Minimum: 1020
Decimals: 0	Maximum: 10102
Range: 1020-10102	Mean: 2083.6
	Standard deviation: 1969.1

#### Literal question

## persno (persno)

File: FJI\_1996\_PHC\_Person\_recoded

Please circle person numbers from D1.

## persnuo (persnuo)

File: FJI\_1996\_PHC\_Person\_recoded

**Overview**

Type: Continuous	Valid cases: 9528
Format: numeric	Invalid: 765549
Width: 2	Minimum: 1
Decimals: 0	Maximum: 25
Range: 1-25	Mean: 3.2
	Standard deviation: 2.5

**Literal question**

Please circle person numbers from D1.

## everyday activity (everyday\_activit)

File: FJI\_1996\_PHC\_Person\_recoded

**Overview**

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 775077
Width: 1	
Decimals: 0	

**Literal question**

Does this person as a result of this condition has difficulty with or cannot do? - Everyday activities that people his/her age can do.

**Interviewer instructions**

Tick appropriate box.

## daily activity (daily\_activity)

File: FJI\_1996\_PHC\_Person\_recoded

**Overview**

Type: Discrete	Valid cases: 5330
Format: numeric	Invalid: 769747
Width: 2	
Decimals: 0	
Range: 1-17	

**Literal question**

Does this person as a result of this condition has difficulty with or cannot do? - Everyday activities that people his/her age can do.

**Interviewer instructions**

Tick appropriate box.

## communicating (communicating)

File: FJI\_1996\_PHC\_Person\_recoded

**Overview**

## communicating (communicating)

## File: FJI\_1996\_PHC\_Person\_recoded

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0

Valid cases: 0  
 Invalid: 775077

**Literal question**

Does this person as a result of this condition has difficulty with or cannot do? - Communicating, mixing with others or socialising.

**Interviewer instructions**

Tick appropriate box.

## comm1 (comm1)

## File: FJI\_1996\_PHC\_Person\_recoded

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0

Valid cases: 0  
 Invalid: 775077

**Literal question**

Does this person as a result of this condition has difficulty with or cannot do? - Communicating, mixing with others or socialising.

**Interviewer instructions**

Tick appropriate box.

## otheractivity (otheractivity)

## File: FJI\_1996\_PHC\_Person\_recoded

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0

Valid cases: 0  
 Invalid: 775077

**Literal question**

Does this person as a result of this condition has difficulty with or cannot do? - Any other activity that people his/her age usually do.

**Interviewer instructions**

Tick appropriate box.

## other1 (other1)

## File: FJI\_1996\_PHC\_Person\_recoded

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0

Valid cases: 0  
 Invalid: 775077

**Literal question**

Does this person as a result of this condition has difficulty with or cannot do? - Any other activity that people his/her age usually do.

**Interviewer instructions**

other1 (other1)

File: FJI\_1996\_PHC\_Person\_recoded

Tick appropriate box.

difficulty\_no (difficulty\_no)

File: FJI\_1996\_PHC\_Person\_recoded

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0

Valid cases: 0  
 Invalid: 775077

**Literal question**

Does this person as a result of this condition has difficulty with or cannot do? - No difficulty with any of these.

**Interviewer instructions**

Tick appropriate box.

no\_diff1 (no\_diff1)

File: FJI\_1996\_PHC\_Person\_recoded

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0

Valid cases: 0  
 Invalid: 775077

**Literal question**

Does this person as a result of this condition has difficulty with or cannot do? - No difficulty with any of these.

**Interviewer instructions**

Tick appropriate box.

diff\_notstated (diff\_notstated)

File: FJI\_1996\_PHC\_Person\_recoded

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0

Valid cases: 0  
 Invalid: 775077

**Literal question**

Does this person as a result of this condition has difficulty with or cannot do? - Difficulty not stated.

**Interviewer instructions**

Tick appropriate box.

diffnotstated (diffnotstated)

File: FJI\_1996\_PHC\_Person\_recoded

**Overview**

## diffnotstated (diffnotstated)

## File: FJI\_1996\_PHC\_Person\_recoded

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0

Valid cases: 0  
 Invalid: 775077

**Literal question**

Does this person as a result of this condition has difficulty with or cannot do? - Difficulty not stated.

**Interviewer instructions**

Tick appropriate box.

## sightdisability (sightdisability)

## File: FJI\_1996\_PHC\_Person\_recoded

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0

Valid cases: 0  
 Invalid: 775077

**Literal question**

What is the nature of the disability? - Sight.

**Interviewer instructions**

Insert code in appropriate box.

## sight (sight)

## File: FJI\_1996\_PHC\_Person\_recoded

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0

Valid cases: 0  
 Invalid: 775077

**Literal question**

What is the nature of the disability? - Sight.

**Interviewer instructions**

Insert code in appropriate box.

## inteldisability (inteldisability)

## File: FJI\_1996\_PHC\_Person\_recoded

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0

Valid cases: 0  
 Invalid: 775077

**Literal question**

What is the nature of the disability? - Intelligence.

**Interviewer instructions**

Insert code in appropriate box.

## intelligence (intelligence)

File: FJI\_1996\_PHC\_Person\_recoded

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0

Valid cases: 0  
 Invalid: 775077

**Literal question**

What is the nature of the disability? - Intelligence.

**Interviewer instructions**

Insert code in appropriate box.

## heardisability (heardisability)

File: FJI\_1996\_PHC\_Person\_recoded

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0

Valid cases: 0  
 Invalid: 775077

**Literal question**

What is the nature of the disability? - Hearing.

**Interviewer instructions**

Insert code in appropriate box.

## hear (hear)

File: FJI\_1996\_PHC\_Person\_recoded

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0

Valid cases: 0  
 Invalid: 775077

**Literal question**

What is the nature of the disability? - Hearing.

**Interviewer instructions**

Insert code in appropriate box.

## physdisability (physdisability)

File: FJI\_1996\_PHC\_Person\_recoded

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0

Valid cases: 0  
 Invalid: 775077

**Literal question**

What is the nature of the disability? - Physical.

**Interviewer instructions**

Insert code in appropriate box.

## physical (physical)

File: FJI\_1996\_PHC\_Person\_recoded

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0

Valid cases: 0  
 Invalid: 775077

**Literal question**

What is the nature of the disability? - Physical.

**Interviewer instructions**

Insert code in appropriate box.

## agedisability (agedisability)

File: FJI\_1996\_PHC\_Person\_recoded

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0

Valid cases: 0  
 Invalid: 775077

**Literal question**

What is the nature of the disability? - Age.

**Interviewer instructions**

Insert code in appropriate box.

## aged (aged)

File: FJI\_1996\_PHC\_Person\_recoded

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0

Valid cases: 0  
 Invalid: 775077

**Literal question**

What is the nature of the disability? - Age.

**Interviewer instructions**

Insert code in appropriate box.

## othdisability (othdisability)

File: FJI\_1996\_PHC\_Person\_recoded

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0

Valid cases: 0  
 Invalid: 775077

**Literal question**

What is the nature of the disability? - Other.

**Interviewer instructions**

Insert code in appropriate box.

## other2 (other2)

## File: FJI\_1996\_PHC\_Person\_recoded

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0

Valid cases: 0  
 Invalid: 775077

**Literal question**

What is the nature of the disability? - Other.

**Interviewer instructions**

Insert code in appropriate box.

## disnot\_stated (disnot\_stated)

## File: FJI\_1996\_PHC\_Person\_recoded

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0

Valid cases: 0  
 Invalid: 775077

**Literal question**

What is the nature of the disability? - Disability not stated.

**Interviewer instructions**

Insert code in appropriate box.

## notstated\_disabi (notstated\_disabi)

## File: FJI\_1996\_PHC\_Person\_recoded

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0

Valid cases: 0  
 Invalid: 775077

**Literal question**

What is the nature of the disability? - Disability not stated.

**Interviewer instructions**

Insert code in appropriate box.

## disability (disability)

## File: FJI\_1996\_PHC\_Person\_recoded

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 1-5

Valid cases: 0  
 Invalid: 775077

**Literal question**

Does this person as a result of this condition has difficulty with or cannot do?

## employment status recode (esr)

File: FJI\_1996\_PHC\_Person\_recoded

**Overview**

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 775077
Width: 2	
Decimals: 0	
Range: 1-11	

## ea code (ea\_code)

File: FJI\_1996\_PHC\_Person\_recoded

**Overview**

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 775077
Width: 4	
Decimals: 0	
Range: 0-1812	

## division (division)

File: FJI\_1996\_PHC\_Person\_recoded

**Overview**

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 775077
Width: 1	
Decimals: 0	
Range: 1-4	

## internal migration (intmig)

File: FJI\_1996\_PHC\_Person\_recoded

**Overview**

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 775077
Width: 1	
Decimals: 0	
Range: 1-5	

## attainment (attainment)

File: FJI\_1996\_PHC\_Person\_recoded

**Overview**

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 775077
Width: 1	
Decimals: 0	
Range: 1-6	

## ceb (ceb)

File: FJI\_1996\_PHC\_Person\_recoded

**Overview**

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 775077
Width: 2	
Decimals: 0	
Range: 0-15	

**Description**

Recoded variable

## mceb (mceb)

File: FJI\_1996\_PHC\_Person\_recoded

**Overview**

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 775077
Width: 2	
Decimals: 0	
Range: 0-15	

**Description**

Recoded variable

## fceb (fceb)

File: FJI\_1996\_PHC\_Person\_recoded

**Overview**

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 775077
Width: 2	
Decimals: 0	
Range: 0-15	

**Description**

Recoded variable

## cs (cs)

File: FJI\_1996\_PHC\_Person\_recoded

**Overview**

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 775077
Width: 2	
Decimals: 0	
Range: 0-15	

**Description**

Recoded variable

## mcs (mcs)

File: FJI\_1996\_PHC\_Person\_recoded

**Overview**

## mcs (mcs)

## File: FJI\_1996\_PHC\_Person\_recoded

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 0-15

Valid cases: 0  
 Invalid: 775077

**Description**

Recoded variable

## fcs (fcs)

## File: FJI\_1996\_PHC\_Person\_recoded

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 0-15

Valid cases: 0  
 Invalid: 775077

**Description**

Recoded variable

## age of last birth (ageoflastbirth)

## File: FJI\_1996\_PHC\_Person\_recoded

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 1-5

Valid cases: 0  
 Invalid: 775077

**Description**

Recoded variable

## household id (hh\_ID)

## File: FJI\_1996\_PHC\_Person\_recoded

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 14  
 Decimals: 0  
 Range: 1010000010108-15070000017001

Valid cases: 775077  
 Invalid: 0

# Documentation

## Questionnaires

### Fiji 1996 Census Questionnaire

---

Title	Fiji 1996 Census Questionnaire
Author(s)	FIBOS.
Date	1996-01-01
Country	Fiji
Language	English
Description	Questionnaire containing both the individual and household information.
Filename	C:/Users/olivierm/OneDrive - SPC/Olivier Menaouer/NADA/Fiji/SPC_FJI_1996_PHC_v02_M/Doc/Questionnaires/Fiji_1996_CensusQuestionnaire.pdf

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## Reports

### 1996 Census Population Count - Major Islands

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Title	1996 Census Population Count - Major Islands
Author(s)	Fiji Islands Bureau of Statistics (FIBOS).
Date	1996-01-01
Country	Fiji
Language	English
Description	This file contains the population count of major islands of Fiji Islands extracted from the 1996 Census.
Table of contents	Please refer to "Sheet1".
Filename	C:/Users/olivierm/OneDrive - SPC/Olivier Menaouer/NADA/Fiji/SPC_FJI_1996_PHC_v02_M/Doc/Reports/FIJIpopisland.xls

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## Technical documents

### Instructions to Enumerators - FJI 1996 PHC

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Title	Instructions to Enumerators - FJI 1996 PHC
Author(s)	FIBOS.
Date	1996-01-01
Country	Fiji
Language	English
Description	This document provides information and instructions relevant to enumerators who will perform during Census Night.
Table of contents	<ol style="list-style-type: none"> <li>1. Part 1 - Introduction: p. 1</li> <li>2. Part 2 - General instructions: p. 16</li> <li>3. Part 3 - How to fill in the questionnaire: p. 50</li> </ol>
Filename	C:/Users/olivierm/OneDrive - SPC/Olivier Menaouer/NADA/Fiji/SPC_FJI_1996_PHC_v02_M/Doc/Technical/enum_instruct_fj1996.pdf

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## Instructions to Superintendents - FJI 1996 PHC

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Title	Instructions to Superintendents - FJI 1996 PHC
Author(s)	Fiji Islands Bureau of Statistics.
Date	1996-07-10
Country	Fiji
Language	English
Description	This file is the Instructions to Superintendents manual for the 1996 Fijian Census. It provides with information and instructions to superintendents working for the Census.
Table of contents	<ol style="list-style-type: none"> <li>1. Introduction 1-6</li> <li>2. Recruitment 7-9</li> <li>3. Training 10</li> <li>4. Public Relations and Discipline 11-16</li> <li>5. Institutions 17-19</li> <li>6. Hotels 20</li> <li>7. Call Backs 21-22</li> <li>8. Before the enumeration 23</li> <li>9. During the enumeration 24</li> <li>10. After the enumeration 25-29</li> </ol> APPENDICES
Filename	C:/Users/olivierm/OneDrive - SPC/Olivier Menaouer/NADA/Fiji/SPC_FJI_1996_PHC_v02_M/Doc/Technical/superin manual_pc96.pdf

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## Instructions to Supervisors - FJI 1996 PHC

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Title	Instructions to Supervisors - FJI 1996 PHC
Author(s)	Fiji Islands Bureau of Statistics.
Date	1996-01-01
Country	Fiji
Language	English
Description	This file is the Instructions to Supervisors manual for the 1996 Fijian Census. It provides with information and instructions to supervisors working for the Census.
Table of contents	<p>Introduction 1</p> <p>Method 2-4</p> <p>Your job 5-6</p> <p>Training 7-34</p> <p>Public Relations 35-40</p> <p>Controlling the Enumeration 41-80</p> <p>Appendix</p>
Filename	C:/Users/olivierm/OneDrive - SPC/Olivier Menaouer/NADA/Fiji/SPC_FJI_1996_PHC_v02_M/Doc/Technical/supervs manual_pc96.pdf

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