

Tonga Disability Survey 2018

Questionnaire guidelines and instruction manual

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CHAPTER 1

GENERAL INFORMATION

1.1 Purpose and Objectives of the Survey

1. The 2018 Tonga National Disability Survey was conducted jointly by the Tonga Department of Statistics (TDS) and the Ministry of Internal Affairs, Social Protection and Disability. It is the first population-based comprehensive disability survey in the country. Funding was provided through number of bodies including UNICEF, DFAT and Tonga Government. The Pacific Community provided technical supports through out different stages of the survey.
2. The objectives of the survey is to collect data that would determine but not limited to the followings:
 - a. Disability prevalence rate at the national, urban and rural based on the WG recommendations;
 - b. degree of activity limitations and participation restrictions and societal activities for persons with disability:
 - c. ascertain the specific vulnerabilities that children and adults with disability face in Tonga
 - d. establish the accessibility of health and social services for persons with disability in Tonga
 - e. generate data that guides the development of policies and strategies that ensure equity and opportunities for children and adults with disability
3. The total survey sample size is about 6,000 households which are randomly selected from four main domains of reporting: Tongatapu (urban and rural), Va'vau, Ha'apai, Eua and Niua. In order to make comparisons between the disabled and non-disabled populations , 50 percent of the total sample size are selected from the identified disabled households and the other 50 percent were selected from the non-disabled household. The census 2016 data on disabled people is used as a framework to identify those household with disabled members following the WG recommendations.

1.2 Your Responsibilities as a Survey Representative

4. As an Enumerator, **you** have the most important role in the success of the survey. The people of Tonga and the Tonga Government are relying on you to **perform as conscientiously, accurately, efficiently and honestly** as you are able. No survey has ever been successful without the **devotion to duty and hard work of its Enumerators**. You will be trained on how to do your work and it is important that you make sure that you know how to do it properly. It is essential that all questions are administered accurately.

1.3 Terms and Conditions of Employment

5. You are employed to carryout the survey work under the terms and conditions of employment as specified in the Statistics Act, sections 6 and 7. Arrangements were made by the Statistics Department regarding your temporary employment for the purpose of this survey and by the power conferred to the Government Statistician and the survey director under the Census Regulation as seen as necessary for the efficient discharge of the survey fieldwork.
6. The Department will ensure that you know your terms and conditions of employment and to ensure that you understand your responsibilities and method of payment. If you have any questions, contact the AGS and O-in-CC or your DCO.

7. In the event of discontent that might arise concerning condition of work, rates of pay and terms of employment, **the decision of the Government Statistician will be final.**

1.4 Absence due to Illness or Accident

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

1.5 The Statistics Act

10. The authority for the questions asked on the survey is provided under the *Statistics Act-31* of 1978.

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

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

1.6 Extracts from the Statistics Act 31 of 1978

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

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

14. ***Personal information is never released*** - Except in respect of a prosecution under this Act, any return made to the Statistics Department pursuant to this Act and any copy of the return in the possession of the respondent is privileged and shall not be used as evidence in any proceedings whatever, and no person having made the declaration under Section 7 shall by an order of any Court, tribunal or other body be required to give oral or to

produce any return/document of record with respect to any information obtained in the course of administration this Act.

15. **Confidentiality of the Information** - Subject to this Section and except for the purposes of a prosecution under this Act –

- 1) no persons, other than a person employed or deemed to be employed under this Act, and sworn under Section 7, shall be permitted to examine any identifiable individual return made for the purposes of this Act; and
- 2) no person who has been sworn under Section 7 shall disclose or knowingly cause to be disclosed, by any means, any information obtained under this Act, without the authority of the Minister or the Government Statistician in exercise of their powers under this Act;
- 3) all returns and document containing information obtained under this Act which enable identification of individuals or establishment shall be kept at all times in a manner reasonably calculated to prevent any unauthorized person having access thereto.

16. **Failure to fulfill or false declaration** - The *Statistics Act* makes misrepresentation of information by you as a census staff, or do not fulfill your duties as set out on the “oath of Office” an offence that can result in a fine not exceeding \$200, or in imprisonment for up to six months, or both.

17. **Failure to provide information** - Section 17 (a), (b) and (c) of the Act warns you as a CE that any person who refuses or avoid to answer truthfully or falsely answer any question as a requisite for obtaining any information sought under this act or refuses and neglects to provide information or to fill in the schedule or form to the best of his/her knowledge and belief or provides misleading is guilty of an offence and can be convicted to a fine not exceeding \$100 or to imprisonment for up to three months or to both.

1.7 Privacy

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

1.8 Your Role in the Program

19. As a SE, we’re counting on you to enumerate all residents of Tonga. You are the Statistics Department’s direct link with approximately some 6 thousands households in selected areas all over the country. You are **THE MAIN PLAYER**, and the fundamental contributor in the survey. You are placed in a team to carry out your census fieldwork. Your team comprises of 4 to 5 fellow SE and under the supervision of 1 SS. All SE and SS are placed under the Statistical Officials and you must keep them advised on problems as well as things that are working well during your census fieldwork. Your Statistical Officials are (1) AGS, Officer-in-Charge of Survey and (2) Division Census Officers and/or District Census Officers.

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

- **Be aware of the public’s attitude towards the survey and of any negative media coverage in your area.** Notify your O-in-CC and/or DCO and/or CS immediately if you encounter any negative publicity that casts the Statistics Department or the census in an unfavourable light.
- **Notify your SS if you are asked to speak to community organizations.** During the survey period, community groups or organizations may request that you talk to them in a kava meeting or such smaller groups. You should contact your SS who will make the necessary arrangements.

- **Refer media people and interested groups to the Statistics Office.** Whenever you receive a media request, or other requests concerning the importance of the census, you should refer it immediately to the Statistics Office. They are responsible for making official statements on the census to reporters and to any political and religious groups and interested parties. You are not allowed to make any statement about the census to media people, politicians and religious groups. Your duty is mainly to collect data and information from the households of Tonga.
- **Do not** make any commitment on behalf of Statistics Department for any promotional materials including advertising on radio, television and in newspapers.
- **Keep tablets secure at all times.** Make sure that the places where you keep the tablets are always secure and locked and they are kept out of sight. Never leave any census information, especially the tablets, in a public place.

CHAPTER 2

PREPARATIONS FOR ENUMERATION

2.1 Census Enumeration Teams

20. Since we are using tablets for the first time for data collection, some field processes has changed compared to the paper-based interview as quality checks and monitoring work are done concurrently with the actual field enumeration. Team composition now will be about 3 Enumerators with one Supervisor and one Headquarters for about three supervisors.
21. Each enumerator will only be assigned one EA (Census Block) to ensure efficiency in the collection and monitoring of the field operations.

2.2 Preparations Before You Begin Enumeration

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

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

2.3 Ensuring Quality Work

28. The **success completion of the census will rely on the quality** of your work and your ability to enumerate in your CB. **You will perform the fundamental role in achieving a high level of quality** census work. As quality is very important, your work will be frequently **checked to ensure that the expected census standard is achieved.** Your Survey **Officials** will perform **supervisory checks at each stage of your work and** at the completion of your census enumeration.
29. Your work has to meet the **required standards.** It will be returned to you with the problem areas identified if your work is not within standards. Such may include:

- 1) not completing the expected workload- questions are found to have no answers and/or are not properly answered- not enumerating households that are occupied
- 2) not doing your job according to the **set survey procedures**
- 3) not asking the questions exactly as they are written
- 4) not including every person in the household e.g. babies, visitors, children, old people, etc
- 5) not including or counting those who are mobile (move around on activities such as fishing or farming the land).
- 6) any other incomplete or wrong working your CS and/or DCO finds out and returns to you must be corrected and completed.

2.4 What is a Census Block?

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

2.5 What is a Census Block Number (CBN)?

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

2.6 The Purpose of the Census Block maps

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

CHAPTER 3

DEFINITION – HOUSEHOLD & INSTITUTION

3.1 Defining Household:

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

3.2 Defining Head of household:

39. The purpose of identifying the head of the household is solely to establish a reference point for all members to show their relationship with the head. The household members themselves need to designate who they consider the person with the primary authority and responsibility for household affairs. In traditional households, where there is a mother, father and children with perhaps other relatives, the person who provides the chief source of economic support for the household is often designated as head.

Due to child rearing and related household and family responsibilities of the mother, this person is usually the father. However, in many households, spouses are treated as equal in household authority and responsibility and may share economic support. In these cases, the household members need to willingly designate one person as the head for reference purposes only and understand that this has no implication of that person being head in the traditional sense.

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

3.3 Household Situations:

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

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

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

3.4 Defining an Institution

41. Some Households will be based in Institutions such as hotels, motels, guesthouses, dormitories, prisons or military institutions. An **Institution**, for census purposes may be defined as an organisation providing specified services or performing some general function for a group of residents or inmates who will normally be unrelated to each other. In listing Households for

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

42. **Arriving at an Institution or Guesthouse.** You should consult the manager or speak with the manager if necessary. You should present yourself at the desk and state your business. You can make an appointment to see the manager later if he/she is not available; particularly in prison camps, the officials will screen visitors. Show your ID to the person in charge to prove the legitimacy of your visit.
43. **Reason for Your Visit.** You have to explain to the respondent the reason he/she should fill in the questionnaire and/or answer your questions on the questionnaire.
44. **Absent Household** is a household for which there is no member at home. A household is considered absent if, after the first or subsequent visits, the Census Representative establishes that the household will not return before he or she completes enumeration and either the information to allow the questionnaire to pass edit cannot be obtained or a questionnaire cannot be obtained from the household.
45. **Absent Individual** is a household member who is not at home. An individual is considered absent if, after the first or subsequent visits, the Census Representative establishes that this person will not return before he or she completes enumeration and the information to allow the questionnaire to pass edit cannot be obtained from other household members.
46. **Block Number** is a set of numbers that identifies and numbers a census block. This number comprises of 6 to 7 digits that represent the island, district and village and the block location in corresponding with the census map.
47. **Dwelling** A dwelling is a set of living quarters, designed or CONVERTED for human habitation, in which a person or group of persons resides or could reside.
48. **Census Block** is a geographic area for which a census representative is responsible. **(CB)Map Block** is the smallest geographic area for which census data are collected and disseminated. Map blocks are bounded on all sides by roads, census boundaries that follow other visible features (such as village boundary, etc.) and/or census boundaries that do not follow visible features. For collection purposes, it is defined as a two-digit identifier and may extend to 3 when a block is split for census collection purposes.
49. **Respondent** is the person who completes the questionnaire or who provides the information to complete the questionnaire.
50. **Usual Resident** of a household in Tonga is any person in the target population for which the dwelling is his or her usual place of residence.
51. **Village** is an area which has a legal name, legal boundaries and is incorporated under an Estate Holder.

CHAPTER 4

CONDUCTING ENUMERATION

4.1 Initial Preparations

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

4.2 Your Responsibilities during Enumeration

57. The survey plan has been established based on the cost and questionnaire content. Your team would be allowed a period of 6 to 7 weeks maximum for fieldwork to be able to complete all the required interviews.

4.3 Relationship with the Respondents

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

4.4 Respondents' Rights and Privacy

59. You must only ask from respondents, questions as required on the prescribed census forms. You have to respect the privacy of the respondents and try not to argue with them. You should also try to respect the privacy of the household as a whole. You will notice that at the end of the personal questionnaire you are to note whether the person replying to your questions is the same one as is named on the questionnaire.

60. It will not always be possible to question directly all people and in some cases, such as children, not at all desirable, but plan your interview to obtain a high proportion of adults, particularly women, to answer questions for their own form. First-hand information is usually more accurate than hearsay or second-hand information although the latter is better than nothing. This applies particularly to adult females who are likely to have much more accurate information about their own children's date of birth, and other fertility information concerning them, than anyone else. You should be very careful in reminding mothers to remember all their children, particularly their young children.

4.5 Conducting the Interview

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

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

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

4.6 Arriving at a Household.

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

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

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

4.7 Before Leaving the Household.

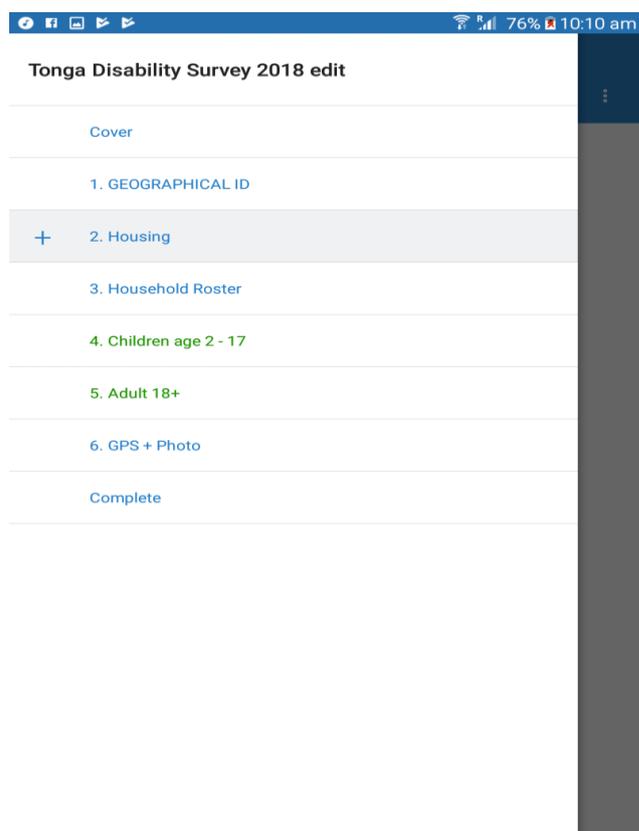
66. You should ensure to the respondent that he/she has provided you with valuable information and that you and the Government of Tonga appreciate the time and effort given. When you leave, be sure to thank the respondent on behalf of the Tonga Statistics Department for taking part in the census. Ensure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

CHAPTER 5

DATA COLLECTION USING TABLETS

5.1 Introduction

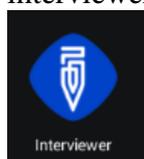
67. Data collection using tablets is totally different from using the paper-based questionnaire as information is recorded directly into the tablets where the structure of the questions is designed in a different way to ensure efficient flow of information through the skip patterns and logic checks built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



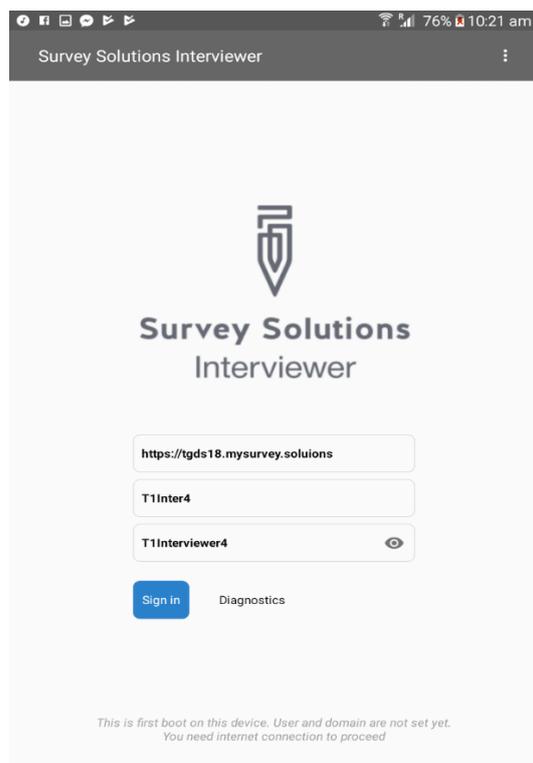
68. The flow of information during data entry follows the above structure where each Section could include sub-sections and/or rosters (list of persons for example) for easy referencing while doing data capture.

5.2 Logging in to the tablet

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



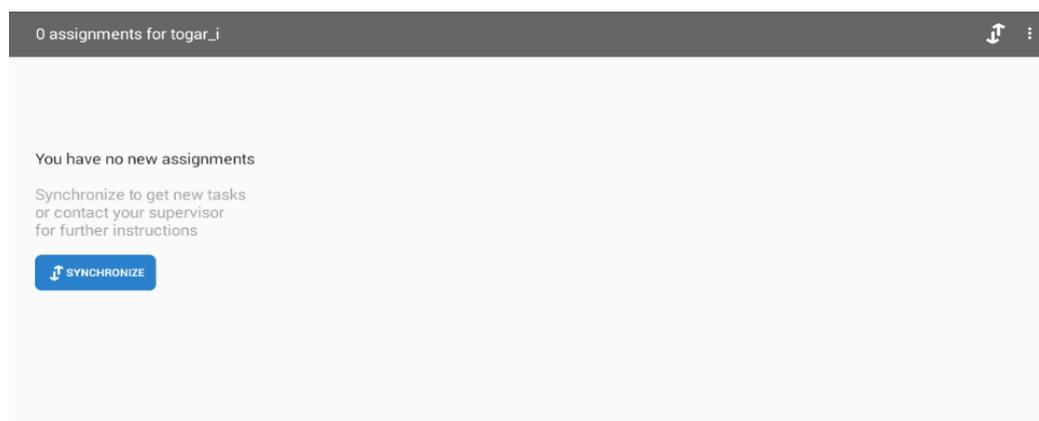
70. This will open up the login page for the enumerator to type in the name of the server, login username and password



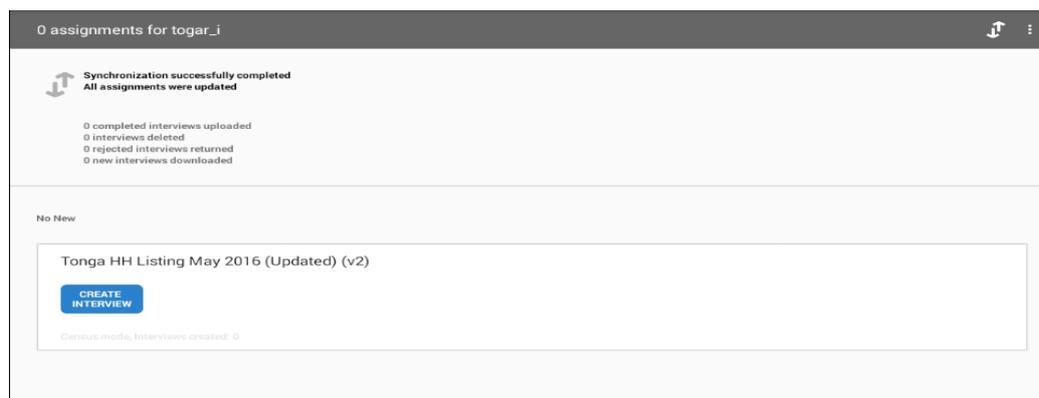
A few screen colours to be aware of while capturing data:

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

71. Signing in will open up the following screen which you will need to ‘synchronize’ to load the questionnaire.



72. Tap on ‘SYNCHRONIZE’ blue button will enables the following screen.



73. Tap the blue button 'CREATE INTERVIEW' to begin interviewing a new household.

5.3 Section 1 – GEOGRAPHICAL ID

74. This is the first section that needs to be filled in by you before you begin the interview. These are not asked to the respondent as you are required to fill in the geographical IDs of the Census Block you are working in. Once you have finished introducing yourself to the household member, fill in this section and then start the interview.

75. The geographical IDs include the:

- 1) What 3 word address
- 2) Island
- 3) District
- 4) Village
- 5) Block Number

1. GEOGRAPHICAL ID

ID2. Please add the what 3 word address

INSTRUCTION
 Open the what 3 word address website or app as instructed and trained and copy the three word and paste or insert here
 Please make sure you copy the exact correct word
 Katakī fakaava 'ae what 3 word website 'o fakatatau kihe fakahinohino moe me'a ne ako he training 'o kopi pea paste pe ko hono hiki e fo'i lea 'e 3 'o fakatatau moia ku 'asi 'o hiki mai heni

motu.tou.tapili

ID3. Please enter the island. Katakī fakahu hingoa 'o e motu pe vahefonua.

INSTRUCTION
 Select island

Tongatapu

Vava'u

Ha'apai

'Eua

Ongo Niuva

76. After completing filling these IDs, a confirmation of what you have typed in will be shown in blue at the bottom. An example is shown below:

The screenshot shows a mobile application interface with a green header bar containing the text "1. GEOGRAPHICAL ID". Below the header, there is a search bar with the text "Nukumotu" and a close button (X). Below the search bar, there is a section titled "ID6. Please enter the block number. **Kataki fakahu fika 'o e Poloka.**" followed by an "INSTRUCTION" section: "Select block. NOTE: You can type the first 3-5 digits of the number to locate it faster." Below the instruction, there is a search bar with the text "1103010" and a close button (X). Below the search bar, there is a section titled "You have entered...." followed by the following text: "ISLAND = Tongatapu", "DISTRICT = Kolof'ou", "VILLAGE = Nukumotu", and "BLOCK NO = 1103010". Below this text, there is a red text prompt: "Check if it is the same on the Map". At the bottom of the screen, there is a blue button labeled "2. HOUSING".

77. Note the message in RED where you need to confirm that, what you have entered in the IDs matches what is on the MAP. If it is the same then continue, otherwise, go back and change until what you have entered is the same as what is on the map. Tap on the green tab 'Dwelling Type' to go to the next section.

CHAPTER 6: HOUSING SECTION

6.1 Introduction

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

6.2 Completing the Housing section

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

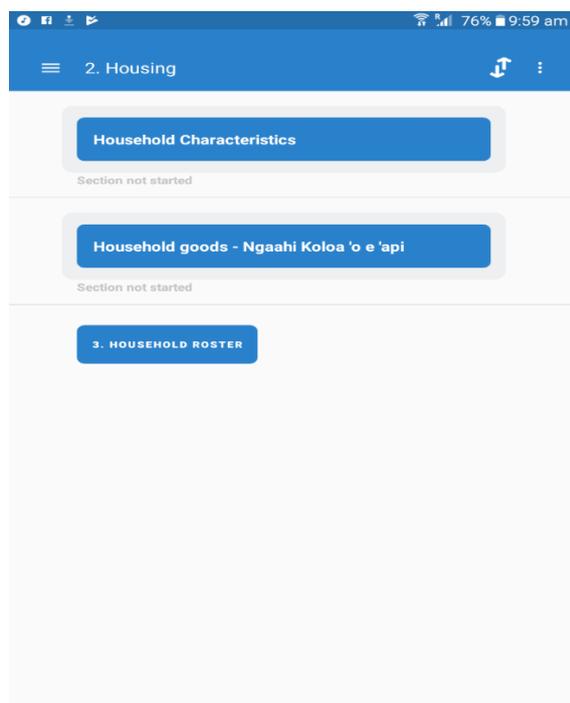
Some questions in this section are for observation only such as questions related to the building and structure. With these questions, you do not need to ask the respondent since you will usually be able to see the answer for yourself. However, you should ask if you are in doubt.

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

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

This Housing section is designed with 2 sub-sections for easy reference while using the tablet for data entry.

Household Characteristics
Household Goods



6.3 Building construction and facilities

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

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

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

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

Category 3: “ A One household house attach to another household house”

Category 4: “A building with two or more apartment”: refers to block or flats, an apartment or town houses.

Category 5: “Dwelling attached to a shop or other non-resident building”: refers to a dwelling that shared a common wall to shops or other commercial related activities.

Category 6: “Institution”

Category 7: “Other (Specify)”: You will select this option if the building does not fall in any of the above description.

2. HOUSING /

Household Characteristics

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

INSTRUCTION
Include all apartments, flats, etc.,.

- A one-family house (FALE PE E TAHA MAVAHE MEI HA TOE FALE)
- A one-household made up of multiple houses or dwellings (FALE KEHEKEHE LAHI HAKE HE TAHA KAE 'API PE 'E TAHA)
- A one household house attach to another household house
- A building with two or more apartments (FALE KA 'OKU LOKILOKI PE 'APATIMENI)
- Dwelling attached to a shop or other non-resident building (FALE NOFO'ANGA PIPIKI KI HA FALEKOLOA PE FALE 'IKAI NOFO')
- Institution
- Other (specify) (ME'A MAKEHE)

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

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

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

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

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

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

82. **A3a. Main material of the floor?** This question asks about the main material used to construct the floor of the main building. The main building refers to the building where the households used mostly for their household daily activities. You could easily identify the answer already by

observing. The household could use more than one material for constructing the floor. Look for the most common one and record it according. Use the following answer categories provided:

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

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

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

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

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

A3b. Other description - This field will only be enabled if ‘Other’ is selected which will allow you to write the description in the space provided. **NOTE: THIS IS THE SAME FOR THE ‘OTHER (specify) QUESTIONS ELSEWHERE.**

83. **A4a. Main material of the roof?** This question asks about the main material used to construct the roof of the main building. Use your observation and enter one right answer only from the list of answer categories in G3a.
84. **A5a. Main material of the outer wall?** This question refers to the main material used to construct the outer wall of the main building. Use similar approach as details in the A3a and A4a to confirm the material type and record the right answer using the answer categories in A3a.

Error checks included here are:

1. **Wall cannot be concrete if the floor (G3a) is made up of tradition materials**
2. **Walls made of wood or traditional materials cannot have concrete roof (G4a)**

6.4 Sanitation and Water source

85. **A6a. What is the main source of drinking water for members of your HH?** The purpose of this question is to assess the cleanliness of the household drinking water by asking about the household’s main source of water. From this question, we would be able to determine and calculate the proportion of the total households in the country with good access or very poor access to safe drinking water. Increased access to improved drinking water source results in improved health outcomes in the form of reduced cases of water borne diseases and sickness like dysentery and cholera.

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

86. **A7a. What is the main source of water used by your HH for cooking and personal hygiene? (for example, handwashing or brushing teeth)** The intention of the question is to find out about the source of water the household used for cooking and other personal hygiene related activities. Ask the question as it is written and use the list of answer categories provided. Similarly if the household uses more than one source, try to obtain the one source that the household mostly use.

87. *A8a. What kind of toilet facility do members of your HH usually use?* The main purpose of this question is to obtain a measure of the sanitation level of the household, since toilet facilities are important for disease control and health improvement. Below are some definitions for the terms used in the codes for this question:

Definitions of Toilet Facility Codes in Q. 9a	
<i>Response Categories</i>	<i>Definition</i>
Flush/pour flush toilet	<p>A <u>flush</u> toilet uses a cistern or holding tank for flushing water and has a water seal, which is a U-shaped pipe, below the seat or squatting pan that prevents the passage of flies and odors.</p> <p>A <u>pour flush</u> toilet uses a water seal, but unlike a flush toilet, a pour flush toilet uses water poured by hand for flushing (no cistern is used).</p>
- to piped sewer system	A system of sewer pipes (also called sewerage) that is designed to collect human excreta (feces and urine) and wastewater and remove them from the household environment. Sewerage systems consist of facilities for collection, pumping, treating and disposing of human excreta and wastewater.
- to septic tank	An excreta collection device consisting of a water-tight settling tank normally located underground, away from the house or toilet.
- to pit latrine	A system that flushes excreta to a hole in the ground.
- to somewhere else	A system in which the excreta is deposited in or nearby the household environment in a location other than a sewer, septic tank, or pit, e.g., excreta may be flushed to the street, yard/plot, drainage ditch or other location.
Manual Toilet	To be defined
Pit latrine	Excreta are deposited without flushing directly into a hole in the ground.
- ventilated improved pit latrine (VIP)	A latrine ventilated by a pipe extending above the latrine roof. The open end of the vent pipe is covered with gauze mesh or fly-proof netting and the inside of the superstructure is kept dark.
- pit latrine with slab	A latrine with a squatting slab, platform or seat firmly supported on all sides which is raised above the surrounding ground level to prevent surface water from entering the pit and for ease of cleaning.
- pit latrine without slab/ open pit	A latrine without a squatting slab, platform or seat. An open pit is a rudimentary hole in the ground where excreta is collected.

Public shared toilet	A public toilet used by the public with the system in which excreta is deposited either to piped sewer system, septic tank or other types of system.
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88. **A9. *Where is this toilet facility located?*** The type of toilet facility and the location of the toilet facility could have diverse impact on the environment in which the household lives. Ask the respondent of the location of their toilet facility. Enter one correct answer code in the space provided.

There is a validation check here that a pit latrine or public shared toilet (G9a=3,4) cannot be located in own dwelling.

89. **A10. *Do you share this toilet facility with others who are not members of your HH?*** The purpose of this question is to establish whether the toilet facilities used by this household are shared with one or more other households. The number of household that share toilet facilities is an important measure of the level of hygiene in the household.
90. **A11. *How many HHs in total use this toilet facility?*** This is a follow up question from question G11 if the household shared the toilet facility with one or more households. You will ask this question only if the answer in question g11 “Yes”. At this stage, we want to find out exactly how many households including the respondent’s household that use the same facility. Record the total number of households in the field provided.

6.5 Source of cooking, lighting and waste disposal

91. **A12. *Where do you mainly do your everyday cooking?*** The main purpose of question G13a is to collect information on the location where the household do their everyday cooking. This information is important in providing an indicator of the air quality inside and around the dwelling. Enter one answer only in the space provided. If the household use more than one place for cooking, ask for which place the household mostly used for cooking and record it as an answer.
92. **A13. *What type of fuel does your HH mainly use for cooking?*** Information on the type of fuel used for cooking is collected as another measure of the socioeconomic status of the household. The use of some cooking fuels can also have adverse health consequences. Remember that this question asks about fuel for cooking, not fuel for heating or lighting.

If the household uses more than one fuel for cooking, find out the fuel used most often. If any fuel other than the pre-coded ones is reported as being the main fuel used for cooking, enter code ‘Other’ and specify the type of fuel in the space provided.

93. **A14. *MAIN source of lighting?*** This question ask about the household’s main source of lighting whether electricity, solar, kerosene and others. Similar to the above questions, this information is collected as another measure of the household’s socioeconomic and environmental status. You should record one answer only meaning the source of lighting the household mostly used.
94. **A15. *Where does your HH mainly dispose of its waste?*** Poor waste management and improper household’s waste disposal can be an environmental hazard as well as a cause of diseases breakout such as dysentery and cholera which are the main cause of death among young children and adults. This question collects information on where the household’s dispose its waste which is a good measure of household’s living environmental status. You should record one answer only.

6.6 Household Goods

95. **A16. Does your HH have any of the following goods?** The answers to these questions will be used as a rough measure of the socioeconomic status of the household.

Please note that, this is a multi-select question and you will have to tap into the items that are only owned by the household. Select the ones that are available in the house. A portion of the screen is shown below as an example. Select 'None' if the house owns nothing.

2. HOUSING / Household goods - Ngaahi Koloa 'o e 'api

A16. Does your HH have any of the following goods?

INSTRUCTION
Note: only for those in GOOD WORKING CONDITION

- Cars
- Trucks
- Vans
- Motor bikes
- Scooter
- Bicycles
- Canoes
- Boats with outboard motor
- Refrigerator
- Freezer
- Stove
- Washing machine

Only those items selected will enabled the next questions asking about the number of items the household has. For the example above, questions on number of 'Cars', 'Canoes' and 'Freezer' will be asked as shown below.

A16w. Does your HH have landline phone? This is only apply to those who have landline phone by TCC and currently working.

A16w. Does your HH have access to the internet? They will only answer if they are using internet through Ineternet modern or wifi within there house only. If they ar using it through the mobile data then they are not access to the internet.

6.7 Household Income Sources

96. **A17. What source of income has your HH received in the last 12 months?** Income is one important component of any measure of access to social and economic resources such as education, health, good housing facilities and so forth. Therefore, the information collected from this question would provide further understanding of the status of the households and its members. The time reference is restricted to the last 12 months. Record the sources reported to you in the right category and mark the right box.
97. **A17a. Do you/your household sometimes receive money or goods from anyone not listed on the HH roster?** You will ask this question if the household received income as asked in question A17 to find out where the income come from. Ask the question and record one correct answer only.

98. **A17b. How often?** In this question, we are interested to find out how regular does the household receive the income whether they received it every 2 weeks, a month and so forth. Record the correct answer based on the information provided by the respondent.

CHAPTER 7: HOW TO FILL IN SECTION 3 – HOUSEHOLD ROSTER :

All individuals

7.1 Introduction

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

7.2 Completing the Household Roster

100. Before you list all members of the private household, it is important to have a clear understanding on who do you include and exclude from the list. The following definitions and clarifications would guide you on this:

- 1) Members of the household – A household may be one person or a group of persons who usually live and eat together. They share the same arrangement for all their household's social and economic expenses and other welfare.
- 2) Visitor – A visitor is someone who is not a usual member of the household but who stayed in the household the night before the enumeration and is not intending to stay in the house for more than 6 months. This person should be listed in this house as part of this household.
- 3) Usual residents – those residents who lived continuously for most of the last 12 months (that is, for at least six months and over), including temporary absences for holidays or work assignment outside the country. Also include those visitors who are intending to stay for at least more than 6 months as usual residents of this house. These people should all be listed in this house
- 4) Head of the house –let the household identify the head of the house however the head of the house may be acknowledged as the main provider of the households.
- 5) A new born baby and was born in the hospital but the mother is the usual residence of this household.
- 6) *Please note the same applies to institutions where all persons currently living in the institution has to be listed here as well, irrespective of their status as a visitor or resident.*

2. Household Roster

R0. Please list the names of all household members who usually live in this house?

INSTRUCTION

Please give me the name of all persons who usually live in the household and guests of the household who stayed here last night.

NOTE: The first person listed is the Household Head : The Head or acting head is the person with primary authority and responsibility for HH affairs and is, in the majority of cases, its chief economic support.

IMPORTANT: If two people have the same first name, add a middle initial or a number to differentiate the persons.

Enter new item

101. **HR0- Person's Name:** You must enter the person's first name in area labelled 'Tap to enter new item'. The names are usually used for referencing in the questions and the system will allow all those names to be asked the demographic questions where applicable. Write the person's name with an initial or a number if there is more than one person with the same first names. You can also type in the full name of a person but this is not recommended as this will take up more time typing the names – imagine typing the full names of 15 people in a household.

2. Household Roster

R0. Please list the names of all household members who usually live in this house?

INSTRUCTION

Please give me the name of all persons who usually live in the household and guests of the household who stayed here last night.

NOTE: *The first person listed is the Household Head : The Head or acting head is the person with primary authority and responsibility for HH affairs and is, in the majority of cases, its chief economic support.*

IMPORTANT: *If two people have the same first name, add a middle initial or a number to differentiate the persons.*

Sione ×

Mele ×

Sione2 ×

Enter new item

Person - *Sione*

Section not started

Person - *Mele*

Section not started

Person - *Sione2*

Section not started

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

HR1. What is Sione's sex?
Tangata pe Fefine?

Male

Female

HR2a. What is Sione's DAY of birth?
'Aho ne fa'ele'i ai

INSTRUCTION

Day should be in format DD (2-digit from 1-31). Type '99' if respondent does not know the day

Enter number

103. **HR1 - Sex: Record** the right sex of the person in the space provided by entering '1' for male and '2' for female. Always confirm the sex of a person since many names are given to both male and female.
104. **R2a. Day of Birth - What is [HM]'s day of birth?** Record the day of birth correctly following the format **DD which is 1-31 or use '99' if not known**. Any number outside this range will show an error.
105. **R2b. Month of Birth - What is [HM]'s month of birth?** Record the month of birth correctly following the format **MM which is 1-12 or use '99' if not known**. Any number outside this range will show an error.
106. **R2c. Year of Birth - What is [HM]'s year of birth?** Record the year of birth correctly following the format **YYYY which is 1906-2016**. Any number outside this range will show an error. **Please note that the year cannot be missing. Please ask the respondent to roughly estimate the year of birth.**
107. **R2d – Age:** The age of every person in the household list must be recorded in completed years, only. Age in completed years refers to the person's age in his/her last birthday and must be recorded in full years only. For instance 13 years and 10 months should be recorded as 13 only. You must make sure to obtain the most accurate age of the person.i.e. age in his/her last birthday. For infants less than one year old, record '00' only.

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

1. Ask the respondent how old he/she was during the most known historic events of the country, for example the country's first independence, world war II and so forth.
2. Ask the respondent how old he/she was when she got married or had her first child and then use the date to estimate her/his age.

3. Relate the person's age to that of someone else in the household whose age is more reliably reported.

In the tablet application, *the system calculates the Age from the Year of Birth to the Census reference year (approximation) so any age inputted outside the calculated age will show as error.* An example of this is shown below and note the change in the screen colour to RED:

HR2c. What is Sione's YEAR of birth?
Ta'u ne fa'ele'i ai

INSTRUCTION
Note: Year should be in the format YYYY (4-digit from 1906-2018)

1969

HR2d. What is Sione's age *in completed years*?
Ko e ta'u fiha 'eni 'a Sione kuo 'osi hoko?

INSTRUCTION
Age in completed years. Enter 0 for child under 1 year of age. Age range is 0-110

46

ANSWER IS INVALID
Age is inconsistent with date of birth [2]

108. **R3 - Relationship to HH Head:** The main purpose of collecting this type of information is to understand the composition of those people living and staying in the household. This information assist in identifying vulnerable children not living with parents as well as vulnerable young girls living with non related families.

The relationship refers to the relationship of all persons listed in the house to the head of the house. Record how the person listed in the house related to the head of the house in the space provided using the codes given in the answer category. Remember the first person in the list should always be the head. If the person you interview is not the head of the house, make sure that you record the relationship of that person to the head of the house but not to the respondent. Do the same to the remaining members of the household.

The relationship field is one of the highly checked fields in the system as it checks the age of the person again his/her relationship. *The common checks included here are:*

- 1) *Head of household should have age 15 years and over.*
- 2) *There should only be ONE head of household and is ALWAYS the first person*
- 3) *There should only be ONE spouse and should also be 15 years and over*
- 4) *Head and Spouse cannot have same sex*
- 5) *Age difference of Head and Child should be 15+*

- 6) *Age difference of Head and Parents should be 15+*
- 7) *Age difference of Head and Grandchild should be 30+*
- 8) *Age difference between Spouse and Parents should be 15+*

109. **HR4. IDENTITY – Ethnicity.** The person’s identity (ethnicity) is one important background characteristics as it is always associated with the person’s customs and behaviour and how to make decisions in his/her life. There should be one answer only for this question. Ask the question and select the right code.

HR4. What is sione's ethnic origin?
Koe ha e matakali 'oku kau ki ai 'a sione?

- Tongan
- Part-Tongan
- European
- Fijian
- Chinese
- Other Pacific Islander
- Other Asian
- Other (specify)

110. **HR5. RELIGION** The person’s religion is an indicator of lifestyle and community affiliation. It is often associated with particular attitudes, beliefs and behaviour that have demographic, social and economic implications. It is also one of the good indicator contributing to the person’s way of living and decision making. Record one answer only. Please note the ‘Other’ category where you will need to type in the description. See example in para 107 above

111. HR6. MARITAL STATUS The person’s marital status is vital information to collect as it has implications on the person’s decision and behaviour. The data collected in this question would enable the calculation of the marital status of the population. Record one correct answer only. ***There are some validation checks included in here and they are:***

- 1) *If the person is a SPOUSE then his/her marital status should be ‘Legally married’ OR ‘Defacto or consensual marriage’*
- 2) *If there is a HEAD and SPOUSE in the house, then both their marital status should be ‘Legally married’ OR ‘Defacto or consensual marriage’*

HR7. BIRTH CERTIFICATE In this question we are seeking information about whether children ages 0-4 years have a birth certificate. This is because prompt registration at birth is seen as an essential means of protecting a child's right to identity, as well as respect for other child rights. The lack of a birth certificate may prevent a child from receiving health care, nutritional supplements and social assistance, and from being enrolled in school.

112.HR8. SOCIAL AND HEALTH PROTECTION Both health and life insurance are essential to protecting the individual and family from financial ruin. These services are important in providing benefit or protection cost that cover health care of members. The information collected is important to provide further understanding on the proportion of the population who access or do not access to these services.

7.3. EDUCATION (3 years and above)

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

113.HR9a. SCHOOL ATTENDANCE – EVER ATTENDED SCHOOL This first question on education is important as it filters out the population into different categories;

- those who are still currently attending school at the time of the survey;
- those who have ever attended school in their life time (one day, one week, 3 years) and completed;
- the other group who have ever attended school in their life time but did not complete
- and the last group who never attended school at all in their life time.

Ask the question clearly and record one answer only.

HR9a. Have Sione ever attended any educational school or institution? Na'e 'osi ako pe lolotonga ako 'a Sione 'i ha 'api ako pea koe ha e ola 'ene ako, 'Oku pe Na'e

- Currently attending (Lolotonga ako)
- Completed school ('Osi 'ene ako 'uhinga ia ne 'osi lava 'ene sivi Form 6 pe toe ma'olunga ange)
- Dropped out of school (Nofo mei he Ako te'eki ke a'u 'o lava e sivi Form 6)
- Never attended ('Ikai pe ako)** ✕

HR9b. What were the main reasons why Sione never attended school? Ko e ha 'ae tefito'i 'uhinga na'e 'ikai ke ako ai 'a Sione?

- No school/ school is too far
- Not able to obtain school supplies and uniforms
- Could not obtain tuition fee
- No dormitory available at school
- Myself not interested in school
- Working to contribute to family income
- Help at home with household activities and in the farm
- Family does not allow schooling
- Illnes/ Disabled
- No Birth Certificate
- Under Age
- Others

Also note that there are leading up questions based on the answers provided and the system will automatically take you to the right question for you to ask. For instance; if the respondent never attended school, they will be prompted to ask question HR9b about the main reasons. This is the same approach for the other answer categories.

114. **HR9b. MAIN REASON FOR NEVER ATTENDED SCHOOL.** This question is only asked to those who reported never attending school in their life time. The intention of the question is to understand some of the reasons that prevent people and the individual from attending school. Ask the question and provide one main answer only.
115. **HR9c. DROPPED OUT OF SCHOOL – MAIN REASON.** Similar to the above question, this question is only asked to those who reported dropping out of school. The intention of the question is to understand some of the reasons why these group of people dropped out of school and did not complete school. Ask the question and provide one main answer only.
116. **HR9d. HIGHEST LEVEL OF EDUCATION.** You should ask this question if the person is currently attending school or have ever attended school and completed. If the person is currently attending school, ask this question to find out what level of school she/he is currently in, for instance, whether she/he is currently attending primary or secondary. Likewise, the same approach is to be done when the person reports that she/he has completed school already. Simply record the level of school that he attended and completed.

HR9d. What is the highest level of schooling that Sione attended?
Ko e ha e levolo ma'olunga taha kuo a'u kiai e ako 'a Sione

Pre-school

Primary

Lower secondary

Upper secondary

Technical and Vocational

University

Special school

Other (specify) ×

HR9e. Briefly describe the 'Other' educational level?
Koe he e toe level makehe koia?

117. **HR9e. OTHER EDUCATIONAL LEVEL** Enter the name of other educational level in the space provided.

118. **HR10af. HIGHEST GRAD COMPLETED** In the previous question, we find out the highest level of schooling that the person has attended or completed whether it is primary, secondary or above. Now we are asking about the highest grade/form/class/year the person has completed in that level. For instance, the person reported that he has attended secondary but only did one and half year, meaning that he completed Form 1 and did not complete Form 2. In this case, you should record Form 1 as the answer.

7.4 ECONOMIC ACTIVITIES LAST WEEK (15 years and above)

Introduction

This section on Economic Activities should be completed for all persons aged 15 years and over. For those persons less than 15 years of age will not be allowed to answer this section. One of the main purposes of this section is to determine the size of the supply of labour (work force) in the country. This refers to those people who are employed, unemployed people and those people who are categorised as not in the labour force. The data is very crucial to manpower planning and other users who have interest in a summary picture of the country's labour force as well as different activities

undertaken in the country. In order to obtain these data, the following questions in this section related to the person's economic activities have been asked.

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

Paid Employment:

01. Employer - An employer is any person for whom an individual performs or has performed any service, of whatever nature, as an employer. Also refers to someone producing goods or services for sale, running a business with paid employees.
02. Self-employed - producing goods or services for sale, running a business with/without paid employees.
03. Employee – working for wages/salary in public sector (Govt), NGO and UN agencies.
04. Employee – working for wages/salary in private sector.

Unpaid Employment:

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

Not in the labour force:

09. Student full time.
10. Student part time.
11. Home duties.
12. Retired/ too old.
13. None – did not pursue any activity (no work)
14. Physically/Mentally disabled.

119.**HR10a. ACTIVITIES LAST WEEK:** The main objective of this question is to understand different activities that the person might involved with in the last week before the survey. Ask the question and please make sure record all activities that the person was involved with in the last week using the list of categories provided below.

HR10a. What were Sione's activities during the last week?
Koe ha e 'u ngaue ne fakahoko 'e Sione 'i he uike kuo 'osi?

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

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

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

Employee, working for wages / salary in private sector

Producing goods for own and/ or family consumption

Unpaid family worker (family business/plantation)

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

Volunteer work (community, church, etc.)

Student - full time

Student - part time

Home duties

Retired / Too old

None - did not pursue any activity (no work)

Physically/Mentally Disabled

120.**HR10b. MAIN ACTIVITY LAST WEEK:** Out of the list of activities provided in the question above, this question will be asking for the main activity the main activity that the person spend most of hie/her time with. Ask the question and record only one answer.

HR10b. What was Sione's main activity during the last week?
Mei he 'u ngaue koia pe koe me'a ne fakahoko 'e Sione ko fe 'ia ki
nautolu koe tefito'i ngaue ia ne fakahoko he uike kuo 'osi?

- Employee, working for wages / salary in public sector
(incl. NGO, UN agencies)
- Producing goods for own and/ or family consumption
- Student - part time
- Home duties

121. **HR10c. OCCUPATION/JOB** Occupation refers to the type of work done in a job by the person employed (or the type of work done previously if the person is unemployed). Type of work is described by the main tasks and duties of the work. Ask the respondent to explain the type of work he/she usually carry out and record the description in the space provided.

HR10c. Briefly describe Sione's main job/task involved?
Fakamatala'i mai ange 'ae ngaue ne fakahoko 'e Sione 'i he 'ene
tefito'i ngaue ku fakahoko?

INSTRUCTION

WRITE:

- OCCUPATIONAL TITLE, IF ANY
- MAIN TASKS AND DUTIES

(e.g.: Police Department - public safety; Pinati Restaurant - preparing and serving meals; Avele College – teaching students)

Enter text

122. **HR10d. DETAIL DESCRIPTION OF OCCUPATION.** This question is similar to the above question which refers to the kind of work the person usually do in that occupation. In this question, you are required to provide detail information and so to be able to allocate it to the category provided (see the list). Simply type the description of the job and task involved and find the most correct group from the drop off list below. Make sure to select the correct group.

HR10d. In Sione main Job/business, what kind of work does Sione usually do? And what are your main tasks and duties? Ko e ha e lakanga ngaue 'a Sione? he ngaue'anga pe ngaue 'oku fakahoko 'e Sione he ngaue'anga ?

Click to answer

|

commissioned armed forces officers ('ofisa hoko 'i he tau malu'i fonua)

non-commissioned armed forces officers (kau ofisa teeki ofisa hoko tau malu'i fonua)

armed forces occupations; other ranks (ngaahi lakanga kehe 'i he tau malu'i fonua)

legislators (fakafofonga falealea)

senior government officials ('ofisa ngaue fakapule'anga ma'olunga)

- 123.**HR10e. WORKING INDUSTRY/EMPLOYER.** The “working industry” refers to the kind of production or activity of the establishment or similar unit in which the job(s) of the economically active person (whether employed or unemployed) was located during the last week prior the census fieldwork. In order to record the correct industry, HR10e ask about the name of the employer/organisation/industry.

HR10e. What is the name of the employer/organisation/industry where Sione works? Ko hai e hingoa 'ae ngaue'anga pe koe tokotaha 'oku ngaue kiai 'a Sione?

Enter text

You have to be clear in describing the activity or the place of activity. Please refrain from using general activities like ‘driver’, ‘clerk’, ‘self-employed’ etc. etc. Try to be more specific like ‘Driver for Ministry of Health’ or Taxi driver, Bus Driver, Driver for Digicel, self-employed planting taro, registry clerk for Mele Accounting Co., accounting clerk at Potungau Statistica. **PLEASE MAKE SURE TO BE SPECIFIC as it helps in selecting the correct code for HR10c and HR10d.**

- 124.**HR10g. WILLING AND AVAILABLE TO WORK LAST WEEK.** This question is asked of all persons regardless of their work status to find out whether they are available and willing to work or to take on another work. Ask the question and record the correct answer.

HR10g. Was Sione willing and available to work or take on another job last week? Na'e faingamalie pe 'ata'ata ' Sione ke ngaue pe ngaue 'i ha toe ngaue 'e taha he uike kuo 'osi?

Yes

No

125.**HR10h. ACTIVELY LOOKING FOR WORK LAST WEEK.** This question is asking about whether the respondent is actively looking for work last week or not. Record the right answer..

CHAPTER 8: SECTION 4 : CHILD AND ADULT FUNCTIONING

8.1 Child Functioning (2-17 years old) - Introduction

UNICEF and the Washington Group on Disability Statistics (WG) developed the Module on Child Functioning for use in censuses and surveys. The module, which is in line with the United Nations Convention on the Rights of Persons with Disabilities (CRPD) and the International Classification of Functioning (ICF), is intended to provide an estimate of the number/proportion of children with functional difficulties. These functional difficulties may place children at risk of experiencing limited participation in an unaccommodating environment.

The module covers children and adolescents between 2 and 17 years of age and assesses functional difficulties in the domains of seeing, hearing, mobility, self-care, fine motor, communication/comprehension, learning, remembering, playing, affect, controlling behaviour, attention and concentrating, coping with change, and relationships. It conforms to the 'biopsychosocial' model of disability, focusing on the presence and extent of functional difficulties rather than on body structure or conditions (i.e., causes of those difficulties). For example, a mobility limitation can be the result of cerebral palsy, loss of limbs, paralysis, muscular dystrophy or spinal cord injuries. Behavioural issues may result from autism, attention deficit hyperactivity disorder, or a mental health condition.

Moreover, children with the same cause of difficulties may have very different types of degrees of limitations. Functional difficulties occur on a continuum from very mild to very severe. For example, a child with cerebral palsy might have a slight speech impairment but can easily be understood while another child with the same condition might not be able to speak at all making communication very challenging. Some of these difficulties are traditionally seen as a 'disability' while others are not.

Disability is a complex concept, involving aspects of body function and structure (impairments), capacity (measured as the ability to carry out basic activities without the benefit of assistance in any form), and performance (measured as the individual's ability to carry out these same basic activities using available assistive technologies and assistance). Furthermore, disability emerges from the interaction of the person and their environment.

For persons with a functional difficulty, disability becomes manifest when they meet barriers in their environment that prevent them from participating in society to the same extent as people without any functional difficulties. For example, children who have difficulty hearing become disabled through a non-accommodating environment – such as lack of hearing aids, sign language interpretation, or attitudes that children with hearing difficulties cannot succeed in school. However, given appropriate accommodations including sign language interpretation and adapted learning materials, children with hearing difficulties would be better able to perform the same activities as other children. The module is designed to capture this continuum of functional abilities across a breadth of domains. It is not intended as a diagnostic tool.

8.2 General Characteristics

The module is comprised of two questionnaires – one with 16 questions for children aged 2 to 4 years and

another with 24 questions for children aged 5 to 17 years.

Functional domains covered in each questionnaire are as follows:

2-4 years: Seeing, hearing, walking, fine motor, communication/comprehension, learning, playing and controlling behaviour.

5-17 years: Seeing, hearing, walking, self-care, communication/comprehension, learning, remembering, concentrating, accepting change, controlling behaviour, making friends, and affect (anxiety and depression).

Two types of response formats are used in the questionnaire.

- **Dichotomous Yes/No responses**

Questions that are introductory in nature use Yes/No response options. In some instances these questions activate skip patterns.

Example: Does (*name*) wear glasses or contact lenses?

- 1) Yes
- 2) No

- **Scaled responses**

Questions to obtain information about degrees of difficulties, frequency or related qualities use scaled responses.

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

Would you say:

- 1) **No difficulty**
- 2) **Some difficulty**
- 3) **A lot of difficulty**
- 4) **Cannot do at all**

Example: How often does (*name*) seem very anxious, nervous or worried?

Would you say:

- 1) **Daily**
- 2) **Weekly**
- 3) **Monthly**
- 4) **A few times a year**
- 5) **Never**

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

Would you say:

- 1) **Not at all**
- 2) **The same or less**
- 3) **More**
- 4) **A lot more**

8.3 Eligible Respondents

The questionnaire is to be administered to the mother or, if the mother is not alive or does not live in the household, to the primary caregiver of the child in question. The primary caregiver may be a grandparent, other family member or someone else living in the household. Respondents do not need to be literate, although depending on age, maturity, cognitive ability and place of origin respondents may find some questions or concepts more difficult to understand than others. If the mother or primary caregiver is not available at the time of the interview, the interviewer must return to the home at a time when she is available. A substitute respondent who is not the mother or primary caregiver should not be interviewed in place of the mother/primary caregiver.

8.4 Question-by-question specifications

The purpose of this section is to indicate what is intended by each question. The questionnaire is designed to identify difficulties according to a range of severity in a number of domains — seeing, hearing, mobility, self-care, fine motor, communication, learning, remembering, affect, behaviour, attention and concentrating, accepting change, relationships and playing.

This section describes each domain, the reason the domain is included in the survey and the specific questions used to identify if the child has difficulty in the domain. Interviewers will have two questionnaire sections, one for use when referring to children aged 2 to 4 years and one for children aged 5 to 17 years. For the most part, the domains and rationales for children aged 2 to 4 years are the same as those for domains included for children aged 5 to 17 years. However, some of the questions differ to address age appropriate behaviours and expectations. This section identifies and explains the differences between the two sets of questions. Interviewers should use this information when respondents request clarification about specific questions and should not offer their own interpretations.

1. Basic Instructions

To collect valid and reliable data, it is important to adhere to the following rules.

Ensure that the translation is appropriate:

All translation should be done before the survey is fielded. Translation should never be left to the interviewer, since small differences in interpretation can compromise the reliability and validity of the data. If the survey has been translated from English into the local language, prior to going into the field, check that the intended concepts are captured in the translation. This may involve more than a simple word-for-word translation of the question even if checked by back translation. The translated question should be tested to ensure that the intended meaning of each one is easily understood in the colloquial language of the respondents.

Ask the questions exactly as written:

The extensive cognitive testing done on the module revealed that minor variations in question wording can lead to a significant response variation, that is, responses that do not meet the intent of the question. UNICEF and the WG, in consultation with an international group of experts, have put the survey module through a rigorous development and evaluation process, including drafting, revising and validating the questions as described in the concept note. Through this process many different formulations of the questions were considered and evaluated using a cognitive testing approach. Over 250 parents and/or guardians in five countries shared their interpretations of the questions with the survey designers.

Do not ask a screening question:

The interviewer must ask the respondent all questions in the module for each child in the sample. The interviewer must not first ask if any of the children has a disability and then administer the questionnaire only to those children. Nor should the interviewer assume that children have or do not have a disability simply by observing them.

The goal of the questionnaire is to identify a range of functional difficulties; even those that the respondent or the interviewer may not consider to be a ‘disability’.

Maintain the age categories as written:

While some questions are appropriate across all ages, others are specifically for younger children (2-4 years) or schoolage children (5-17 years). Children’s development in each domain proceeds through a series of stages and typically involves mastering simple skills before more complex skills can be learned. Each question has been carefully designed and tested to address the appropriate developmental stage. For example, the expectation of a child’s ability to speak and use verbal language to communicate varies by age. While all cultures expect children aged 5 years and over to speak fluently there is great variation in speech among younger children aged 2 to 4 years so the questions are written to reflect that difference.

Follow the skip-patterns carefully:

The survey system directs the interviewer to skip certain questions based on certain responses. Make sure to follow the skips and ask the questions properly and correctly. The skip patterns can fall into two categories:

- Skip patterns that direct the interviewer to different questions based on age.
- Skip patterns related to whether the child uses assistive devices.

8.5 SECTION 1A: CHILD FUNCTIONING (AGED 2- 4 years old)

The child functioning module for children aged 2- 4 years covers 8 domains of functioning with the total of 16 questions altogether for these group of children. The child functional domains for children aged 2 -4 years of includes the followings:

1. Seeing – (3 questions CYF1 – CYF2)
2. Hearing – (3 questions CYF4 – CYF6)
3. Walking – (4 questions CYF7 – CYF10)
4. Fine motor – (1 question CYF11)
5. Communication/comprehension – (2 questions CYF12 – CYF13)
6. Learning – (1 question CYF14)
7. Playing – (1 question CYF15)
8. Controlling behaviour – (1 question CYF16)

I. Vision Domain

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

Seeing is measured with the use of corrective lenses if those lenses are used. Corrective lenses include glasses and contact lenses. Both terms are used in the questionnaire for children and youth aged 5 to 17 years, but only the term ‘glasses’ is used in the questionnaire for younger children (2-4 years). This is because (a) young children are rarely given the use of contact lenses and (b) cognitive testing has shown that the general usage of the

term ‘glasses’ includes both glasses and contact lenses, so young children using contact lenses will be identified by this question.

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

With the exception of the inclusion of contact lenses, the questions for children aged 2 to 4 years are the same as those for children aged 5 to 17. This is because seeing develops rapidly over the first months of life and is well developed by 2 years of age.

- 126.CYF1. Does ‘HM’ wear glasses?** This question is asking whether the child is wearing glasses or not. Ask the question as it is and record one correct answer only. If the answer is ‘Yes’ then continue and ask the next question, CYF2 to find out if the respondent have difficulties seeing even when wearing glasses. If ‘No’ skip and go to question CYF3. The system will automatically takes you to the correct question.
- 127.CYF2. When wearing glasses, does ‘HM’ have difficulties seeing?** This question is asking whether the child has difficulties seeing even when wearing glasses. Please note that any difficulties that the respondents reported should be recorded. Ask the question as it is written including the answer categories to assist the respondents in providing the correct answer.
- 128.CYF3. Does ‘HM’ have difficulties seeing?** This question is asked of children who reported not wearing glasses. The purpose of the question is to find out any difficulties seeing without wearing glasses. Remember to ask the question as it is written including the answer categories to assist the respondents in providing the correct answer.

II. Hearing

Domain:

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

Rationale:

As was the case for seeing, hearing is evaluated with the use of hearing aids if these are worn. It is acknowledged that hearing aids are not as successful in restoring hearing as glasses are for seeing and the use is not as widespread. Therefore, this question is structured in the same way as question CF1 with the respondent first asked if the child wears a hearing aid and then, if one is worn, if the child has difficulty hearing with the hearing aid. If the child does not wear a hearing aid, the question omits any reference to hearing aids. In areas where hearing aids are rare, the question on use of hearing aids can be omitted. The questions for children aged 2 to 4 years are the same as for children aged 5 to 17 years

because processing of the intensity, frequency, and temporal characteristics of sound has reached adult levels of functioning by 6 months of age.

129. **CYF4. Does ‘HM’ use hearing aids?** This question is asked to find out whether the respondent is using any hearing aids or not. Ask the question and record one correct answer only and follows the skips correctly. Ask the following question (CYF5) if the answer is ‘Yes’. Go to question CYF6 if the answer is ‘No’. Note that the interviewer should ask one question only either CYF5 or CYF6 but not both.
130. **CYF5. When wearing using hearing aids, does ‘HM’ have difficulties hearing sounds like people’s voices or music?** This question is asked if the respondent reported using hearing aids. The purpose of this question is to find out more about any difficulties the respondent might encounter even when using the hearing aids. Ask the question as it is written including the answer categories to help the respondent in providing the accurate answer.
131. **CYF6. Does ‘HM’ have difficulties hearing sounds like people’s voices or music?** This question is asked of children who reported not using any hearing aids to find out any difficulties they have with their hearing.

III. Mobility

Domain:

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

Rationale:

If the child uses an assistive device, this series of questions captures the child’s ability to walk both with and without his/her equipment. Questions about walking without equipment capture a child’s capacity to walk, while asking about walking with equipment, captures walking performance. These questions differ from the seeing and hearing questions that measure the child’s ability to function only with their assistive devices. Mobility aids differ from seeing and hearing aids in two important ways. As noted in the section on seeing, glasses are more readily available and accessible than mobility aids in many countries due to their cost. They also are more successful in correcting the functional difficulty than are mobility devices in most contexts. In addition, while glasses and hearing aids are connected to the person (almost ‘within-the-skin’), mobility aids vary widely. Aids such as canes improve walking ability, while wheelchairs provide a different means of getting from one place to another and therefore could be considered more of a substitute for walking. The success with which mobility devices improve functioning in this domain is also a function of the environment where the person lives. The survey is interested in capturing the child’s functionality with and without the assistance but cannot address how the device affects functioning in different environments. For example, a school may need a ramp for a child who uses a wheelchair to attend. The wheelchair could improve the child’s mobility but not affect school participation if the school environment cannot accommodate the wheelchair. The questions in the mobility domain differ for children aged 2 to 4 years because young children may still be in the process of developing walking endurance and may not be willing to walk longer distances. From a

developmental standpoint, it is expected that a child will walk independently by the age of 2 years.

Therefore, the question focuses on the physical activity (walking) rather than distance.

For children aged 5 to 17 years, the walking questions are more specific. A clear reference to distance (e.g., short and long distances) was added. Increasing the specificity is beneficial because it captures more

variability in the ability to walk. A child with no difficulty walking a short distance but who is unable to walk longer distances may not be able to walk far enough to attend school. The question on the longer distance is more directly related to the ability to participate in society. By including both distance questions, the results provide a better differentiation in the population of the severity of walking difficulties

experienced by children. While respondents may not have accurate knowledge of distances, the use of a

common example for 100 metres/yards (length of a football field) does give the respondent a good idea of

the distance of interest. Asking about 100 metres/yards first, followed by the question on 500 metres/yards, gives an indicator of relative size that the respondent can use in forming an answer.

This said, it is strongly advised that country specific examples are used to facilitate greater understanding of the actual distance.

132. CYF7. Does ‘HM’ use any equipment or use any assistance for walking? This question is asked to determine whether the respondent is using any equipment or use any assistance for walking. Record the answer according to the information provided by the respondents. If the answer is ‘Yes’ meaning that the respondent is using any equipment or use any assistance for walking, then continue with questions CYF8 and CYF9. If ‘No’ skip to CYF10.

133. CYF8. Without the use of ‘HM’ equipment or assistance, does ‘HM’ have difficulty walking? This question is asked to capture the respondent’s ability to walk without the use of equipment or assistance. Ask the question if the respondent still have some difficulties, a lot of difficulty or cannot walk at all without the use of equipment or assistance. Record the correct answer.

134. CYF9. With the use of ‘HM’ equipment or assistance, does ‘HM’ have difficulty walking? Similarly this question is asked to capture the respondent’s ability to work with the use of equipment or assistance. Ask the question if the respondent still have some difficulties, a lot of difficulty or cannot walk at all without the use of equipment or assistance. Record the correct answer.

135. CYF10. Compared with children of the same age, does ‘HM’ have difficulty walking? This question is asking if the child have difficulty walking as compared with children of the same age. Note that this question is asked to children with or without the use of equipment or assistance.

IV. Fine Motor

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

Rationale: Picking up small objects (e.g., marble, button, small stone) is a good measure of basic fine motor skills because the task requires a mix of grip strength, motor control and dexterity.

Fine motor

development of children 5 to 17 years of age is captured in the self-care question as both dressing and feeding oneself requires such skills, so the module does not include any questions for that age range in this domain. This fine motor task was selected because in typical development, we expect that by about 12 months, children will be able to pick up small objects using the tip of the index finger and the thumb. The type of grasp (e.g., ‘pincer’, ‘tripod’) is not differentiated because between the ages of 2 and 4 years the grasp used to pick up objects can differ significantly.

136. **CYF11. Compared with children of the same age, does ‘HM’ have difficulty picking up small objects with his/her hands?** This question is asking if the child have difficulty picking up small objects with his/her hands as compared with children of the same age. Ask the mother/caretaker to compare the situation of the child with those children of the same age that she/he knows. Record the answer based on the respondent answer.

V. Communication/Comprehension

Domain:

The purpose of this domain is to identify children who have difficulty exchanging information or ideas with others at home, school or in the community through the use of spoken language. If a child does not have spoken language and does not have an available accommodation it will be very difficult for him or her to communicate, particularly outside of the immediate family. There are two important aspects of communication that are measured in the module: understanding others (receptive communication) and being understood by others (expressive communication).

Rationale: For children aged 2 to 4 years, the survey addresses both receptive communication (Does (name) have difficulty understanding you?) and expressive communication (When (name) speaks, do you have difficulty understanding him/her?). The questions for children aged 5 to 17 years focus only on expressive communication because the receptive communication questions picked up different constructs (i.e., emotions, point of view) in cognitive testing and it was determined this skill was being captured in the hearing and cognition domains. For children aged 5 to 17 years, the survey first addresses whether people inside the household can understand the child’s speech and second whether it can be understood by people outside the household. Children who are non-verbal or have difficulties with speech may be able to communicate with household members who are attuned to the child’s gestures or the idiosyncrasies of their speech but may have difficulty being understood by people with whom they are less familiar. The survey makes this distinction because difficulty communicating with people outside the family can have a significant impact on the child’s ability to participate in his/her community.

137. **CYF12. Does ‘HM’ have difficulty understanding you?** The purpose of this question is to ask if the child has any difficulties in understanding what is been said to him/her through the use of spoken language. Ask the question and record the correct answer.
138. **CYF13. When ‘HM’ speaks, do you difficulty understanding him/her?** This question is trying to find out any difficulties in understanding the child when speaks or communicate. Ask the question and record the answer correctly.

VI. Learning

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

Rationale: This question is the same for both groups of children and is designed to capture the child's ability to learn.

139. *CYF14. Compared with children of the same age, does 'HM' have difficulty learning things?*

This question is trying to find out if the child have difficult learning things by comparing the child learning to other children of the same age in the household or in the same place. Ask the question to the mother/caretaker and record the answer correctly.

VII. Playing

Domain: This question is meant to capture difficulty in playing that is related to any functional difficulty.

Playing is a complex domain as it involves several functional capacities, from seeing to cognition. It is also heavily influenced by the child's environment.

Rationale: Play is recognized to be one of the most important activities for the development of young children. Whether alone or in the company of others, a child's ability to play is a building block to the development of social, emotional, cognitive and physical skills. The module does not include any questions in the domain of play for children aged 5 to 17 years as those skills are captured in the attention and relationship domains.

140. *CYF15. Compared with children of the same age, does 'HM' have difficulty playing?* This question is trying to find out if the child have difficult playing by comparing the child playing situation with other children of the same age.

VIII. Controlling Behaviour

Domain: The purpose of this question is to identify children with behavioural difficulties that limit their ability to interact with other people in an appropriate manner. For young children, this can include kicking, biting and hitting. For older children, this can include telling lies, fighting, bullying, running away from home, or skipping school/playing truant. The question designed to measure the behavior domain for young children differs from the question for older children because the inability to exhibit selfcontrol is a normal behaviour for young children.

Rationale: Since all children may express some behavioural difficulties at one time or another, the question is preceded by the phrase 'compared with children of the same age' and the response options capture the degree to which demonstrated behavior is, according to the mother or primary

caregiver, deemed
excessive.

141. **CYF16.** *Compared with children of the same age, how much does 'HM' kick, bites or hit other children?* The aim of this question is to determine how much 'HM' kick, bites or hit other children as compared with children of the same age. Ask the mother/caretaker if 'HM' does not kick, bites or hit other children, the same or less, more or a lot more. Record the answer.

8.6 SECTION 1B – SECTION 1G - DIFFICULTY/DISABILITY ONSET, CAUSE, SUPPORT (aged 2-4 years old)

Introduction:

The following sections – Section 1B to Section 1G are to be administered only to those children/persons aged 2-4 years old reporting a lot of difficulties or cannot do at all in any of the functional domains in Section 1. The purpose of this sections is to find out more information about the cause of the difficulties, when it happened and whether or not the child is using any tools or support for such difficulty. These information will assist in developing policy programs and interventions that would target and supports the needs of these vulnerable population.

In this sections, children will be filtered based on their difficulty status reported in Section 1A. Those children reporting no difficulty or some difficulty in any functional domain, will not be interviewed. Only children reporting a lot of difficulty or cannot do at all in any of the domain will be interviewed accordingly. You will note that the system will automatically direct you to the right section based on the answer provided from the respondents. In summary, the respondent will be filtered based on their difficulty for each functional domain.

SECTION 1B – VISION DIFFICULTY (2-4 years old)

142. **VD1a. Does ‘HM’ use any of the tools or any support services to overcome the vision difficulty that she/he has?** This question is asked to children aged 2-4 years of age who reported having a lot of difficulty or cannot see at all. The purpose of this question is to find out if the child uses any of the tools or any support services to assist her/him with vision difficulty. The list of tools are provided and select ‘Yes’ or ‘No’ accordingly for each item. It is important to capture any tools or any supports that the child use or receive, so make sure to ask the questions to find out more from the respondent. Read out all the list of tools and help to explain the tools to the respondents so she/he would understand.

VD1a. Does HM use any of the tools or support services to help overcome the vision difficulty that he/she has? 'Oku ngaue'aki nai 'e HM 'ae ngaahi me'angaue ni pe sevesi ke tokoni ki he faingata'a'ia moe palopalema 'a 'ene vakai pe sio?

Yes / No

<input type="radio"/> / <input checked="" type="radio"/>	Tools for braille reading (me'angaue 'oku tokoni ki he 'ene laukonga hange ha la'i pepa 'oku totitoti)	X
<input type="radio"/> / <input checked="" type="radio"/>	Speaking devices or touchables (Me'angaue 'oku lea mo lava 'o ala kiai kene 'ilo'i)	X
<input type="radio"/> / <input checked="" type="radio"/>	Recording devices (Me'angaue hiki fakamatala)	X
<input type="radio"/> / <input checked="" type="radio"/>	Computer with printer (luner)	X
<input checked="" type="radio"/> / <input type="radio"/>	Personal companion	X
<input type="radio"/> / <input checked="" type="radio"/>	Scanner	X
<input checked="" type="radio"/> / <input type="radio"/>	Stick	X
<input checked="" type="radio"/> / <input type="radio"/>	Guide movement	X
<input type="radio"/> / <input checked="" type="radio"/>	NONE	X
<input type="radio"/> / <input checked="" type="radio"/>	Other (specify)	X

143. **VD1b. Describe the other tool?** This question will be asked if the other (specify) answer category is selected in VD1a. This means that the respondent used other tools apart from the list of tools provided. The interviewer should ask about the other tool and record the name correctly in the space provided.
144. **VD2. Of the tools that 'HM' does not use, does 'HM' needs them but cannot obtain?** This question is a follow up from the previous question (VD1a and VD1b) about those tools that the respondent/child is not using and whether she/he needs them but cannot obtain. The purpose of this question is to understand what other tools the respondent needs but do not use and cannot get them. Record the answer for each item.
145. **VD3. How old was 'HM' when vision difficulty occurred?** This question asks about the onset of the vision difficulty that 'HM' had and in particular the age when 'HM' first experience this difficulty. This is the age when the respondent first experience the difficulty in seeing. Ask politely and record the age in completed years.
146. **VD4a. Which one of these reasons is considered the main cause of 'HM' vision difficulty/disability?** The purpose of this question is to find out the main cause of this vision difficulty/disability. The list of answers are provided and it is helpful that you read out the answers and explain briefly to assist the respondent. Below are some descriptions of the answers:
- Congenital** – existing from birth, acquired during the development in the uterus
 - Birth related** – caused by birth complications
 - Illnes** – caused as a result of a long illness such as hepatitis, diabetic, etc
 - Physical and psychological abuse** – refers to children experience physical abuse and emotional abuse which includes children witnessing domestic violence, expeience acts of omission/neglect, being rejected, humiliation, insults, etc.
 - Aging** – cause of difficulty is related to aging
 - Accident** – if the difficulty is caused by accident (traffic accident, work accident or other accident)
 - Stress** - is a physical, mental, or emotional factor that causes bodily or mental tension. Stresses can be external (from the environment, psychological, or social situations) or internal (illness, or from a medical procedure). Stress is also a good cause of difficulty in any functional domains.
147. **VD4b. Describe the other reason?** Ask and record the other reason, not listed in the answer categories in VD4a.
148. **VD5. Please describe the disease or illness?** This question is asked if the main cause of vision difficulty /disability is illness in question VD4a. Ask the respondent to find out exactly what the illness is that resulted in difficulty in seeing. Record the correct answer accordingly.

SECTION 1C – HEARING DIFFICULTY (2-4 years old)

149. **HD1a. Does 'HM' use any of the tools or any support services to overcome the hearing difficulty that she/he has?** This question is asked to childrend aged 2-4 years of age who reported having a lot of difficulty or cannot hear at all. The purpose of this question is to find out if the child uses any of the tools or any support services to assist her/him with hearing difficulty. The list of tools are provided and select 'Yes' or 'No' accordingly for each item. It is important to capture any tools or any supports that the child use or receive, so make sure to ask the questions to find out more

from the respondent. Read out all the list of tools and help to explain the tools to the respondents so she/he would understand.

150. **HD1b. Describe the other tool?** This question will be asked if the other (specify) answer category is selected in HD1a. The interviewer should ask about the other tool and record the name correctly in the space provided.
151. **HD2. Of the tools that 'HM' does not use, does 'HM' needs them but cannot obtain?** This question is a follow up from the previous question (HD1a and HD1b) about those tools that the respondent/child is not using and whether she/he needs them but cannot obtain. Record the answer for each item.
152. **HD3. How old was 'HM' when hearing difficulty occurred?** This question asks about the onset of the hearing difficulty that 'HM' had and in particular the age when 'HM' first experience this difficulty. Record the age in completed years.
153. **HD4a. Which one of these reasons is considered the main cause of 'HM' hearing difficulty/disability?** This question tends to find out the main cause of this hearing difficulty/disability. Ask the question politely and record one correct answer only.
154. **HD4b. Describe the other reason?** Ask and record the other reason, not listed in the answer categories in HD4a.
155. **HD5. Please describe the disease or illness?** This question is asked if the main cause of the hearing difficulty /disability is disease or illness in question HD4a. Ask the question and record the name of the disease/illness accordingly.

SECTION 1D – WALKING DIFFICULTY (2-4 years old)

156. **WD1a. Does 'HM' use any of the tools or any support services to overcome the walking difficulty that she/he has?** Similar to the questions on seeing and hearing difficulty, this question tries to find out if the child uses any of the tools or any support services to assist her/him with hearing difficulty/disability. The list of tools are provided and record 'Yes' or 'No' accordingly for each item. Do not forget to read out all the list of tools provided in order to assist the respondent to report the correct answer.
157. **WD1b. Describe the other tool?** This question will be asked if the other (specify) answer category is selected in WD1a. The interviewer should ask about the other tool and record the name correctly in the space provided.
158. **WD2. Of the tools that 'HM' does not use, does 'HM' needs them but cannot obtain?** This question is a follow up from the previous question (WD1a and WD1b) about those tools that the respondent/child is not using and whether she/he needs them but cannot obtain. Record the answer for each item.
159. **WD3. How old was 'HM' when walking difficulty occurred?** This question asks about the onset of the walking difficulty that 'HM' had and in particular the age when 'HM' first experience this difficulty. Record the age in completed years.

160. **WD4a. Which one of these reasons is considered the main cause of 'HM' walking difficulty/disability?** This question tends to find out the main cause of this walking difficulty/disability. Ask the question politely and record one correct answer only.
161. **WD4b. Describe the other reason?** Ask and record the other reason, not listed in the answer categories in WD4a.
162. **WD5. Please describe the disease or illness?** This question is asked if the main cause of the walking difficulty /disability is disease or illness in question WD4a. Ask the question and record the name of the disease/illness accordingly.

SECTION 1E – DIFFICULTY IN PICKING UP THINGS OR OBJECTS (2-4 years old)

163. **PUD1a. Does 'HM' use any of the tools or any support services to overcome this difficulty that she/he has?** The interviewer should ask this question if the child reported having a lot of difficulty or cannot do at all in picking up things or objects. The question is trying to find out if the child uses any of the tools or any support services to assist her/him with the difficulty/disability. The list of tools are provided and read out the list to the respondent and record 'Yes' or 'No' accordingly for each item.
164. **PUD1b. Describe the other tool?** This question will be asked if the other (specify) answer category is selected in PUD1a. The interviewer should ask about the other tool and record the name correctly in the space provided.
165. **PUD2. Of the tools that 'HM' does not use, does 'HM' needs them but cannot obtain?** This question is a follow up from the previous question (PUD1a and PUD1b) about those tools that the respondent/child is not using and whether she/he needs them but cannot obtain. Record the answer for each item.
166. **PUD3. How old was 'HM' when this difficulty occurred?** This question asks about the onset of this difficulty that 'HM' had and in particular the age when 'HM' first experience this difficulty. Record the age in completed years.
167. **PUD4a. Which one of these reasons is considered the main cause of 'HM' difficulty/disability?** This question tends to find out the main cause of this difficulty/disability. Ask the question politely and record one correct answer only. Please record the main cause of the difficulty.
168. **PUD4b. Describe the other reason?** Ask and record the other reason, not listed in the answer categories in PUD4a.
169. **PUD5. Please describe the disease or illness?** This question is asked if the main cause of this difficulty /disability is disease or illness in question PUD4a. Ask the question and record the name of the disease/illness accordingly.

SECTION 1F – DIFFICULTY IN COMMUNICATION/COMPREHENSION (2-4 years old)

170. **DU1a. Does 'HM' use any of the tools or any support services to overcome this difficulty that she/he has?** This question aims to find out if the child uses any of the tools or any support services

to assist her/him with the difficulty/disability. The list of tools are provided and record 'Yes' or 'No' accordingly for each item.

171. **DU1b. Describe the other tool?** This question will be asked if the other (specify) answer category is selected in DU1a. The interviewer should ask about the other tool and record the name correctly in the space provided.
172. **DU2. Of the tools that 'HM' does not use, does 'HM' needs them but cannot obtain?** This question is a follow up from the previous question (DU1a and DU1b) about those tools that the respondent/child is not using and whether she/he needs them but cannot obtain. Record the answer for each item.
173. **DU3. How old was 'HM' when this difficulty occurred?** This question asks about the onset of this difficulty that 'HM' had and in particular the age when 'HM' first experience this difficulty. Record the age in completed years.
174. **DU4a. Which one of these reasons is considered the main cause of 'HM' difficulty/disability?** This question tends to find out the main cause of this difficulty/disability. Ask the question politely and record one correct answer only.
175. **DU4b. Describe the other reason?** Ask and record the other reason, not listed in the answer categories in DU4a.
176. **DU5. Please describe the disease or illness?** This question is asked if the main cause of this difficulty /disability is disease or illness in question DU4a. Ask the question and record the name of the disease/illness accordingly.

SECTION 1G – DIFFICULTY IN PLAYING (2-4 years old)

177. **PLD1a. Does 'HM' use any of the tools or any support services to overcome this difficulty that she/he has?** This question aims to find out if the child uses any of the tools or any support services to assist her/him with the difficulty/disability. The list of tools are provided and record 'Yes' or 'No' accordingly for each item.
178. **PLD1b. Describe the other tool?** This question will be asked if the other (specify) answer category is selected in PLD1a. The interviewer should ask about the other tool and record the name correctly in the space provided.
179. **PLD2. Of the tools that 'HM' does not use, does 'HM' needs them but cannot obtain?** This question is a follow up from the previous question (PLD1a and PLD1b) about those tools that the respondent/child is not using and whether she/he needs them but cannot obtain. Record the answer for each item.
180. **PLD3. How old was 'HM' when this difficulty/disability occurred?** This question asks about the onset of this difficulty that 'HM' had and in particular the age when 'HM' first experience this difficulty. Record the age in completed years.

181. **PLD4a. Which one of these reasons is considered the main cause of 'HM' difficulty/disability?** This question tends to find out the main cause of this difficulty/disability. Ask the question politely and record one correct answer only.

182. **PLD4b. Describe the other reason?** Ask and record the other reason, not listed in the answer categories in PLD4a.

PLD5. Please describe the disease or illness? This question is asked if the main cause of this difficulty /disability is disease or illness in question PLD4a. Ask the question and record the name of the disease/illness accordingly.

SECTION 1H – DIFFICULTY IN PLAYING (2-4 years old)

183. **PLD1a. Does 'HM' use any of the tools or any support services to overcome this difficulty that she/he has?** This question aims to find out if the child uses any of the tools or any support services to assist her/him with the difficulty/disability. The list of tools are provided and record 'Yes' or 'No' accordingly for each item.

184. **PLD1b. Describe the other tool?** This question will be asked if the other (specify) answer category is selected in PLD1a. The interviewer should ask about the other tool and record the name correctly in the space provided.

185. **PLD2. Of the tools that 'HM' does not use, does 'HM' needs them but cannot obtain?** This question is a follow up from the previous question (PLD1a and PLD1b) about those tools that the respondent/child is not using and whether she/he needs them but cannot obtain. Record the answer for each item.

186. **PLD3. How old was 'HM' when this difficulty/disability occurred?** This question asks about the onset of this difficulty that 'HM' had and in particular the age when 'HM' first experience this difficulty. Record the age in completed years.

187. **PLD4a. Which one of these reasons is considered the main cause of 'HM' difficulty/disability?** This question tends to find out the main cause of this difficulty/disability. Ask the question politely and record one correct answer only.

188. **PLD4b. Describe the other reason?** Ask and record the other reason, not listed in the answer categories in PLD4a.

189. **PLD5. Please describe the disease or illness?** This question is asked if the main cause of this difficulty /disability is disease or illness in question PLD4a. Ask the question and record the name of the disease/illness accordingly.

SECTION 1I – DIFFICULTY IN CONTROLLING BEHAVIOUR (2-4 years old)

190. **CBD1a. Does 'HM' use any of the tools or any support services to overcome this difficulty that she/he has?** This question aims to find out if the child uses any of the tools or any support services to assist her/him with the difficulty/disability. The list of tools are provided and record 'Yes' or 'No' accordingly for each item.

191. ***CBD1b. Describe the other tool?*** This question will be asked if the other (specify) answer category is selected in CBD1a. The interviewer should ask about the other tool and record the name correctly in the space provided.
192. ***CBD2. Of the tools that ‘HM’ does not use, does ‘HM’ needs them but cannot obtain?*** This question is a follow up from the previous question (CBD1a and CBD1b) about those tools that the respondent/child is not using and whether she/he needs them but cannot obtain. Record the answer for each item.
193. ***CBD3. How old was ‘HM’ when this difficulty/disability occurred?*** This question asks about the onset of this difficulty that ‘HM’ had and in particular the age when ‘HM’ first experience this difficulty. Record the age in completed years.
194. ***CBD4a. Which one of these reasons is considered the main cause of ‘HM’ difficulty/disability?*** This question tends to find out the main cause of this difficulty/disability. Ask the question politely and record one correct answer only.
195. ***CBD4b. Describe the other reason?*** Ask and record the other reason, not listed in the answer categories in CBD4a.
196. ***PLD5. Please describe the disease or illness?*** This question is asked if the main cause of this difficulty /disability is disease or illness in question CBD4a. Ask the question and record the name of the disease/illness accordingly.

8.7 SECTION 2A: CHILD FUNCTIONING (AGED 5- 17 years old)

The child functioning module for children aged 5- 17 years covers 12 domains of functioning with a total of 24 questions for these group of children. The Functional domains covered in each modules are as follows:

1. Seeing – (3 questions CAF1 – CAF3)
2. Hearing – (3 questions CAF4 – CAF6)
3. Walking – (7 questions CAF7 – CAF13)
4. Selfcare – (1 question CAF14)
5. Communication/Comprehension – (2 questions CYF15 – CYF16)
6. Learning – (1 question CAF17)
7. Remembering – (1 question CAF18)
8. Attention/Concentrating – (1 question CAF19)
9. Accepting changes – (1 question CAF20)
10. Controlling – (1 question CAF21)
11. Relationship – (1 question CAF22)
12. Affect (Anxious and depressed) – (2 questions CAF23 – CAF24)

The questions description for each domains are provided below, however, some of the domains are covered in the child modules for children aged 2-4 years above. In this case, you will be instructed to refer to the description in the above section.

I. Vision

Domain: (refer to the description in Section 1A. I)

197. **CAF1. Does 'HM' wear glasses or contact lens?** This question is asking whether or not the child is wearing glasses or contact lens. Ask the question as it is and record one correct answer only. If the answer is 'Yes' then continue and ask the next question, CAF2 to find out if the respondent have difficulties seeing even when wearing glasses or contact lens. If 'No' skip and go to question CAF3.

198. **CAF2. When wearing glasses, does 'HM' have difficulties seeing?** This question is asked of children wearing glasses or contact lens to determine whether the child has difficulties seeing even when wearing glasses or contact lens. Please note that any difficulties that the respondents reported should be recorded. Difficulty in seeing when wearing glasses should include the difficulties to observe what is happening around them. Ask the question as it is written including the answer categories to assist the respondents in providing the correct answer. Skip to CAF4.

CAF2. When wearing his/her glasses, does HM have difficulty seeing? 'I he taimi 'oku tui ai 'e HM 'a 'ene matasio'ata vaivai, 'oku 'i ai nai ha faingata'a'ia pe palopalema 'i he 'ene sio?

No, no difficulty

Yes, some difficulty

Yes, a lot of difficulty

Cannot do at all

199. **CAF3. Does 'HM' have difficulties seeing?** This question is asked of children who reported not wearing glasses. The purpose of the question is to find out any difficulties seeing without wearing glasses. Remember to ask the question as it is written including the answer categories to assist the respondents in providing the correct answer.

CAF3. Does HM have difficulty seeing? 'Oku 'i ai nai ha faingata'ia pe palopalema 'i he sio 'a HM?

No, no difficulty

Yes, some difficulty

Yes, a lot of difficulty

Cannot do at all

II. Hearing

Domain: (refer to the description in Section 1A. II)

200. **CAF4. Does 'HM' use hearing aids?** This question is asked to find out whether the respondent is using any hearing aids or not. Ask the question and record one correct answer only and follows the skips correctly. Ask the following question (CAF5) if the answer is 'Yes'. Go to question CAF6 if

the answer is 'No'. Note that the interviewer should ask one question only either CAF5 or CAF6 but not both.

201. **CAF5. When using his/her hearing aids, does 'HM' have difficulties hearing sounds like people's voices or music?** This question is asked if the respondent reported using hearing aids. The purpose of this question is to find out more about any difficulties the respondent might encounter even when using the hearing aids. Ask the question as it is written including the answer categories to help the respondent in providing the accurate answer. Remember to skip to CAF7 when done with this question.

CAF5. When using his/her hearing aid, does HM have difficulty hearing sounds like people's voices or music? 'I he taimi 'oku tui ai 'e HM 'a 'ene me'a ngaue ku tokoni ki he 'ene fanongo, 'oku 'i ai nai ha faingata'a'ia pe palopalema 'i he 'ene fanongo kihe talanoa 'ae kakai pe fanongo ki ha hiva?

No, no difficulty

Yes, some difficulty

Yes, a lot of difficulty

Cannot do at all

202. **CAF6. Does 'HM' have difficulties hearing sounds like people's voices or music?** This question is asked of children who reported not using any hearing aids to find out any difficulties they have with their hearing. Record the right answer only.

III. Mobility

Domain: (refer to the description in Section 1A. III)

203. **CAF7. Does 'HM' use any equipment or receive any assistance for walking?** This question is asked to determine whether the respondent is using any equipment or receive any assistance for walking. Record the answer according to the information provided by the respondents. If the answer is 'No' meaning that the respondent is not using any equipment or use any assistance for walking, then skip to questions CAF12. For those using any equipment or receive any assistance for walking, continue with question CAF8. Follow the skips correctly.

CAF7. Does HM use any equipment or receive assistance for walking? 'Oku ngaue'aki 'e HM ha ngaahi me'a ngaue 'oku tokoni ki he 'ene lue pe 'alu?

Yes

No

204. **CAF8. Without the use of his/her equipment or assistance, does 'HM' have difficulty walking 100 yards/metres on level ground (about 1 football field)?** Remember that this question is asked of those children who reported using any equipment or assistance to determine their ability to perform or walk on level ground at about 100 yards/metres. Ask the question and record the level

of difficulty in walking and whether the respondent still have some difficulties, a lot of difficulty or cannot walk at all without the use of equipment or assistance. Record one answer only. Remember to skip to CAF10 only if the answer is a lot of difficulty or cannot do at all.

CAF8. Without his/her equipment or assistance, does HM have difficulty walking 100 yards/metres on level ground (about 1 football field)? Kapau 'e 'ikai ke ngaue'aki e me'angaue 'oku tokoni ki he lue pe 'alu 'a HM,'oku 'i ai nai ha faingata'ia pe palopalema kapau 'e lue he loloa koe mita 'e 100 pe koe loloa ha mala'ae 'akapulu?

Some difficulty

A lot of difficulty

Cannot do at all

205. **CAF9. Without the use of his/her equipment or assistance, does 'HM' have difficulty walking 500 yards/metres on level ground (about the length of 5 football fields)?** This question is the same with CAF8 except that it is asking about the child's walking performance without equipment/assistance for longer distance. Ask the question and record the answer correctly. Note that there is no skip so continue and ask the next question.

206. **CAF10. With his/her equipment or assistance, does 'HM' have difficulty walking 100 yards/metres on level ground (about 1 football fields)?** Those children using equipment/assistance are asked question CAF10 to find out their walking ability with the use of equipment/assistance for a distance of about 1 football fields. If they report still having a lot of difficulty or cannot do at all with the use of tools, then record the answer and skip to CAF14.

CAF10. With his/her equipment or assistance, does HM have difficulty walking 100 yards/metres on level ground (about 1 football field)? Kapau 'e ngaue'aki e me'angaue 'oku tokoni ki he lue pe 'alu 'a HM,'oku 'i ai nai ha faingata'ia pe palopalema kapau 'e lue he loloa koe mita 'e 10000 pe koe loloa ha mala'ae 'akapulu?

Some difficulty

A lot of difficulty

Cannot do at all

207. **CAF11. With his/her equipment or assistance, does 'HM' have difficulty walking 500 yards/metres on level ground (about the length of 5 football fields)?** Similar to question CAF10, this question is asking about the children's ability to walk with the use of equipment and assistance in a longer distance. Remember to follow the skip instruction and to skip to question CAF14 after completing this question.

208. **CAF12. Compared with children of the same age, does 'HM' have difficulty walking 100 yards/metres on level ground (about 1 football field)?** This question is asking if the child have difficulty walking on level ground for a distance of about 1 football field as compared with children of the same age. Ask the question and record one correct answer. Skip to question CAF14 if the answer is a lot of difficulty or cannot do at all.

209. **CAF13. Compared with children of the same age, does 'HM' have difficulty walking 500 yards/metres on level ground (about the length of 5 football fields)?** Similarly this question is asking if the child have difficulty walking on level ground but longer distance of about 5 football fields as compared with children of the same age. Ask the question and record one correct answer. No skip required.

IV. Self-Care

Domain: **This domain identifies children who have difficulty taking care of themselves as the result of**

functional difficulties in other areas, such as cognition. Such difficulty could also be the result of problems with the coordination of small muscle movements in the upper body.

Rationale: **This question assesses whether the child has difficulty performing self-care tasks. The question**

specifies feeding and dressing because these represent tasks that occur on a daily basis and are considered

basic activities across cultures. There is a great deal of normal variation in the ability of young children to

perform self-care tasks and the expectations may vary significantly by culture so the module does not include

any questions in the domain of self-care for children aged 2 to 4 years.

210. **CAF14. Does 'HM' have difficulty with self-care, such as feeding or dressing?** As stated above in the description, the purpose of this question is to identify children who have difficulty taking care of themselves as the result of functional difficulties in other domains such as cognition, mobility and others. Ask the question to find out if the child has difficulties with feeding or dressing. Record one answer only.

CAF14. Does HM have difficulty with self-care, such as feeding or dressing him/herself? 'Oku ai nai ha faingata'a'ia pe palopalema 'i he tauhi 'e HM ia hange ko 'ene kai moe 'ene teuteu pe ia?

No, no difficulty

Yes, some difficulty ✕

Yes, a lot of difficulty

Cannot do at all

V. Communication/Comprehension

Domain: (refer to description in Section 1A. V)

211. **CAF15. When 'HM' speaks, does he/she have difficulty being understood by people living in this household?** The questions is trying to find out and to identify children with difficulties in exchanging information or ideas with people in the household. Ask and record the level of difficulty the children have in being understood by people living in this household.

CAF15. When HM speaks, does he/she have difficulty being understood by people living in this household? 'Oku 'i ai nai ha faingata'a'ia pe palopalema pe 'oku mahino pe taimi 'oku lea ai 'a HM kia ki moutolu 'i 'api ni?

No, no difficulty

Yes, some difficulty ✕

Yes, a lot of difficulty

Cannot do at all

212. **CAF16. When 'HM' speaks, does he/she have difficulty being understood by people outside this household?** The questions is trying to find out and to identify children with difficulties in exchanging information or ideas with people outside the household. Ask and record the level of difficulty the children have in being understood by people outside in this household.

VI. Learning

Domain: (refer to description in Section 1A. VI)

213. **CAF17. Compared to children of the same age, does 'HM' have difficulty learning things?** This questions is asking about the difficulty the children have in learning things as compared to children of the same age. Remember that all aspects of learning are included. Ask the question and record the answer accordingly.

VII. Remembering

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

Rationale: **The question for school age children, 5 to 17 years, is associated with remembering rather than memorizing. This may include remembering new people, songs and games, routines, etc., as well as the kind of learning that traditionally occurs within an academic environment.**

214. **CAF18. Compared to children of the same age, does 'HM' have difficulty remembering things?** Ask the question and explain that remembering refers to the use of memory to recall incidents or events. Ask the mother/caretaker if the child have difficulty in remembering things when compared to children of the same age.

VIII. Attention and Concentrating

Domain: **The purpose of this question is to identify children with attention difficulties that limit their ability to learn, interact with others and participate in their community. Children with difficulties in attention cannot concentrate on a task, often make careless mistakes, lose interest very quickly, do not listen and may be disorganized, forgetful and easily distracted. This kind of difficulty is often associated with attention deficit, hyperactivity or learning difficulties and is manifest in school as an inability to read, calculate or learn new things.**

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

215. **CAF19. Does ‘HM’ have difficulty concentrating on an activity that he/she enjoys?** in this question, we are trying to find out if the child have difficulty concentrating on an activity that he/she enjoys. The level of attention difficulties limit the children’s ability to learn, interact with others and participate in their community. Ask the question and record the answer.

VX. Coping with Change

Domain: **The purpose of this question is to identify children with cognitive or emotional difficulties that make them very resistant to change. This question is intended to identify those who have significant problems transitioning from one activity to another on a consistent basis, and with changes to their routine to the extent that it undermines their ability to participate in standard childhood activities. For example, it should capture children who are on the autism spectrum—a disorder that is often characterized by inflexible routines and rituals. This question is not intended to identify children who at times can be stubborn.**

Rationale: **For toddlers and younger pre-schoolers difficulty in understanding and responding to change is part of normal development. Therefore, this domain is not measured for children aged 2 to 4 years.**

216. **CAF20. Does ‘HM’ have difficulty accepting changes in his/her routine?** The purpose of this question is to identify children who have difficulties and problems to change from one activity to another. Ask the question and record the answer.

X. Controlling Behaviour

Domain: (refer to description in Section 1A. VIII)

217. **CAF21. Compared with children of the same age, does ‘HM’ have difficulty controlling his/her behaviour?** The purpose of this question is to identify children with behavioural problems that can limit their ability to interact with other people in a proper manner. Such behaviours include telling lies, bullying, skipping schools and run away from home. Ask the question and record the answer appropriately.

XI. Relationships

Domain: **This domain identifies children who have difficulty socializing with other children to an extent that it impacts their ability to participate in standard childhood activities. The ability to form relationships is an important indicator of normal development. Difficulties in this domain may also reflect other functional limitations because the inability to get along may be the result of emotional, behavioural, communication or cognitive difficulties.**

Rationale: **Since toddlers and younger pre-schoolers typically have not formed relationships outside of those with their caregivers and immediate family, this domain is not measured for children aged 2 to 4 years.**

218. **CAF22. Does 'HM' have difficulty making friends?** The intention of the question is to identify children who have difficulty socializing with other children. Ask if the child have difficulty to make friends and getting along with other children.

XII. Affect (Anxious/nervous, sad/depressed)

Domain: This question attempts to identify children having difficulties expressing and managing emotions.

All children have some worries and may feel sad, but when these worries result in the child being restless, tired, inattentive, irritable, tense, and having sleep problems, they may interfere with the child's schooling and social development. Young children may deal with many of the same emotions as older children but they often do not have a way to share these feelings with others through either words or actions. Any attempt to ask caregivers about the emotions of toddlers and young children would yield unreliable results. Therefore, this set of questions is not included in the questionnaire for children aged 2 to 4 years.

Rationale: Emotional difficulties may be manifested by worry, sadness or anxiety or they may be episodic in nature, but frequent enough and significant enough to place the child at a higher risk of dropping out of school, not participating in family or community life, or harming themselves. This question is not meant to capture the response to a transitory event such as the anxiety of taking a school entrance exam or the normal grieving process such as one that accompanies the death of a parent, although such an event could be a trigger of a more pronounced problem with worry or sadness. The response categories for this domain are different from the previous, reflecting the frequency of the emotional difficulty rather than the intensity.

219. **CAF23. How often does 'HM' seems very anxious, nervous or worried?** This question is trying to find out how often the child seems very nervous or worried. If the the child has difficulties managing and controlling emotions, such as being anxious or worried, this has an impact on the social development of the child. Ask the question and record the correct answer.
220. **CAF24. How often does 'HM' seems very sad or depressed?** Similar to question CAF23, question CAF24 is asking about how often the child seem very sad or depressed. Ask the question and record the answer.

8.8 SECTION 2B – SECTION 2J - DIFFICULTY ONSET, CAUSE, SUPPORT (aged 5-17 years old)

Introduction:

The following sections – Section 2B to Section 2G are to be administered only to older children aged 5-17 years old reporting a lot of difficulties or cannot do at all in any of the functional domains in Section 2A. The purpose of this sections is to find out more information about the cause of the difficulties, when it happened and whether or not the child is using any tools or support for such difficulty. These information will assist in developing policy programs and interventions that would target and supports the needs of these vulnerable population.

In this sections, children will be filtered based on their difficulty status reported in Section 2A. Those children reporting no difficulty or some difficulty in any functional domain, will not be interviewed. Only children reporting a lot of difficulty or cannot do at all in any of the domain will be interviewed accordingly. You will note that the system will automatically direct you to the right section based on the answer provided from the respondents. In summary, the respondent will be filtered based on their difficulty for each functional domain.

SECTION 2B – VISION DIFFICULTY (5 - 17 years old)

221. ***VDX1a. Does ‘HM’ use any of the tools or any support services to overcome the vision difficulty that she/he has?*** This question aims to find out if the child uses any of the tools or any support services to assist her/him with vision difficulty. The list of tools are provided and record ‘Yes’ or ‘No’ accordingly for each item.
222. ***VDX1b. Describe the other tool?*** This question will be asked if the other (specify) answer category is selected in VDX1a. The interviewer should ask about the other tool and record the name correctly in the space provided.
223. ***VDX2. Of the tools that ‘HM’ does not use, does ‘HM’ needs them but cannot obtain?*** This question is a follow up from the previous question (VDX1a and VDX1b) about those tools that the respondent/child is not using and whether she/he needs them but cannot obtain. Record the answer for each item.
224. ***VDX3. How old was ‘HM’ when vision difficulty occurred?*** This question asks about the onset of the vision difficulty that ‘HM’ had and in particular the age when ‘HM’ first experience this difficulty. Record the age in completed years.
225. ***VDX4a. Which one of these reasons is considered the main cause of ‘HM’ vision difficulty/disability?*** This question tends to find out the main cause of this vision difficulty/disability. Ask the question politely and record one correct answer only.
226. ***VDX4b. Describe the other reason?*** Ask and record the other reason, not listed in the answer categories in VDX4a.

227. **VDX5. Please describe the disease or illness?** This question is asked if the main cause of vision difficulty /disability is disease or illness in question VD4a. Ask the question and record the name of the disease/illness accordingly.

SECTION 2C – HEARING DIFFICULTY (5-17 years old)

228. **HDX1a. Does ‘HM’ use any of the tools or any support services to overcome the hearing difficulty that she/he has?** This question aims to find out if the child uses any of the tools or any support services to assist her/him with hearing difficulty/disability. The list of tools are provided and record ‘Yes’ or ‘No’ accordingly for each item.
229. **HDX1b. Describe the other tool?** This question will be asked if the other (specify) answer category is selected in HDX1a. The interviewer should ask about the other tool and record the name correctly in the space provided.
230. **HDX2. Of the tools that ‘HM’ does not use, does ‘HM’ needs them but cannot obtain?** This question is a follow up from the previous question (HDX1a and HDX1b) about those tools that the respondent/child is not using and whether she/he needs them but cannot obtain. Record the answer for each item.
231. **HDX3. How old was ‘HM’ when hearing difficulty occurred?** This question asks about the onset of the hearing difficulty that ‘HM’ had and in particular the age when ‘HM’ first experience this difficulty. Record the age in completed years.
232. **HDX4a. Which one of these reasons is considered the main cause of ‘HM’ hearing difficulty/disability?** This question tends to find out the main cause of this hearing difficulty/disability. Ask the question politely and record one correct answer only.
233. **HDX4b. Describe the other reason?** Ask and record the other reason, not listed in the answer categories in HDX4a.
234. **HDX5. Please describe the disease or illness?** This question is asked if the main cause of the hearing difficulty /disability is disease or illness in question HDX4a. Ask the question and record the name of the disease/illness accordingly.

SECTION 2D – WALKING DIFFICULTY (5-17 years old)

235. **WDX1a. Does ‘HM’ use any of the tools or any support services to overcome the walking difficulty that she/he has?** This question aims to find out if the child uses any of the tools or any support services to assist her/him with hearing difficulty/disability. The list of tools are provided and record ‘Yes’ or ‘No’ accordingly for each item.
236. **WDX1b. Describe the other tool?** This question will be asked if the other (specify) answer category is selected in WDX1a. The interviewer should ask about the other tool and record the name correctly in the space provided.
237. **WDX2. Of the tools that ‘HM’ does not use, does ‘HM’ needs them but cannot obtain?** This question is a follow up from the previous question (WDX1a and WDX1b) about those tools that the respondent/child is not using and whether she/he needs them but cannot obtain. Record the answer for each item.

238. **WDX3. How old was ‘HM’ when walking difficulty occurred?** This question asks about the onset of the walking difficulty that ‘HM’ had and in particular the age when ‘HM’ first experience this difficulty. Record the age in completed years.
239. **WDX4a. Which one of these reasons is considered the main cause of ‘HM’ walking difficulty/disability?** This question tends to find out the main cause of this walking difficulty/disability. Ask the question politely and record one correct answer only.
240. **WDX4b. Describe the other reason?** Ask and record the other reason, not listed in the answer categories in WD4a.
241. **WDX5. Please describe the disease or illness?** This question is asked if the main cause of the walking difficulty /disability is disease or illness in question WDX4a. Ask the question and record the name of the disease/illness accordingly

SECTION 3E – SELFCARE (5-17 years old)

242. **SCX1a. Does ‘HM’ use any of the tools or any support services to overcome the selfcare difficulty that she/he has?** This question aims to find out if the child uses any of the tools or any support services to assist her/him with hearing difficulty/disability. The list of tools are provided and record ‘Yes’ or ‘No’ accordingly for each item.
243. **SCX1b. Describe the other tool?** This question will be asked if the other (specify) answer category is selected in SCX1a. The interviewer should ask about the other tool and record the name correctly in the space provided.
244. **SCX2. Of the tools that ‘HM’ does not use, does ‘HM’ needs them but cannot obtain?** This question is a follow up from the previous question (SCX1a and SCX1b) about those tools that the respondent/child is not using and whether she/he needs them but cannot obtain. Record the answer for each item.
245. **SCX3. How old was ‘HM’ when this difficulty occurred?** This question asks about the onset of the walking difficulty that ‘HM’ had and in particular the age when ‘HM’ first experience this difficulty. Record the age in completed years.
246. **SCX4a. Which one of these reasons is considered the main cause of ‘HM’ walking difficulty/disability?** This question tends to find out the main cause of this walking difficulty/disability. Ask the question politely and record one correct answer only.
247. **SCX4b. Describe the other reason?** Ask and record the other reason, not listed in the answer categories in WD4a.
248. **SCX5. Please describe the disease or illness?** This question is asked if the main cause of the walking difficulty /disability is disease or illness in question SCX4a. Ask the question and record the name of the disease/illness accordingly

SECTION 2F – SPEAKING DIFFICULTY (5-17 years old)

- 249.**SP1a. Does ‘HM’ use any of the tools or any support services to overcome the speaking difficulty that she/he has?** This question aims to find out if the child uses any of the tools or any support services to assist her/him with speaking difficulty/disability. The list of tools are provided and record ‘Yes’ or ‘No’ accordingly for each item.
- 250.**SP1b. Describe the other tool?** This question will be asked if the other (specify) answer category is selected in SP1a. The interviewer should ask about the other tool and record the name correctly in the space provided.
- 251.**SP2. Of the tools that ‘HM’ does not use, does ‘HM’ needs them but cannot obtain?** This question is a follow up from the previous question (SP1a and SP1b) about those tools that the respondent/child is not using and whether she/he needs them but cannot obtain. Record the answer for each item.
- 252.**SP3. How old was ‘HM’ when speaking difficulty occurred?** This question asks about the onset of the walking difficulty that ‘HM’ had and in particular the age when ‘HM’ first experience this difficulty. Record the age in completed years.
- 253.**SP4a. Which one of these reasons is considered the main cause of ‘HM’ speaking difficulty/disability?** This question tends to find out the main cause of this walking difficulty/disability. Ask the question politely and record one correct answer only.
- 254.**SP4b. Describe the other reason?** Ask and record the other reason, not listed in the answer categories in WD4a.
- 255.**SP5. Please describe the disease or illness?** This question is asked if the main cause of the speaking difficulty /disability is disease or illness in question SP4a. Ask the question and record the name of the disease/illness accordingly

SECTION 2G – LEARNING DIFFICULTY (5-17 years old)

- 256.**LE1a. Does ‘HM’ use any of the tools or any support services to overcome the learning difficulty that she/he has?** This question aims to find out if the child uses any of the tools or any support services to assist her/him with speaking difficulty/disability. The list of tools are provided and record ‘Yes’ or ‘No’ accordingly for each item.
- 257.**LE1b. Describe the other tool?** This question will be asked if the other (specify) answer category is selected in LE1a. The interviewer should ask about the other tool and record the name correctly in the space provided.
- 258.**LE2. Of the tools that ‘HM’ does not use, does ‘HM’ needs them but cannot obtain?** This question is a follow up from the previous question (LE1a and LE1b) about those tools that the respondent/child is not using and whether she/he needs them but cannot obtain. Record the answer for each item.

259. **LE3. How old was 'HM' when learning difficulty occurred?** This question asks about the onset of the learning difficulty that 'HM' had and in particular the age when 'HM' first experience this difficulty. Record the age in completed years.
260. **LE4a. Which one of these reasons is considered the main cause of 'HM' learning difficulty/disability?** This question tends to find out the main cause of this walking difficulty/disability. Ask the question politely and record one correct answer only.
261. **LEb. Describe the other reason?** Ask and record the other reason, not listed in the answer categories in LE4a.
262. **LE5. Please describe the disease or illness?** This question is asked if the main cause of the learning difficulty /disability is disease or illness in question LE4a. Ask the question and record the name of the disease/illness accordingly.

SECTION 2H – REMEMBERING & CONCENTRATING DIFFICULTY (5-17 years old)

263. **COG1a. Does 'HM' use any of the tools or any support services to overcome the remembering difficulty that she/he has?** This question aims to find out if the child uses any of the tools or any support services to assist her/him with speaking difficulty/disability. The list of tools are provided and record 'Yes' or 'No' accordingly for each item.
264. **COG1b. Describe the other tool?** This question will be asked if the other (specify) answer category is selected in COG1a. The interviewer should ask about the other tool and record the name correctly in the space provided.
265. **COG2. Of the tools that 'HM' does not use, does 'HM' needs them but cannot obtain?** This question is a follow up from the previous question (COG1a and COG1b) about those tools that the respondent/child is not using and whether she/he needs them but cannot obtain. Record the answer for each item.
266. **COG3. How old was 'HM' when remembering difficulty occurred?** This question asks about the onset of the remembering difficulty that 'HM' had and in particular the age when 'HM' first experience this difficulty. Record the age in completed years.
267. **COG4a. Which one of these reasons is considered the main cause of 'HM' remembering difficulty/disability?** This question tends to find out the main cause of this walking difficulty/disability. Ask the question politely and record one correct answer only.
268. **COG4b. Describe the other reason?** Ask and record the other reason, not listed in the answer categories in COG4a.
269. **COG5. Please describe the disease or illness?** This question is asked if the main cause of the remembering difficulty /disability is disease or illness in question COG4a. Ask the question and record the name of the disease/illness accordingly.

SECTION 2I – CONTROLLING BEHAVIOUR DIFFICULTY (5-17 years old)

270. **CB1a. Does ‘HM’ use any of the tools or any support services to overcome the difficulty in controlling behaviour that she/he has?** This question aims to find out if the child uses any of the tools or any support services to assist her/him with speaking difficulty/disability. The list of tools/assistance are provided and record ‘Yes’ or ‘No’ accordingly for each item.
271. **CB1b. Describe the other tool?** This question will be asked if the other (specify) answer category is selected in CB1a. The interviewer should ask about the other tool and record the name correctly in the space provided.
272. **CB2. Of the tools that ‘HM’ does not use, does ‘HM’ needs them but cannot obtain?** This question is a follow up from the previous question (CB1a and CB1b) about those tools that the respondent/child is not using and whether she/he needs them but cannot obtain. Record the answer for each item.
273. **CB3. How old was ‘HM’ when controlling behaviour difficulty occurred?** This question asks about the onset of the difficulty in controlling behaviour that ‘HM’ had and in particular the age when ‘HM’ first experience this difficulty. Record the age in completed years.
274. **CB4a. Which one of these reasons is considered the main cause of ‘HM’ controlling behaviour difficulty/disability?** This question tends to find out the main cause of this difficulty/disability. Ask the question politely and record one correct answer only.
275. **CB4b. Describe the other reason?** Ask and record the other reason, not listed in the answer categories in CB4a.
276. **CB5. Please describe the disease or illness?** This question is asked if the main cause of the controlling behaviour difficulty /disability is disease or illness in question CB4a. Ask the question and record the name of the disease/illness accordingly.

SECTION 2J – ANXIOUS & DEPRESSED (5-17 years old)

277. **AD1a. Does ‘HM’ use any of the tools or any support services to overcome the anxious and depressed difficulty that she/he has?** This question aims to find out if the child uses any of the tools or any support services to assist her/him with this difficulty/disability. The list of tools/assistance are provided and record ‘Yes’ or ‘No’ accordingly for each item.
278. **AD1b. Describe the other tool?** This question will be asked if the other (specify) answer category is selected in AD1a. The interviewer should ask about the other tool and record the name correctly in the space provided.
279. **AD2. Of the tools that ‘HM’ does not use, does ‘HM’ needs them but cannot obtain?** This question is a follow up from the previous question (AD1a and AD1b) about those tools that the respondent/child is not using and whether she/he needs them but cannot obtain. Record the answer for each item.

280. **AD3. *How old was 'HM' when controlling behaviour difficulty occurred?*** This question asks about the onset of the anxious and depressed difficulty that 'HM' had and in particular the age when 'HM' first experience this difficulty. Record the age in completed years.
281. **AD4a. *Which one of these reasons is considered the main cause of 'HM' anxious and depressed behaviour difficulty/disability?*** This question tends to find out the main cause of this difficulty/disability. Ask the question politely and record one correct answer only.
282. **AD4b. *Describe the other reason?*** Ask and record the other reason, not listed in the answer categories in AD4a.
283. **AD5. *Please describe the disease or illness?*** This question is asked if the main cause of the controlling behaviour difficulty /disability is the disease or illness in question AD4a. Ask the question and record the name of the disease/illness accordingly.

8.9 SECTION 3 – SECTION 8 - NEEDS, PARTICIPATION AND ACCESSIBILITY OF PERSONS (5+)

Introduction:

The following sections – Section 3 to Section 8 are to be administered to all persons aged 5 years and over. However, for the identified disabled households, these sections is to be administered to only those who classified as disabled (a lot of difficulties or cannot do at all in any domains). For those households identified non-disabled households, all persons aged 5 years and over will be interviewed.

The purpose of these sections is to collect further information that provide insight in understanding the individual participation, accessibility and situation in other aspects of life. The data will allows comparison between the two groups of population in regards to the same opportunity in accessing of services such as health, education and employment between the two groups.

SECTION 3– NEEDS AND AVAILABILITY (5+ years old)

284.*NAX1a. Which services, if any, are you aware of?* The question is trying to establish if the respondent is aware of services that are available and useful to support their difficulties. The questions is asking about the awareness only regardless of whether the respondent use it or not. It is vital that people are aware and well informed about what services available for them to make decisions to use them or not. The list of services are provided in the answer categories that should also be read out to the respondents. Simply select ‘Yes’ if the respondent is aware of the service or otherwise record ‘No’.

NAX1. Which services, if any, are you aware of Ko fe he ngaahi sevesi ko 'eni 'oku ke 'ilo kia?	MULTI-SELECT: YES/NO nax1_service_aware
	01 <input type="checkbox"/> / <input type="checkbox"/> Medical rehabilitation (e.g. physiotherapy, occupational therapy, speech and hearing therapy, etc) (Sevesi fekau'aki moe faito'o)
	02 <input type="checkbox"/> / <input type="checkbox"/> Assistive devices service (e.g. Sign language interpreter, wheelchair, hearing/visual aids, etc) (Sevesi ki ha me'a ngaue ke tokoni kihe faingata'a'ia)
	03 <input type="checkbox"/> / <input type="checkbox"/> Educational services (e.g. remedial therapist, special school, early childhood stimulation, regular schooling, etc). (Sevesi fakaako)
	04 <input type="checkbox"/> / <input type="checkbox"/> Vocational training (e.g. employment skills training, etc) (Ako Ngaue)
	05 <input type="checkbox"/> / <input type="checkbox"/> Counselling services for person with difficulties or his/her parent/family (e.g. psychologist, psychiatrist, social worker, school counsellor etc) (Sevesi fakafale'i)
	06 <input type="checkbox"/> / <input type="checkbox"/> Welfare services (e.g. provided by social workers) (Vahe kau vaival)
	07 <input type="checkbox"/> / <input type="checkbox"/> Health services (e.g. at a primary health care clinic, hospital, home health care services, etc) (Sevesi ki he mo'ui hange koe falemahaki kiliniki)
	08 <input type="checkbox"/> / <input type="checkbox"/> Traditional healer/faith healer (Faito'o faka-Tonga)
	09 <input type="checkbox"/> / <input type="checkbox"/> legal services
	10 <input type="checkbox"/> / <input type="checkbox"/> Religious Service
	11 <input type="checkbox"/> / <input type="checkbox"/> Sport Service
	12 <input type="checkbox"/> / <input type="checkbox"/> Other (specify)

285. **NAX1b. Specify other?** If the answer is other, then specify and enter the name of the services.

286. **NAX2. Which services, if any, are you needed?** The purpose of this question is to find out which services from the list that the respondent do need regardless of whether the respondent use it or not. The intention is to find out from the respondents which services he/she needed. There might be cases where the respondent is not aware of such services but could need it. Simply tick 'Yes' if the respondent needed the service and 'No' if not needed.

287. **NAX3. Which services, if any, you have received?** In this question, we are asking about services that the respondent has received. Record any services ever received, and this includes those services currently receiving or received in the last week, month or years.

288. **NAX4. Does 'HM' still receiving those services?** This question aims to determine whether the respondent is still receiving those services that she/he reported having receiving them. The question will determine whether the respondent is still using the service or not. Tick 'yes' if still using the services or 'No' if no longer using it.

289. *The following questions NAX5 to NAX16a ask about why the respondent stop receiving those services, to particularly understand the reasons for stopping from using those services. Note that*

the question is posed for each service that the respondent had received once in her/his lifetime but then stopped.

SECTION 4 – TRANSPORT (5+ years old)

290. **TR1. Does ‘HM’ use (driver or passenger) a private transportation?** This question is simply asking if the respondent is using a private transport either as the driver or the passenger or both. The intention of the question is to establish whether the respondent ever uses any private transportation or not. Private transportation includes family car, own car and other private transport. If the respondent does not use any private transportation then skip to TR5.

<p>TR1. Does %rostertitle% use (driver or passenger) a private transportation? 'Oku ngaue'aki (faka'uli pe pasese) 'e %rostertitle% hame'a lele tautaha?</p>	<p>SINGLE-SELECT tr1_use_private_transport</p> <p>01 <input type="radio"/> Do not use Private transport</p> <p>02 <input type="radio"/> Passenger Only</p> <p>03 <input type="radio"/> Driver Only</p> <p>04 <input type="radio"/> BOTH Passenger and Driver</p>
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291. **TR2. What is the level of difficulty when you are using the private transport?** This question aims to understand the level of difficulty the respondent have in using the private transport either as a driver or a passenger. Difficulty in using the private transport includes any difficulty such as getting in the car or driving the car and so forth. Ask the question and record the level of difficulty as no difficulty, some difficulty or a lot of difficulty. If no difficulty reported then skip to TR5. Otherwise continue to TR3 if the respondent reported some or a lot of difficulty when using the private transport.

292. **TR3. Is the difficulty in using private transportation relates to the disability you have?** This question intends to find out whether the difficulty in using the private transport relates to the disability/difficulty the respondent has in any of the functional domains. Ask the question politely and record the correct answer. Select ‘Yes’ if the difficulty in using the private transportation relates to the disability and ‘No’ if the difficulty is not related to the disability. Select ‘No – not applicable’ if the respondent does not have any disability.

293. **TR4. Which are other causes of your difficulty in using private car/transport?** Following on the previous questions relating to the difficulty in using the private transport, this question intends to explore the causes of the difficulties the respondent have in using the private transport. The list of the causes of difficulty in using private transport are provided and you can read them out to help the respondent to give the right answer. Record the answer accordingly.

294. **TR5. Does ‘HM’ use public transportation like buses or taxis?** Similar to question TR1, this question is asking whether the respondent use public transportation such as buses or taxis. The following answer categories are given below and select one correct answer based on the response provided. If the respondent does not use any public transport then click the first answer and skip to question HR1. Otherwise, you would continue to the TR6 if the respondent reported using any public transportation.

<p>TR5. Does %rostertitle% use public transportation like buses and taxi? 'Oku ngaue'aki 'e %rostertitle% 'ae ngaahi fefononga'aki fakapasese hangekoe taxi pe pasi?</p>	<p>SINGLE-SELECT tr5_use_public_transport</p> <p>01 <input type="radio"/> Do not use Public transport</p> <p>02 <input type="radio"/> Bus Only</p> <p>03 <input type="radio"/> Taxi Only</p> <p>04 <input type="radio"/> BOTH Bus and Taxi</p>
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295. **TR6 to TR8.** Refer and follows the descriptions and guidelines for questions TR2 to TR6 above except that questions TR6 to TR8 are asking about the public transportation.
296. **TR9. Do you face any difficulties in using public transportations because of?** The purpose of this question is to further understand other limitations and problems that the respondents might encounter in using the public transportation. The list of other difficulties are provided in the answer category and these should be read to the respondent as part of the question. Select ‘Yes’ or ‘No’ for each answer according to the respondent’s answer.

TR8. Which are other causes of your difficulty in using public transportation? Koe ha e ngaahi me'a 'oku tupunga mei ai ho faingata'a'ia pe palopalema ho ngaue'aki e me'alele fakapasese hange koe taxi pe pasi?

tr7_diff_relat_disability=1 || tr6_diff_using_public_transportation=1

MULTI-SELECT: YES/NO

tr8_cause_difficulty

- | | | |
|----|---|--|
| 01 | <input type="checkbox"/> / <input type="checkbox"/> | The service is not available where I live |
| 02 | <input type="checkbox"/> / <input type="checkbox"/> | Unreliability of transportation service |
| 03 | <input type="checkbox"/> / <input type="checkbox"/> | Service is not adjusted to my needs |
| 04 | <input type="checkbox"/> / <input type="checkbox"/> | Do not know how to use transportation |
| 05 | <input type="checkbox"/> / <input type="checkbox"/> | Boarding and disembarking from the means of transportation |
| 06 | <input type="checkbox"/> / <input type="checkbox"/> | Difficulty to access the service |
| 07 | <input type="checkbox"/> / <input type="checkbox"/> | Cannot Afford the cost of using Public Transport |

SECTION 5 – HEALTH CARE AND SUPPORT (5+ years old)

297. **HS1. Does ‘HM’ ever visit the health facility or doctor of any kind to receive health services, or information on contraception, pregnancy, abortion, sexually transmitted diseases and other health issues?** The question is asking about any visit that the respondent made to the health facility to seek for any health services for her/him, or seek any information related to reproductive health and other health issues. The visit refers to any visit which could include previous or current visit such as last night, last week, 10 months, 10 years ago. Record the answer respectively and if ‘NO’ then skip to HS7.
298. **HS2. How many times does ‘HM’ sought services or information from a doctor or a nurse for these services in the last twelve months?** The question is trying to capture the number of times the respondent sought services or information from a doctor or a nurse in the last 12 months. This question is asked if the respondent did make any visit to the health services (HS1).
299. **HS3. Thinking about your last visit, did you go to a government clinic, health centre or hospital or a private doctor or clinic?** The question focuses more on the last visit that the respondent made to the health centre to find out which health centre did the respondent go to in his/her last visit. The last visit could be last night, last week, several months ago or years ago. The important information to capture is the type of health centre the respondent go to during this last visit.
300. **HS4. When ‘HM’ last visit the health centre or saw a doctor or a nurse, what was the main reason for going?** The main intention of the question is to determine the main reason for the respondent’s visit to the health centre in his/her last visit whether it is for normal medical check up or others. Ask the question and record one correct answer only.

<p>HS4. When %rostartitle% last visit the health center or saw a doctor or a nurse, what was the main reason for going? Ko e ha e tefito'i 'uhinga na'a ke 'alu ai 'o sio toketa pe neesi?</p> <p>hs1_visit_dr--1</p>	<p>SINGLE-SELECT hs4_reason_visit</p> <p>01 <input type="radio"/> normal medical check up (kiliniki angamaheni pe ki hono vakai au)</p> <p>02 <input type="radio"/> Sickness and seeking for medicine (puke moe fiema'u fo'iakau pe faito'o)</p> <p>03 <input type="radio"/> Pregnancy test (Sivi feitama)</p> <p>04 <input type="radio"/> Other health test/ exams (ngaahi sivi makehe pe)</p> <p>05 <input type="radio"/> Other reproductive health service (ngaahi fiema'u pe sivi makehe ange pe fekau'aki moe fakafanau)</p> <p>06 <input type="radio"/> Other sexual health services</p> <p>07 <input type="radio"/> Other health information (ngaahi 'u me'a makehe pe fekau'aki moe mo'ui)</p> <p>08 <input type="radio"/> Community/ group health training (ako fakakulupu pe komiuniti ki he mo'ui lelei)</p> <p>09 <input type="radio"/> Other (specify)</p>
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301. **HS5. Who check on 'HM' health that time?** In this last visit, ask the respondent to find out who checked his/her health. Record one correct answer.
302. **HS6. Does 'HM' have difficulty in accessing the services as required?** This question refers to the difficulty that 'HM' have or experience in accessing the services as required in this last visit. The difficulties in accessing includes problems the respondent face from getting to the centre until receiving the service. Let the respondent decide on the answer.
303. **HS7. Does 'HM' usually make decision to seek health care for himself/herself?** This question ask if the respondent usually make decision to seek health care for himself/herself or the family and other people are the ones making decisions for him on when to seek health care. The question is seeking to find out whether or not the respondent can make decision to seek health care. Ask the question and record the answer accordingly.
304. **HS8. What are the reasons that prevent 'HM' from visiting and accessing the health facilities and services?** The intention of the question is to understand the reasons that could prevent the respondent from visiting the health facilities and services. Ask the question as it is written and record answers reported from the respondents.

SECTION 6 – EDUCATION (5+ years old)

305. **EDX1. Does 'HM' difficulty/disability affect or limit access to education?** This question is asking to find out if the respondent's difficulty/disability affect or limit access to education. This question should be asked for those children currently attending school and having reported a lot of difficulties or cannot do at all in any of the functional domains. Access to education could includes going and getting to the school, accessing services in education, includes buildings (classrooms, toilets, etc) and including other education related items. Record 'yes' if the respondent's disability limit the his/her accessibility to education, select 'No – does not affect' if the respondent's disability does not limit access to education and 'No – not applicable if the respondent did not have any disability/difficulties in any of the functional domain.

306. **EDX2. Does the following needs to be adapted by the school educational institution in order to complete your education?** This question would be asked if the respondent reported that the difficulty/disability did affect or limit his/her access to education. Find out from the respondent if the harmonisation of transports, buildings, classrooms & tools and toilets does not need to be adapted, yes need adapted and available, does not need to be adapted and unavailable. Ask for each item and record one right answer according to the answer provided.
307. **EDX3. Does 'HM' needs the following in order to follow his/her education and exams?** The question refers to the list of items and support that the respondent might need in order to follow his/her education and exams. For each items, ask the respondent if these are needed or not, if needed and available and lastly if needed but not available. For instance, if the personal assistance is not needed then select the first option. If the respondent needs the personal assistance and available then select the second option or select the last option if needed and not available. Apply the same procedure for the remaining items.
308. **EDX4. Does 'HM' stop his/her education sooner than he/she wanted due to difficulty/disability?** This question is asked only of those who dropped off from school or never attended any school. The question tends to find out if the respondent stop his/her education sooner than he/she wanted due to the difficulty/disability. Record the correct answer.
309. **EDX5. What are the reasons 'HM' have for stopping his/her education sooner than he/she wanted?** There might be other reasons beside the difficulty/disability that caused the respondent to stopping his/her education sooner than he/she wanted. This is the purpose of this question to find out other reasons that caused the respondent to stop his/her education sooner besides the difficulty/disability. Ask the question and record answers. The answer can be more than one.
310. **EDX6 to EDX8.** The purpose of these questions is to find out the respondent's opinion about whether children with and without disability should go to the same school or not (EDX6): whether or not children from different ethnicities or castes should go to the same school (EDX7) and whether or not girls and boys should go to the same school (EDX8). Remember that these three questions are asking for the respondent's opinion only. Ask the question and explain the question well before recording the answer.

SECTION 7 – EMPLOYMENT AND INCOME (15+ years old)

311. **EI – EIa.** Both questions ask about the number of hours 'HM' work per week including all hours in the paid and unpaid work. Remember these questions should be asked of those respondents involved with any activities asked in questions HR10a with answer codes 01 to 08. Ask the questions and record the hours accordingly.
312. **EI2 – EI3.** Both questions ask about how the respondent feel in his/her work place and whether the respondent feel secure and satisfy in his work place. Question EI2 is asked only of those having a main activity from codes 1 to 9 (HR10b). Question EI3 is asking more about the concerns the respondent might have for feeling unsecure in the work place (code 2 for EI2), particularly with those having a main activity of either codes 1 to 9 (HR10b). Ask both questions and record an answer appropriately.
313. **EI4. Does 'HM' ever get a promotion to a better job?** The purpose of this question is to find out if the respondent ever get a promotion to a better job. Any promotions that the respondent had

would be considered. This question is asked only of those involved who are employed (codes 3 to 5 in question HR10b). Ask the question and record the right answer based on the respondent answer.

314. **EI5 – EI6.** The two questions should be asked of those respondent who reported having no work in question HR10a to find out whether the respondent leave work or not working because of the disability and to furthermore understand other reasons that make the respondent leave work or not working.
315. **EI7 – EI8.** These two questions are asking about whether the respondent receive any income in the last months (EI7) and if so question EI8 is asking about the source of income of the respondents. Ask the questions and record the answers.

SECTION 8 – PARTICIPATION AND ACCESSIBILITY (15+ years old)

316. **PA1 – PA12. Participating/joining activities:** The following questions asked about the difficulty that the respondent have in participation/joining of specific activities. If the respondent have difficulty, the questions also ask to determine the constraint that the respondent face in participating or joining in the activities. Such activities like community activities and festivities (questions PA1 and PA2) education in question P13 and PA4; employment in questions PA5 and PA6; household decision making in questions PA7 and PA8; government decision making in questions PA9 and PA10; other activities that are not listed above. Furthermore, the question will be asked to determine the constraints such as financial, transport and others that the respondent faced and limit his/her participation in any activities. Ask each questions and record the answers.
317. **PA13 – PA30. Accessing activities:** Similar to the above questions, the following questions of PA13 – PA13 refers to the difficulties that the respondent have in accessing the list of specific activities. Further questions are asked to find out the constraints that the respondent encountered that prevents him/her in accessing these activities.
318. **PA31 – PA31g.** In question PA31, the respondent is asked whether or not the disability that she/he has limit his/her participation in the list of given social activities. Record ‘yes’ or ‘no’ for each item based on the answer given by the respondent. The remaining questions PA31a to PA31g focuses more on the level of difficulty that the respondent experience that limit his/her participation in those activities. Ask the questions and record the answers appropriately.
319. **PA32. Do you have difficulties taking care of your household responsibilities?** Sthe question is referring to any difficulties the respondents have in taking care of his/her household responsibilities such as taking care of the families affairs and livelihood.
320. **PA33. Do you have difficulties in day-to-day work/school work?** The question is asking about any difficulties the respondent might have in doing his/her day-to-day work/school work. The work in this context refers to any work that the respondent do at home or other place. School work is focusing more on school related work whether at home or at school.

CHAPTER 9; ADULT FUNCTIONING (18 years and older)

9.1 Introduction

The question specifications for the WG-ES describe, for each domain of functioning, the purpose for including that domain, the definition of the activity, as well as some inclusion and exclusion criteria.

The specifications have the dual purpose of aiding the translator in preparing a translation into the local language(s) and the interviewer in preparing for fieldwork and data collection. Question specifications explain to the translator and interviewer the purpose of the question, why particular wording is used, and describes in detail the main concepts that are being measured.

9.2 The WG Extended Set Questions (Adult Functioning module)

The Washington Group Extended Set on Functioning is intended for use among the adult population 18 years of age or above. The module comprises about 35 questions on eleven core functional domains: seeing, hearing, walking, cognition, self-care, communication, upper body functioning, anxiety, depression, pain and fatigue.

The module have 7 functional domains that are also covered in the child functional domains.

9.3 Administration of the Questions

It is recommended that the response options be read aloud as part of each of the six questions as follows:

“Do you have difficulty walking or climbing steps? Would you say:

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

Respondents may become familiar with the answer categories after the first few questions. In this case, the recommendation to repeat the categories can be relaxed. This is most likely to occur when the questions are asked of multiple people in a household. If respondents provide responses using the required answer categories, the categories do not need to be repeated after every questions. They should be repeated as soon as the respondent does not use the required category (e.g., responds ‘yes’) or after the second or third question. Enumerators will require training in when it is appropriate to not read the answer categories.

9.4 Question Specifications

The next questions ask about difficulties you may have doing certain activities because of a HEALTH PROBLEM.

The purpose of the introduction is to transition from questions in the census or survey that deal with other subject matter to a new area of inquiry, and get the respondent to focus on difficulties they may have that are the result of some physical or mental health problem.

Included are difficulties that occur within a health context rather than those caused by a lack of resources.

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

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

Domain 1: Vision

E1. Does (name) wear glasses? Yes/No

If Yes: If No

E2. Does (name) have difficulty seeing, [even if wearing glasses]?

The purpose of this question is to identify persons who have vision difficulties or problems seeing even when wearing glasses (if they wear glasses).

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

Even when wearing glasses refers to difficulty seeing with glasses if the respondent has, and uses, them – NOT how vision would be if glasses, or better glasses, were provided to one who needed them.

- Included are problems seeing things close up or far away.
- Included are problems seeing out of one eye or only seeing directly in front but not to the sides.
- Any problem with vision that the respondent considers a problem should be captured.

Domain 2: Hearing

E3. Does (name) use a hearing aid? Yes/No

If Yes: If No

E4. Does (name) have difficulty hearing, [even if using a hearing aid]?

E5. How often does (name) use his or her hearing aid(s)?

The purpose of this item is to identify persons who have some hearing limitation or problems of any kind with their hearing even when using a hearing aid (if they wear a hearing aid).

Hearing refers to an individual using his/her ears and auditory (or hearing) capacity in order to know what is being said to them or the sounds of activity, including danger that is happening around them.

Even if using a hearing aid refers to difficulty hearing with a hearing aid if the respondent has, and uses, that device – NOT how hearing would be if hearing aids, or better hearing aids, were provided to one who needed them.

- Included are problems hearing in a noisy or a quiet environment.
- Included are problems distinguishing sounds from different sources.
- Included are problems hearing in one ear or both ears.
- Any difficulty with hearing that is considered a problem should be captured.

Domain 3: Mobility

E6. Does (name) have difficulty walking or climbing steps or walking up the slopes?

E7. Does (name) use any equipment or receive help for getting around?

If Yes:

E8. Does (name) use any of the following?

- A. Cane or walking stick?**
- B. Walker or Zimmer frame?**
- C. Crutches?**
- D. Wheelchair or scooter?**
- E. Artificial limb (leg/foot)?**
- F. Someone's assistance?**
- G. Other (specify)**

E9. Of the tools that (name) does not use, does (name) need any of them but cannot obtain?

The purpose of this item is to identify persons who have some limitation or problems of any kind getting around on foot.

Walking refers to the use of lower limbs (legs) in such a way as to propel oneself over the ground to get from point A to point B. The capacity to walk should be without assistance of any device (wheelchair, crutches, walker etc.) or human. If such assistance is needed, the person has difficulty walking.

- Included are problems walking short (about 100 yards/meters) or long distances (about 500 yards/meters).
- Difficulty walking any distance without stopping to rest is included.
- Difficulties walking can include those resulting from impairments in balance, endurance, or other non-musculoskeletal systems, for example, people who are blind or with severe loss of vision may have difficulty walking in an unfamiliar place.
- Included are problems walking up or down steps.
- Any difficulty with walking (whether it is on flat land or up or down steps) that is considered a problem should be captured.

Domain 4: Communication

E10. Using his/her usual language, does (name) have difficulty communicating, (for example understanding or being understood by others)?

E11. Does (name) use sign language?

The purpose of this item is to identify persons who have some problems with talking, listening or understanding speech such that it contributes to difficulty in making themselves understood to others or understanding others.

Communicating refers to a person exchanging information or ideas with other people through the use of language.

Communication difficulties can originate in numerous places in the exchange process. It may involve mechanical problems such as hearing impairment or speech impairment, or it may be related to the ability of the mind to interpret the sounds that the auditory system is gathering and to recognize the words that are being used or an inability of the mind to compose a sentence or say a word even when the person knows the word and sentence.

- Included is the use of the voice for the exchange or using signs (including sign language) or writing the information to be conveyed.
- Included are problems making oneself understood or problems understanding other people when they speak or try to communicate in other ways.
- NOTE: Difficulty understanding or being understood due to non-native or unfamiliar language is NOT included.

The impact of hearing on communication:

Hearing loss has a range of possible impacts on communication related to both the degree and the age of onset of the hearing loss. Seemingly, contradictory patterns of responses on communication difficulty can often be explained by these different impacts of hearing loss.

A person who is deaf from birth will struggle to speak and would most likely respond as having only 'some' or 'no difficulty' in communicating in their usual language (if they use and consider sign language as their usual language) but would have significant difficulty in speaking and being understood by others.

People who acquire a hearing loss later in life would have good ability to speak and hence would have little or no difficulty being understood by others, but would have significant difficulty understanding others when they speak (hence difficulty in communicating).

Domain 5: Cognition

E12. Does (name) have difficulty remembering or concentrating?

E13. Does (name) have difficulty remembering, concentrating, or both?

E14. How often do you have difficulty remembering?

E15. Does (name) have difficulty remembering a few things, a lot of things, or almost everything?

The purpose of this item is to identify persons who have some problems with remembering or focusing attention that contribute to difficulty in doing their daily activities.

Remembering refers to the use of memory to recall incidents or events. It means the individual can bring to mind or think again about something that has taken place in the past (either the recent past or further back). With younger people, remembering is often associated with storing facts learned in school and being able to retrieve them when needed.

Remembering should NOT be equated with Memorizing or with good or bad memories.

Concentrating refers to the use of mental ability to accomplish some task such as reading, calculating numbers, learning something. It is associated with focusing on the task at hand in order to complete the task.

- Included are problems finding one's way around, being unable to concentrate on an activity, or forgetting one's whereabouts or the date.
- Included are problems remembering what someone just said or becoming confused or frightened about most things.
- Any difficulty with remembering, concentrating or understanding what is going on around them that they or family members (if the family member is the respondent) consider a problem should be captured.
- Note: difficulties remembering or concentrating because of common everyday situations such as high workload or stress, or as a result of substance abuse are EXCLUDED.

Domain 6: Self-care**E16. Does (name) have difficulty (with self-care such as) washing all over or dressing?**

The purpose of this item is to identify persons who have some problems with taking care of themselves independently.

Washing all over refers to the process of cleaning one's entire body (usually with soap and water) in the usual manner for the culture.

The washing activity includes cleaning hair and feet, as well as gathering any necessary items for bathing such as soap or shampoo, a washcloth, or water.

Dressing refers to all aspects of putting clothing or garments on the upper and lower body including the feet if culturally appropriate.

- Included are the acts of gathering clothing from storage areas (i.e. closet, dressers), securing buttons, tying knots, zipping, etc.
- Includes the choice of clothing appropriate to the environment and climate.
- Washing and dressing represent tasks that occur on a daily basis and are considered basic, universal activities.

The WG-SS self-care question eliciting difficulty 'washing all over or dressing' will include difficulties in upper body movements, and it will also include other, more complex difficulties associated with cognitive functioning, such as in choosing the appropriate clothes for the occasion and weather conditions.

9.5 MODULE F to MODULE K: ADULT DIFFICULTIES IN SEEING, HEARING, MOBILITY, COMMUNICATION, COGNITION AND SELF-CARE (18 years and older):

Refer and follows the instructions and guidelines above for child functioning aged 5-17 year.

9.6 MODULE L: ADULT FUNCTIONING – OTHER DIFFICULTIES (18 years and older)

Domain 7: Upper body

L1. Does (name) have difficulty raising a 2 liter bottle of water or soda from waist to eye level?

L2. Does (name) have difficulty using his/her hands and fingers, such as picking up small objects, for example, a button or pencil, or opening or closing containers or bottles?

‘Upper Body’ is a concept that embraces a number of body structures and functions that include the shoulder, upper arm, lower arm, wrist or hand as well as back, and/or torso. WG-ES questions focus specifically on difficulties with shoulder, upper and lower arm, and wrist and hand functioning.

Causes of upper body difficulties can be varied: from birth, or later in life through accident, disease or injury, or in late life through degeneration of body structure/function.

Upper body functioning requires two questions to adequately capture the full spectrum of activity in this domain. For this reason, it could not be included among the WG-SS questions. While the WG-SS self-care question, eliciting difficulty ‘washing all over or dressing’, will implicitly include many of those with difficulties in upper body functioning, many may not be identified with the self-care question. In addition, beyond upper body functioning, the self-care question will identify other, more complex difficulties associated with cognitive functioning, such as in choosing the appropriate clothes for the occasion and weather conditions. These difficulties will be EXCLUDED from the upper body questions.

Domain 8/9: Anxiety/Depression (Affect)

M1. How often does (name) feel worried, nervous or anxious?

1. Daily, 2. Weekly, 3. Monthly, 4. A few times a year, 5. Never

M2. Does (name) take medication for these feelings?

M3. Thinking about the last time you felt worried, nervous or anxious, how would you describe the level of these feelings?

1. A little, 2. A lot, 3. Somewhere between a little and a lot

M4. How often does (name) feel depressed?

1. Daily, 2. Weekly, 3. Monthly, 4. A few times a year, 5. Never

M5. Does (name) take medication for depression?

M6. Thinking about the last time (name) felt depressed, how depressed did (name) feel?

1. A little, 2. A lot, 3. Somewhere between a little and a lot

Affect is the domain of functioning dealing with emotional functions including depression and anxiety. These two domains are important to measure as they provide some indications of emotional or psychiatric/psychosocial disability. Depression and anxiety are common occurrences in most people's lives. However, of interest for this domain is to find a way of capturing difficulties people have because of depression and anxiety that goes beyond what is considered normal or most common.

The aim is to measure depression and anxiety that creates significant problems for individuals. The domain of affect is similar to that of cognition where there is a continuum from full functioning to full disability and a meaningful cutoff point needs to be found to separate what is considered to be significant difficulty (and counted as being 'in scope') from common feelings that are less severe and more transient in nature ('out of scope').

The WG-SS did not include questions on psychosocial functioning since it was not possible to measure anxiety and depression using a single question (a WG-SS requirement), and this domain of functioning was considered inappropriate in a census setting (also an early WG requirement for the WG-SS). Both anxiety and depression are measured on two dimensions: frequency and intensity.

Domain 10: Pain

M7. In the past 3 months, how often did you have pain?

M8. Thinking about the last time (name) had pain, how much pain did (name) have?

While most of the questions included in the WG-SS and WG-ES fall discretely into a core domain of functioning, such as physical, sensory, psychological or cognitive functioning, pain is unique. Pain is not a domain of functioning, nor is it confined to a specific domain of functioning. It is a symptom, rather than a specific health diagnosis or disease, and can be related to any of the aforementioned domains.

Pain is measured on two dimensions: frequency and intensity.

Domain 11: Fatigue

M9. In the past 3 months, how often did (name) feel very tired or exhausted?

M10. Thinking about the last time (name) felt very tired or exhausted, how long did it last?

M11. Thinking about the last time (name) felt this way, how would you describe the level of tiredness?

Fatigue in the context of the WG-ES is considered temporary or extended weariness or exhaustion that manifests itself physically, mentally, or through the senses or any combination of those. Though fatigue is a symptom rather than a domain of basic functioning (such as seeing, hearing, walking or remembering), it is one which can strongly influence those actions and, like pain, can be more prominent in the respondent's mind as the relevant cause of the problems with basic actions. For example, when asked about walking or standing the respondent who experiences exhaustion or fatigue may highlight that fact rather than any difficulty actually walking or standing. As such, fatigue becomes an important mediating factor in understanding difficulties in other domains of functioning. Of interest is to determine whether people report both difficulties with fatigue as well as its impact on other domains (e.g. difficulty walking or remembering and concentrating) or only the fatigue and not its impact on these other domains.

Fatigue has become prominent with the identification of medical conditions such as chronic fatigue syndrome and fibromyalgia.

Fatigue is measured on three dimensions: frequency, intensity and duration.

9.7 OTHER MODULES FOR PERSONS 18 years and above:

MODULE R – NEEDS AND AVAILABILITY (18 years and older)

321. Refer and follow the instructions and guidelines above in Section 3.

MODULE O – TRANSPORT (18 years and older)

322. Refer and follow the instructions and guidelines above in Section 4.

MODULE S – HEALTH CARE (18 years and older)

323. Refer and follow the instructions and guidelines above in Section 5.

MODULE P – EDUCATION (18 years and older)

324. Refer and follow the instructions and guidelines above in Section 6.

MODULE N – PARTICIPATION & ACCESSIBILITY (18 years and older)

325. Refer and follow the instructions and guidelines above in Section 8.

MODULE Q – EMPLOYMENT (18 years and older)

326. Refer and follow the instructions and guidelines above in Section 7.

MODULE T – OTHER SOCIAL ISSUES (18 years and older)

327. Questions T1 to T6 in this modules refers to the decision making and empowerment of the respondent. The questions should be asked of those persons aged 18 years and over. Ask each question and record the answer correctly..