

Nasional Populesen mo Haosing Senses blong Vanuatu



CENSUS 2009

16 November – Census night

Enumerators Manual

Partial Calendar (4th quarter, 2009)

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Important contacts:

National Statistics Office: 22110, 22111

Census Project: 25614

Census Project mob: 5544110

Other Contacts:

Name:	Contact
Benuel Lenge (Census Coordinator)	5406107
Annie Samuels (Asst Census Coordinator)	
Mollie Joy Napuat (Finance Officer)	
Eunice Amkori (Secretary)	

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1 What is a census?

A very basic definition of a census is:

“A canvass of a given area, resulting in an enumeration of the entire population and the compilation of demographic, social and economic information pertaining to that population at a specific time”. This specific point in time is referred to as the **census date**.

The main objective of a population census is to provide a reliable basis for an accurate count of the population of a country at a point in time. An accurate population count is essential for the efficient planning and delivery of services, distribution of resources, defining of boundaries for electoral representation and policy development.

One of the preliminary stages of any census is the pretesting or what is also known as pilot census. A Pilot census is a comprehensive test of all census procedures. This includes essential features to be covered the preparation, enumeration and procession stages of the census. In order to best serve this purpose, it should be taken in condition resembling the actual enumeration as close as possible. For this reason, it is often taken exactly one year before the planned census so as to conform to the expected seasonal patterns of climate and activity.

2 Purpose and Objectives of the Census

Censuses are the internationally recognized method for collecting demographic and key social and economic information for every island, community, man, woman and child. National Population Censuses in Vanuatu date back to colonial times although it was not until 1979 that an official one was conducted. Since then, it has been an activity enshrined in the Statistics Act Chapter 83 of 1974 which mandates the Vanuatu National Statistics Office to carry out this exercise. Generally, National Population and Housing Censuses are undertaken in every 10 years. The last Vanuatu National Population and Housing Census was conducted in November 1999. A modern population census is not just a count of people. As a basic tool for planning and assessment it must cover a wide range of topics. The questions asked on the Census Questionnaire have been carefully researched and developed; all are necessary and it is essential that all be answered carefully and completely. The essential aims of any census are outlined below:

1. The role of the population and housing census is to collect, process and disseminate detailed statistics on population, its composition, characteristics, spatial distribution and organization (families and households and the houses they live in) at the smallest geographical level. The Vanuatu National Population and Housing Census Project will provide the needed data for strategic planning

and policy formulation such as that stipulated in the Priority Action Agenda (PAA)¹ of the Vanuatu government.

2. The Population and Housing Census play an essential role in public administration. The results of a census are used as a critical reference to ensure equity in distribution of wealth, government services and representation nationwide: distributing and allocating government funds among various regions and districts for education, health services, delineating electoral districts at the national and local levels, measuring the impact of industrial development, to name a few. Establishing a public consensus on priorities would be almost impossible to achieve if it were not built on census counts.
3. The census also plays an essential role in all elements of the national statistical system, including economic and social components. Census statistics are used as benchmarks for statistical compilation, or as a sampling frame for sample surveys. Today, the national statistical system of almost every country relies on sample surveys for efficient and reliable data collection. Without the sampling frame derived from the Population and Housing Census, the national statistical system would face difficulties in providing reliable official statistics for use by the government and the general public.
4. The basic feature of the census is to generate statistics on small geographical areas with no/minimum sampling errors. While the statistics on the small areas are useful in their own right, they are important because they can be used to produce statistics on any geographical unit with arbitrary boundaries. For example, in planning the location of a school, it is necessary to have the data on the distribution of school age children by school area, which may not necessarily be equal to the administrative area units. Similarly, small area data from the census can be combined to approximate natural regions (e.g. watersheds or vegetation zones) which do not follow administrative boundaries. Since census data can be tabulated for any geographical unit; it is possible to provide the required statistics in remarkably flexible manner. This versatile feature of the census is also invaluable for the use in the private sector for applications such as business planning and market analyses.
5. The census results are used as a benchmark for research and analysis. Population projections are one of the most important analytical outputs based on census data; future population projections are crucial for all segments of public and private sector.
6. The census result will produce small-area detailed statistics as a building block for efficient governance at all levels. That is why it is required to conduct the census and the smallest unit of collection as possible which should result in detailed, small area population statistics for the same moment in time.
7. It will also provide information required for reporting on international commitments such as the Convention on the Rights of the Child (CRC), the

¹ These are the national priorities for the Vanuatu government.

Convention for the Elimination of all forms of Discrimination Against Women (CEDAW), the Millennium Development Goals (MDGs) and other sectoral goals.

2.1 Structure of the population

Information is needed on the structure of the population, for instance, the number of males and females and their ages, together with a variety of other characteristics related to their civil and economic status. Some questions, such as those about the children of females born may seem useless to some people. These are used, employing statistical techniques and computers to estimate the forces which change a population, especially fertility and mortality. This is the only way measurement of these forces can be obtained as the registration of births and deaths in Vanuatu is far from complete

2.2 Economic Development

Other questions, such as those on education, migration, work and employment are used to measure the progress made over the last ten years in educating the population, in using their skills and developing the economy so that the quality of life in Vanuatu is improved and the national development objectives achieved. The answers will provide important information to the government regarding the needs for future public services.

Successful planning for the future needs of children for schools and trained teachers, of young adults for worthwhile employment and of older people for a rewarding retirement from hard work is related to the availability of accurate information about the numbers and characteristics of these groups, now and in the projected future. Labour market data can be used to encourage new industries to establish their offices and factories in Vanuatu and thus provide employment opportunities for our citizens.

As in the Agriculture census, the population and housing census does collect information on major crops and livestock. Although further detail of these produce will not be collected in this census, it will be sufficient to provide a framework for development and research in the agriculture sector. Vanuatu has more than two thirds of its population living in the rural areas with their primary activity mostly subsistence.

2.3 Housing

As well as measuring the number and characteristics of the people of Vanuatu the Census will collect information on the stock of housing. This is necessary to produce information on issues such as adequacy of housing for the people living in them, the extent to which the houses meet basic standards and identify some key health issues such as access to clean water and disposal of waste.

3 Enumerators' Duties and Responsibilities

You will be allocated an area in which you will be responsible for visiting every household and recording particulars required of every person, household and dwelling. As an Enumerator, you have a most important role in the success of the National

Population and Housing Census of Vanuatu in 2009. The people of Vanuatu and the National Government is relying on you to perform your duties as conscientiously, accurately, efficiently and honestly as you are able. No census has ever been successful without the devotion to duty and hard work of its Enumerators. You will be trained on how to do your work and it is important also that you make sure you know how to do it properly. It is essential that every citizen be counted and counted only once.

Advise your supervisor immediately if you are unable to do your work because of illness or any other reason. If all or part of the day is lost for any reason, you must find time to catch up with the hours lost.

3.1 Census as required by Law

The undertaking on a census in Vanuatu is empowered by the Statistics Act (Cap 83) and mandates the Vanuatu National Statistics Office to carryout this exercise. No other institutions in Vanuatu have got this same mandate to carryout this exercise.

The information collected in this census must remain **confidential**. There are penalties specified in the Statistics Act, Cap 83, for persons who reveal to others about information learnt in the course of their census duties. According to the Statistics Act Cap 83 Chapter 71 under the Census provisions (section 5 (2b)

Any person who:

“...having position of any information which to his knowledge has been disclosed in contravention of this Act, publishes or communicates that information to any other person, shall be guilty of an offence and on conviction thereof shall be liable to a fine not exceeding Vt50, 000 or to a term of imprisonment not exceeding 1 year or to both such fine and imprisonment.”

The only persons permitted to see or hear information taken from persons being enumerated are your Supervisor and officers in the Census organization to whom he/she reports. You are not to give anyone including friends, relatives or other enumerators, the information you get from your own enumeration area. Make sure that the forms you have filled in from previous households are not able to be seen by members of the households you enumerate later. You must not reveal information even to members of your own family. These rules are necessary if the public is to have trust in the census organization and so they can be sure that information given to census enumerators is used for census and statistical work only. As such you are required to sign the Secrecy Act of the Vanuatu Statistics Act in which you are abide by its conditions. This means you will be prosecuted and penalized if found to have broken the conditions in the act. It is also an offence to wilfully falsify any information in the data collected. All of these are subjected to prosecution.

Just as you must keep all information confidential, the nominated Head of the Household and all other persons in a Household are obliged by law (Statistics Act, Cap 83) to give answers to the information questions contained in the census schedule. Persons who refuse to cooperate with you by not answering the questions truthfully and completely to the best of their knowledge and ability should be reported by name. Do not get into arguments or difficult situations with respondents. It is not your job to enforce the law. Inform respondents of their obligations under the law, if necessary, and if cooperation is not forthcoming, give their names promptly to your Supervisor. You can be sure that these situations in Vanuatu are extremely rare and that you are unlikely to have any trouble of this sort.

The Vanuatu National Statistics Office is forbidden by law to give information about any person to any other person or to any other Government Department or agency. You should inform members of the public of this fact if they raise the matter of confidentiality. The public in Vanuatu has a fine record of willing cooperation with census-takers, and this is based on past experience with trustworthy enumerators. The census authorities are extremely anxious that this situation continues.

4 Materials check list

You will be provided with the following Census forms and materials:

- A3 double sided census form containing person and household questions
- Enumeration Area boundary maps
- 2 Pencils
- A3 size clipboard
- An enumerator's bag to hold all your supplies
- I.D. badge
- Household listing form
- GPS (Supervisors only)

5 Definitions

The following are the most frequent terms referred to in this documents and any census process. The people of Vanuatu will be enumerated using questionnaires in double sided A3 size paper containing both Household and Person questions in this Census. Each Household will have its own form to which the Personal questionnaires of each member of the household will be attached. For this purpose you will have to determine the Household in which each person lives.

5.1 Person

This is any individual member of the household or institution who is present on the census night and is therefore counted in the census. This includes every young and old, male of female, expatriates or residents, tourist and locals alike. For census purposes, the term "person" denotes ***each individual falling within the scope of census***. A person

can be identified as belonging to the household population or to the institutional population

5.2 Household

For the purpose of this census, a household is defined as ***“Those persons who usually eat together and share the work of preparing the food and/or the cost of work of providing it”***. Normally household members also live and sleep in the same building but experience has shown this is not always so, which is why the definition is based on eating together rather than on living or sleeping in the same building. Not also that a household can also be an individual person without combining with other persons.

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. The group of people in a household may consist of persons who normally live in that household but may also include visitors or guests who happen to be spending the census night there

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 (and who do not eat with the family). 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 should be counted as households. Enumerators should look out for such dwellings and enumerate their occupants as a household if they meet the definition.

Note that should there be more than 6 people in a household, you are required to fill in two census forms. Please refer to section 11 on how to fill in the form.

In doubtful cases, instead of grouping people into one household who should perhaps be separated, it is better to use two households.

5.3 Institution

An Institution, for census purposes, may be defined as an organization providing specified services or performing some general public function for a group of residents or inmates who will normally be unrelated to each other. Institutions or sometimes refer to as collective households or non private dwellings such as hospitals, schools, prison houses, hotels, etc.

Ships staying on Vanuatu waters on the census date should be enumerated and they are classified as institutions and not households. As noted above, Yachts who are present during the census night will be enumerated as households

Please do note that institutions have a separate form

5.4 The Census Date

The major objective of the census is to determine the number and characteristics of people in Vanuatu at one particular point in time, i.e. the night of 16th November or, to be exact, in the last minute before the 16th November changes at midnight. This is normally referred to as the *Census Night*. All persons alive in Vanuatu on Census night are to be included. Children born before midnight on the 16th November are to be included. Persons who die before midnight on Census night are to be excluded.

It is impossible for an Enumerator to visit all households in an EA on Census Night, and certainly not just before midnight, so that the Enumeration must be spread over a longer period, both before and after the actual Census Night. However the aim should be to record the population as if, suddenly, at one minute to midnight, everything came to a complete stop and the population stood still ready to be counted. In reality you should not be disturbing people this late at night. Keep your visits to households to within reasonable hours.

6 Present or Absent

In the actual Census since “all persons alive in Vanuatu on Census Night” are to be enumerated, it follows that they are physically present in a Household or a collective dwelling/Institution on Census Night. Each person actually in a Household at the time of Census enumeration (whether a resident or a visitor) should have a column filled out in the appropriate Household Questionnaire.

Vanuatu is conducting a “*de facto*” census. This means that persons are to be enumerated in the household where they spend the night. There are likely to be problems enumerating persons moving between households during the census period. Since the enumeration has to take place over several days some persons could be enumerated in both places or possibly to miss being enumerated at all. You will have to take extra care with households which have visitors or those in which some of the usual members are away.

Persons staying the night away from their household but not in another household, for instance, somewhere in the open air (fishing or hunting) on night duty, (policemen, nurses, engineers at the power station) should be enumerated as if present in their usual households.

Persons staying overnight in another household, for instance, a woman visiting her sister on another island, a business man staying in a hotel, should not be considered as present in their own household. They are to be enumerated where they actually spend the night.

It is essential that all possible precautions be taken to ensure that every person is counted and every person is counted only once.

7 Enumeration Area boundaries (EA)

You will be supplied a map on which the boundaries of your EA are clearly marked. It is likely that you will find at least one village in one EA. Walk around and through your EA with the map to make sure that you know where the boundaries are and where each household within your EA is located. You will also be trained on how to read maps and it is very important that you know how to read the maps in order to manoeuvre in the field.

It is essential that you know where the boundaries of your EA are on the ground, and where these boundaries meet any other neighbouring EAs. All areas must be completely covered so that no Households are left out and so no Household appears in two EAs and is counted twice. Get together with your Supervisor and the Enumerators doing EAs adjacent to yours and ensure that each knows the common boundaries. Be especially careful that Households in thinly populated or inaccessible areas are actually included in your count. Each Household will also have its own number and this should be written on all Personal questionnaires as well as on the appropriate Household questionnaire.

The number of your EA will be shown on your map. This number must appear on each Household Questionnaire that you complete, otherwise it is impossible to put the questionnaire into its proper area for use in the reports and tabulations provided to users of the Census data.

8 Initial Preparations

The census is designed to have a familiarization visit. This is an informal preliminary visit by the enumerators anytime after the training to check if he/she exactly knows his/her boundaries and the location of all those households that he/she should and should not be counted. If the enumerator is unsure of his or her boundaries then immediate contact must be made to their Supervisor for clarifications.

On the first day of the enumeration, the enumerators need to update his/her household's lists by filling the Household listing form with the name of the head of household.

Starting on November 14th make up your plan of action for the first visit, in which the Pre-listing of Households will be completed, by distributing the total area of your EA into daily workloads. In addition, time schedule should be made possible during this first visit by setting up times that the household decides that best suits them to be present at home for enumeration. Your program should allow for the possibility that you may encounter bad weather or other delays. The final date of the enumeration, the day on which all questionnaires must be completed and handed in to your Supervisor, must be adhered to.

In special instances, where households are very isolated, as on remote islands for instance, it will be possible to get permission from your Supervisor to make only one visit and complete all the forms at one time. In these instances you must be quite sure that your enumeration is as close to the situation as it will be on the Census Date as possible.

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 that the sheets must be kept legible. It is important to note that paper absorbs dirt and moisture. *Since we are scanning the forms, it is very important to keep the form free from dirt and moisture since dirt and moisture may make it impossible to read the information accurately from the forms.* If you accidentally spoil a questionnaire, put a heavy diagonal line across it, corner to corner, and begin another.

The cancelled ones should all come in with the others; do not throw them away. All the questionnaires you are issued must come back to your Supervisor, completed, unused or spoilt. Make reference to the spoilt questionnaire. In this case, the sticker should still be on the spoilt form therefore needed for the household waypoint to be transferred.

You should also carry your Certificate of Authority and Appointment as Census Enumerator and your ID batch. These should be shown to the persons you interview when you introduce yourself and before you begin the enumeration.

Usually Census Enumerators are appointed to communities which they know well and in which they are well known. 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 difficult or embarrassing, to you and/or to them. If you have a case like this, inform your Supervisor so that he/she can make arrangements for someone else to do this Household.

Remember that your duties as an Enumerator are not complete until your Supervisor is satisfied with your work. If your forms are not complete your Supervisor will require you to complete them before certifying your work. You cannot be paid until your work has been certified by the Supervisor. If questions are not all filled in you will be required to go back to the uncompleted households and get the information. The Government Statistician will retain the authority to require you to complete or redo questionnaires about which questions or doubts occur during later processing.

9 Relations with the Public

It is important for the census that it be conducted in a professional, efficient and friendly atmosphere; the following are some suggestions on how to keep it that way.

There will be extensive public communications program in place prior to census day, there should be no doubt in the minds of your respondents about your right to ask the questions specified in the census schedules. You should show your Certificate of Appointment and Authority to all respondents and they also have the right to see the questionnaires (uncompleted) to make sure that the questions you ask are relevant to the census.

Please be considerate of your respondents' rights, privacy and feelings.

On the first, introductory visit let your respondents know when it is likely you will make your second visit for the actual enumeration, and try to abide by the time you tell them. However, you should be firm about interviewing the Head of the Household and other responsible adults individually. 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. It will not always be possible to question directly all people (for example if they are out on a fishing trip) and, in some cases, such as children, not at all desirable, but plans are to obtain a get a high proportion of adults, particularly women, answering questions for their own form. First-hand information is usually more accurate than hearsay or second hand information although the latter is much 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 related to them, than anyone else. You should be very careful to remind mothers to remember all their children, particularly the youngest and, of these, particularly the girls.

Note that it is most important that the head of the household is someone enumerated on the Household questionnaire. If the 'usual' head of the household (for the example the father of children in the household) is somewhere else – away on a trip to the City, visiting relatives, in hospital, staying in a work camp – where they should be enumerated on Census night some other adult in the household must be nominated as the head of the Household.

10. Conducting the Interview

Your success in collecting census information depends on knowing what to do in each household and doing it quickly and efficiently. Some guidelines for interviewing are:-

- *Confine your interviews to the responsible members of the household. The Head of the Household must be interviewed and adult females 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 has been available on the first two visits.*

- *Never permit the person you are interviewing to examine a form filled out for another Household. Keep such forms well out of sight to avoid such possibilities arising.*
- *Do not express surprise or disapproval, including by the way you look or by the tone of your voice, at any answers you may get to the census questions, Your job is to record the facts, as they are reported by the respondents.*
- *Do not reveal your opinion of the census questions to respondents. The respondent should feel that these are serious matters and that their answers are important. Ask the census questions as if you are confident that you will receive an answer.*
- *Ask the questions in the Interview schedule 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.*

11 The Census form (Interview schedule) - How to fill the form

The Vanuatu Population and Housing Census Questionnaire is printed on A3 double-sided paper. These questionnaires are specially designed for scanning so please take notice of the instructions below. The questionnaire is laid out as follows:

Enumerator
or ID

Geographic identifiers

GPS sticker/code

CONFIDENTIAL		Island	EA	+	HOUSEHOLD INTERVIEW SCHEDULE Population and Housing Census 16 November 2009						GPS Code / Micker Number	+	CONFIDENTIAL				
Village or Place		HH Number			Person 1		Person 2		Person 3		Person 4		Person 5		Person 6		
FOR ALL PERSONS																	
F1. What is this person's name? <i>List all who stayed in this household on census night under Person 1 Person 2 etc.</i>		First name		Last name													
F2. What is the person's relationship to head of household?																	
F3. What is the person's sex?		1 Male 2 Female															
F4. What is the person's date of birth and age? <i>(If baby less than 1 year old, circle age at birth)</i>		Age															
F5. Is the person's biological mother still alive? (If "GO TO 2")		1 Yes 2 No 3 Don't know															
F6. Is she living in this HH? (If "3" state mother's person number)		1 Yes 2 No 3 N															
F7. Is this person's biological father still alive?		1 Yes 2 No 3 Don't know															
F8. What is the person's ethnic origin? 1. Ni-Vanua only, 2. Euro-Ni-Vanua, 3. Other Melan, 4. Poly 5. Micro, 6. Bio-Aust/TOBI, 7. Asian 8. African 9. Other																	
F9. What is this person's ethnicity? 1. Vanua to Vanua, 2. French or non-French, 3. Other (specify)																	
F10. What is the person's marital status? 1. Never married, 2. Legally Married, 3. Divorced, 4. Widowed																	
F11. What is this person's religion? 1. Anglican, 2. Presbyterian, 3. Catholic, 4. RCM, 5. Church of Christ, 6. Assembly of God, 7. New Dawn Ministry, 8. Apostolic, 9. Christianity信仰, 10. No Religion/Atheist, 11. Muslim, 12. Other (specify)																	
F12. What is this person's place of birth? 1. Same village or place as at the top of this questionnaire for household, 2. Elsewhere in country OR other country (specify)																	
F13. What is this person's usual place of residence? 1. Same village or place as at the top of this questionnaire for household, 2. Elsewhere in country OR other country (specify) 3. How long have you been living at this usual place of residence?		Years															
F14. What is this person's house status? 1. Same status as at the top of this questionnaire for household, 2. Another status in country OR other country (specify)																	
F15. This question asks about difficulties this person may have, using certain activities (location of a health problem). Does the person have difficulty in: a. walking, even wearing glasses? b. hearing, even if using a hearing aid? c. climbing or climbing steps? d. remembering or concentrating? ND = None at all, SD = Some difficulty, CD = Cannot do at all		ND SD CD															
FOR ALL PERSONS AGED 5 YEARS AND OVER (BORN BEFORE 2004)																	
F16. Where was this person's residence 5 years ago (Year 2004)? 1. Same village or place as at the top of this questionnaire for household, 2. Elsewhere in country OR other country (specify)																	
F17. In this person's usual place of residence: 1. Full time, 2. Part time, 3. Left school, 4. Never been (GO TO F18)																	
F18. a. What is the level of education this person is currently attending? BE: Pre-school (Nursery school), PE: Primary school - grade 1-7, SE: Secondary school - grade 8-10, TE: Tertiary school - grade 11-14, FE: Further education (GO TO F19), NE: None (GO TO F19) b. Main language of instruction: 1. Eng, 2. Fr, 3. Eng & Fr, 4. Local Lang, 5. Vth																	
F19. Can this person read and write a simple sentence in one or more of the following languages: 1. English, 2. French, 3. Bislama, 4. Other language		English French Bislama Other															
FOR ALL PERSONS AGED 15 YEARS AND OVER (BORN BEFORE 1993)																	
F20. Does this person have any of the following conditions? 1. Diabetes, 2. High blood pressure, 3. Heart disease, 4. Stroke, 5. Asthma, 6. Epilepsy, 7. Mental illness, 8. HIV/AIDS, 9. Tuberculosis, 10. Cancer, 11. Other (specify)		Yes No															

General population + education questions

1-6 family members

Labour force

For women only

HH questions

	Person 1	Person 2	Person 3	Person 4	Person 5	Person 6	
FOR ALL PERSONS AGED 15 YEARS AND OVER (BORN IN 1994 OR BEFORE)							
F01. What is the highest level of education this person has completed? 1. No school completed, 2. Primary/primary school, 3. Some primary, 4. Primary leaving certificate, 5. Junior certificate, 6. FE 19 leaving certificate, 7. The Secondary Certificate, 8. University first year, 9. Some college but no degree, 10. Bachelor's degree, 11. Master's Degree, 12. Doctoral degree, 13. Post-natal certificate, 14. Other (specify)	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> 14 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> 14 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> 14 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> 14 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> 14 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> 14 <input type="checkbox"/>	
F02. During the last 12 months did this person work for money or reward?	1 <input type="checkbox"/> No 2 <input type="checkbox"/> NZ 3 <input type="checkbox"/> Aust 4 <input type="checkbox"/> NZC 5 <input type="checkbox"/> Other	1 <input type="checkbox"/> No 2 <input type="checkbox"/> NZ 3 <input type="checkbox"/> Aust 4 <input type="checkbox"/> NZC 5 <input type="checkbox"/> Other	1 <input type="checkbox"/> No 2 <input type="checkbox"/> NZ 3 <input type="checkbox"/> Aust 4 <input type="checkbox"/> NZC 5 <input type="checkbox"/> Other	1 <input type="checkbox"/> No 2 <input type="checkbox"/> NZ 3 <input type="checkbox"/> Aust 4 <input type="checkbox"/> NZC 5 <input type="checkbox"/> Other	1 <input type="checkbox"/> No 2 <input type="checkbox"/> NZ 3 <input type="checkbox"/> Aust 4 <input type="checkbox"/> NZC 5 <input type="checkbox"/> Other	1 <input type="checkbox"/> No 2 <input type="checkbox"/> NZ 3 <input type="checkbox"/> Aust 4 <input type="checkbox"/> NZC 5 <input type="checkbox"/> Other	1 <input type="checkbox"/> No 2 <input type="checkbox"/> NZ 3 <input type="checkbox"/> Aust 4 <input type="checkbox"/> NZC 5 <input type="checkbox"/> Other
F03. During the last week, did this person do any work? If 'yes' GO TO F04	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No	
F04. During the last week, did this person have a job at which he/she did not work? If 'no' GO TO F05	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No	
F05. What type of work does this person usually do? 1. Employer, 2. Employer (part-time), 3. Employee, 4. Self-emp, 5. Voluntary work, 6. Unpaid family work, 7. Producing goods for sale, 8. Producing goods for own consumption	1 <input type="checkbox"/> Emp (gov) 2 <input type="checkbox"/> Emp (priv) 3 <input type="checkbox"/> Employer 4 <input type="checkbox"/> Self-emp 5 <input type="checkbox"/> Voluntary work 6 <input type="checkbox"/> Unpaid family work 7 <input type="checkbox"/> Producing goods for sale 8 <input type="checkbox"/> Producing goods for own cons	1 <input type="checkbox"/> Emp (gov) 2 <input type="checkbox"/> Emp (priv) 3 <input type="checkbox"/> Employer 4 <input type="checkbox"/> Self-emp 5 <input type="checkbox"/> Voluntary work 6 <input type="checkbox"/> Unpaid family work 7 <input type="checkbox"/> Producing goods for sale 8 <input type="checkbox"/> Producing goods for own cons	1 <input type="checkbox"/> Emp (gov) 2 <input type="checkbox"/> Emp (priv) 3 <input type="checkbox"/> Employer 4 <input type="checkbox"/> Self-emp 5 <input type="checkbox"/> Voluntary work 6 <input type="checkbox"/> Unpaid family work 7 <input type="checkbox"/> Producing goods for sale 8 <input type="checkbox"/> Producing goods for own cons	1 <input type="checkbox"/> Emp (gov) 2 <input type="checkbox"/> Emp (priv) 3 <input type="checkbox"/> Employer 4 <input type="checkbox"/> Self-emp 5 <input type="checkbox"/> Voluntary work 6 <input type="checkbox"/> Unpaid family work 7 <input type="checkbox"/> Producing goods for sale 8 <input type="checkbox"/> Producing goods for own cons	1 <input type="checkbox"/> Emp (gov) 2 <input type="checkbox"/> Emp (priv) 3 <input type="checkbox"/> Employer 4 <input type="checkbox"/> Self-emp 5 <input type="checkbox"/> Voluntary work 6 <input type="checkbox"/> Unpaid family work 7 <input type="checkbox"/> Producing goods for sale 8 <input type="checkbox"/> Producing goods for own cons	1 <input type="checkbox"/> Emp (gov) 2 <input type="checkbox"/> Emp (priv) 3 <input type="checkbox"/> Employer 4 <input type="checkbox"/> Self-emp 5 <input type="checkbox"/> Voluntary work 6 <input type="checkbox"/> Unpaid family work 7 <input type="checkbox"/> Producing goods for sale 8 <input type="checkbox"/> Producing goods for own cons	
F06. What is this person's main occupation?							
F07. What is the main industry this person works in? (If unable see the name of the industry) GO TO F11, If 'Male' see F08 and F09							
F08. Did this person actively look for work? 1. Yes 2. No	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No	
F09. Why didn't this person actively look for work? 1. Did not want to work, 2. Did not know where to go, 3. Studied, 4. Disabled, 5. Jobless no work avail, 6. Retired/Old age, 7. Weather/No transport, 8. Other	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/>	
F10. Was this person available to work?	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No	
FOR ALL WOMEN 15+							
F11. Has this woman ever given birth, even if the child later died? If 'No' see F08 and F09	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No	
F12. How many live born children of each sex, were there born to this woman?	M <input type="checkbox"/> F <input type="checkbox"/>						
F13. How many children of each sex have been born alive to this woman and were staying on census night? a. In this household b. Elsewhere	M <input type="checkbox"/> F <input type="checkbox"/> M <input type="checkbox"/> F <input type="checkbox"/>	M <input type="checkbox"/> F <input type="checkbox"/> M <input type="checkbox"/> F <input type="checkbox"/>	M <input type="checkbox"/> F <input type="checkbox"/> M <input type="checkbox"/> F <input type="checkbox"/>	M <input type="checkbox"/> F <input type="checkbox"/> M <input type="checkbox"/> F <input type="checkbox"/>	M <input type="checkbox"/> F <input type="checkbox"/> M <input type="checkbox"/> F <input type="checkbox"/>	M <input type="checkbox"/> F <input type="checkbox"/> M <input type="checkbox"/> F <input type="checkbox"/>	
F14. How many children of each sex did this woman give birth to who have died?	M <input type="checkbox"/> F <input type="checkbox"/>						
F15. What is the date of birth of this woman's last child born alive? (If baby less than 1 year old, code age at 100)	Age <input type="text"/>						
F16. What is the sex of this last born child?	1 <input type="checkbox"/> Male 2 <input type="checkbox"/> Female	1 <input type="checkbox"/> Male 2 <input type="checkbox"/> Female	1 <input type="checkbox"/> Male 2 <input type="checkbox"/> Female	1 <input type="checkbox"/> Male 2 <input type="checkbox"/> Female	1 <input type="checkbox"/> Male 2 <input type="checkbox"/> Female	1 <input type="checkbox"/> Male 2 <input type="checkbox"/> Female	
HOUSEHOLD AND HOUSING (if there are more than 6 people in HH, complete this section for 1st form ONLY)							
H01. Type of living quarters 1. One family house detached from any other house, 2. One family house attached to one or more houses, 3. Building with 2 or more apartments, 4. Lodging house, 5. Lodging house, 6. Building attached to a shop or other non-residential building, 7. Other	1 <input type="checkbox"/> One family house detached from any other house 2 <input type="checkbox"/> One family house attached to one or more houses 3 <input type="checkbox"/> Building with 2 or more apartments 4 <input type="checkbox"/> Lodging house 5 <input type="checkbox"/> Lodging house 6 <input type="checkbox"/> Building attached to a shop or other non-residential building 7 <input type="checkbox"/> Other	1 <input type="checkbox"/> One family house detached from any other house 2 <input type="checkbox"/> One family house attached to one or more houses 3 <input type="checkbox"/> Building with 2 or more apartments 4 <input type="checkbox"/> Lodging house 5 <input type="checkbox"/> Lodging house 6 <input type="checkbox"/> Building attached to a shop or other non-residential building 7 <input type="checkbox"/> Other	1 <input type="checkbox"/> One family house detached from any other house 2 <input type="checkbox"/> One family house attached to one or more houses 3 <input type="checkbox"/> Building with 2 or more apartments 4 <input type="checkbox"/> Lodging house 5 <input type="checkbox"/> Lodging house 6 <input type="checkbox"/> Building attached to a shop or other non-residential building 7 <input type="checkbox"/> Other	1 <input type="checkbox"/> One family house detached from any other house 2 <input type="checkbox"/> One family house attached to one or more houses 3 <input type="checkbox"/> Building with 2 or more apartments 4 <input type="checkbox"/> Lodging house 5 <input type="checkbox"/> Lodging house 6 <input type="checkbox"/> Building attached to a shop or other non-residential building 7 <input type="checkbox"/> Other	1 <input type="checkbox"/> One family house detached from any other house 2 <input type="checkbox"/> One family house attached to one or more houses 3 <input type="checkbox"/> Building with 2 or more apartments 4 <input type="checkbox"/> Lodging house 5 <input type="checkbox"/> Lodging house 6 <input type="checkbox"/> Building attached to a shop or other non-residential building 7 <input type="checkbox"/> Other	1 <input type="checkbox"/> One family house detached from any other house 2 <input type="checkbox"/> One family house attached to one or more houses 3 <input type="checkbox"/> Building with 2 or more apartments 4 <input type="checkbox"/> Lodging house 5 <input type="checkbox"/> Lodging house 6 <input type="checkbox"/> Building attached to a shop or other non-residential building 7 <input type="checkbox"/> Other	
H02. Main material used for: Wood, Metal, Concrete, cement, brick, Traditional materials, Multibrick or composite materials, Other	Wood <input type="checkbox"/> Metal <input type="checkbox"/> Concrete, cement, brick <input type="checkbox"/> Traditional materials <input type="checkbox"/> Multibrick or composite materials <input type="checkbox"/> Other <input type="checkbox"/>	Wood <input type="checkbox"/> Metal <input type="checkbox"/> Concrete, cement, brick <input type="checkbox"/> Traditional materials <input type="checkbox"/> Multibrick or composite materials <input type="checkbox"/> Other <input type="checkbox"/>	Wood <input type="checkbox"/> Metal <input type="checkbox"/> Concrete, cement, brick <input type="checkbox"/> Traditional materials <input type="checkbox"/> Multibrick or composite materials <input type="checkbox"/> Other <input type="checkbox"/>	Wood <input type="checkbox"/> Metal <input type="checkbox"/> Concrete, cement, brick <input type="checkbox"/> Traditional materials <input type="checkbox"/> Multibrick or composite materials <input type="checkbox"/> Other <input type="checkbox"/>	Wood <input type="checkbox"/> Metal <input type="checkbox"/> Concrete, cement, brick <input type="checkbox"/> Traditional materials <input type="checkbox"/> Multibrick or composite materials <input type="checkbox"/> Other <input type="checkbox"/>	Wood <input type="checkbox"/> Metal <input type="checkbox"/> Concrete, cement, brick <input type="checkbox"/> Traditional materials <input type="checkbox"/> Multibrick or composite materials <input type="checkbox"/> Other <input type="checkbox"/>	
H03. Construction of walls	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>	
H04. Construction of floor	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>	
H05. Construction of roof	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>	
H06. Main source of drinking water 1. Piped - private, 2. Piped - shared, 3. Well, standpipe, 4. Well - protected, 5. Well - unprotected, 6. HH tank, 7. Shared tank, 8. Bottled water, 9. River, lake, spring, 10. Other	1 <input type="checkbox"/> Piped - private 2 <input type="checkbox"/> Piped - shared 3 <input type="checkbox"/> Well, standpipe 4 <input type="checkbox"/> Well - protected 5 <input type="checkbox"/> Well - unprotected 6 <input type="checkbox"/> HH tank 7 <input type="checkbox"/> Shared tank 8 <input type="checkbox"/> Bottled water 9 <input type="checkbox"/> River, lake, spring 10 <input type="checkbox"/> Other	1 <input type="checkbox"/> Piped - private 2 <input type="checkbox"/> Piped - shared 3 <input type="checkbox"/> Well, standpipe 4 <input type="checkbox"/> Well - protected 5 <input type="checkbox"/> Well - unprotected 6 <input type="checkbox"/> HH tank 7 <input type="checkbox"/> Shared tank 8 <input type="checkbox"/> Bottled water 9 <input type="checkbox"/> River, lake, spring 10 <input type="checkbox"/> Other	1 <input type="checkbox"/> Piped - private 2 <input type="checkbox"/> Piped - shared 3 <input type="checkbox"/> Well, standpipe 4 <input type="checkbox"/> Well - protected 5 <input type="checkbox"/> Well - unprotected 6 <input type="checkbox"/> HH tank 7 <input type="checkbox"/> Shared tank 8 <input type="checkbox"/> Bottled water 9 <input type="checkbox"/> River, lake, spring 10 <input type="checkbox"/> Other	1 <input type="checkbox"/> Piped - private 2 <input type="checkbox"/> Piped - shared 3 <input type="checkbox"/> Well, standpipe 4 <input type="checkbox"/> Well - protected 5 <input type="checkbox"/> Well - unprotected 6 <input type="checkbox"/> HH tank 7 <input type="checkbox"/> Shared tank 8 <input type="checkbox"/> Bottled water 9 <input type="checkbox"/> River, lake, spring 10 <input type="checkbox"/> Other	1 <input type="checkbox"/> Piped - private 2 <input type="checkbox"/> Piped - shared 3 <input type="checkbox"/> Well, standpipe 4 <input type="checkbox"/> Well - protected 5 <input type="checkbox"/> Well - unprotected 6 <input type="checkbox"/> HH tank 7 <input type="checkbox"/> Shared tank 8 <input type="checkbox"/> Bottled water 9 <input type="checkbox"/> River, lake, spring 10 <input type="checkbox"/> Other	1 <input type="checkbox"/> Piped - private 2 <input type="checkbox"/> Piped - shared 3 <input type="checkbox"/> Well, standpipe 4 <input type="checkbox"/> Well - protected 5 <input type="checkbox"/> Well - unprotected 6 <input type="checkbox"/> HH tank 7 <input type="checkbox"/> Shared tank 8 <input type="checkbox"/> Bottled water 9 <input type="checkbox"/> River, lake, spring 10 <input type="checkbox"/> Other	
H07. Main source of washing water 1. Piped - private, 2. Piped - shared, 3. Well, standpipe, 4. Well - protected, 5. Well - unprotected, 6. HH tank, 7. Shared tank, 8. Other	1 <input type="checkbox"/> Piped - private 2 <input type="checkbox"/> Piped - shared 3 <input type="checkbox"/> Well, standpipe 4 <input type="checkbox"/> Well - protected 5 <input type="checkbox"/> Well - unprotected 6 <input type="checkbox"/> HH tank 7 <input type="checkbox"/> Shared tank 8 <input type="checkbox"/> Other	1 <input type="checkbox"/> Piped - private 2 <input type="checkbox"/> Piped - shared 3 <input type="checkbox"/> Well, standpipe 4 <input type="checkbox"/> Well - protected 5 <input type="checkbox"/> Well - unprotected 6 <input type="checkbox"/> HH tank 7 <input type="checkbox"/> Shared tank 8 <input type="checkbox"/> Other	1 <input type="checkbox"/> Piped - private 2 <input type="checkbox"/> Piped - shared 3 <input type="checkbox"/> Well, standpipe 4 <input type="checkbox"/> Well - protected 5 <input type="checkbox"/> Well - unprotected 6 <input type="checkbox"/> HH tank 7 <input type="checkbox"/> Shared tank 8 <input type="checkbox"/> Other	1 <input type="checkbox"/> Piped - private 2 <input type="checkbox"/> Piped - shared 3 <input type="checkbox"/> Well, standpipe 4 <input type="checkbox"/> Well - protected 5 <input type="checkbox"/> Well - unprotected 6 <input type="checkbox"/> HH tank 7 <input type="checkbox"/> Shared tank 8 <input type="checkbox"/> Other	1 <input type="checkbox"/> Piped - private 2 <input type="checkbox"/> Piped - shared 3 <input type="checkbox"/> Well, standpipe 4 <input type="checkbox"/> Well - protected 5 <input type="checkbox"/> Well - unprotected 6 <input type="checkbox"/> HH tank 7 <input type="checkbox"/> Shared tank 8 <input type="checkbox"/> Other	1 <input type="checkbox"/> Piped - private 2 <input type="checkbox"/> Piped - shared 3 <input type="checkbox"/> Well, standpipe 4 <input type="checkbox"/> Well - protected 5 <input type="checkbox"/> Well - unprotected 6 <input type="checkbox"/> HH tank 7 <input type="checkbox"/> Shared tank 8 <input type="checkbox"/> Other	
H08. Main sewer facility 1. Flush - private, 2. Flush - shared, 3. Water sealed - private, 4. Water sealed - shared, 5. Ventilated improved pit latrine (VIP) - private, 6. VIP - shared, 7. Pit latrine - private, 8. Pit latrine - shared	1 <input type="checkbox"/> Flush - private 2 <input type="checkbox"/> Flush - shared 3 <input type="checkbox"/> Water sealed - private 4 <input type="checkbox"/> Water sealed - shared 5 <input type="checkbox"/> Ventilated improved pit latrine (VIP) - private 6 <input type="checkbox"/> VIP - shared 7 <input type="checkbox"/> Pit latrine - private 8 <input type="checkbox"/> Pit latrine - shared	1 <input type="checkbox"/> Flush - private 2 <input type="checkbox"/> Flush - shared 3 <input type="checkbox"/> Water sealed - private 4 <input type="checkbox"/> Water sealed - shared 5 <input type="checkbox"/> Ventilated improved pit latrine (VIP) - private 6 <input type="checkbox"/> VIP - shared 7 <input type="checkbox"/> Pit latrine - private 8 <input type="checkbox"/> Pit latrine - shared	1 <input type="checkbox"/> Flush - private 2 <input type="checkbox"/> Flush - shared 3 <input type="checkbox"/> Water sealed - private 4 <input type="checkbox"/> Water sealed - shared 5 <input type="checkbox"/> Ventilated improved pit latrine (VIP) - private 6 <input type="checkbox"/> VIP - shared 7 <input type="checkbox"/> Pit latrine - private 8 <input type="checkbox"/> Pit latrine - shared	1 <input type="checkbox"/> Flush - private 2 <input type="checkbox"/> Flush - shared 3 <input type="checkbox"/> Water sealed - private 4 <input type="checkbox"/> Water sealed - shared 5 <input type="checkbox"/> Ventilated improved pit latrine (VIP) - private 6 <input type="checkbox"/> VIP - shared 7 <input type="checkbox"/> Pit latrine - private 8 <input type="checkbox"/> Pit latrine - shared	1 <input type="checkbox"/> Flush - private 2 <input type="checkbox"/> Flush - shared 3 <input type="checkbox"/> Water sealed - private 4 <input type="checkbox"/> Water sealed - shared 5 <input type="checkbox"/> Ventilated improved pit latrine (VIP) - private 6 <input type="checkbox"/> VIP - shared 7 <input type="checkbox"/> Pit latrine - private 8 <input type="checkbox"/> Pit latrine - shared	1 <input type="checkbox"/> Flush - private 2 <input type="checkbox"/> Flush - shared 3 <input type="checkbox"/> Water sealed - private 4 <input type="checkbox"/> Water sealed - shared 5 <input type="checkbox"/> Ventilated improved pit latrine (VIP) - private 6 <input type="checkbox"/> VIP - shared 7 <input type="checkbox"/> Pit latrine - private 8 <input type="checkbox"/> Pit latrine - shared	
H09. Main source of lighting 1. Electricity - main grid, 2. Generator, 3. Battery, 4. Solar system, 5. Solar lamp, 6. Kerosene lamp, 7. Battery lamp, 8. Candles, 9. Wood/Cocunut, 10. Other	1 <input type="checkbox"/> Electricity - main grid 2 <input type="checkbox"/> Generator 3 <input type="checkbox"/> Battery 4 <input type="checkbox"/> Solar system 5 <input type="checkbox"/> Solar lamp 6 <input type="checkbox"/> Kerosene lamp 7 <input type="checkbox"/> Battery lamp 8 <input type="checkbox"/> Candles 9 <input type="checkbox"/> Wood/Cocunut 10 <input type="checkbox"/> Other	1 <input type="checkbox"/> Electricity - main grid 2 <input type="checkbox"/> Generator 3 <input type="checkbox"/> Battery 4 <input type="checkbox"/> Solar system 5 <input type="checkbox"/> Solar lamp 6 <input type="checkbox"/> Kerosene lamp 7 <input type="checkbox"/> Battery lamp 8 <input type="checkbox"/> Candles 9 <input type="checkbox"/> Wood/Cocunut 10 <input type="checkbox"/> Other	1 <input type="checkbox"/> Electricity - main grid 2 <input type="checkbox"/> Generator 3 <input type="checkbox"/> Battery 4 <input type="checkbox"/> Solar system 5 <input type="checkbox"/> Solar lamp 6 <input type="checkbox"/> Kerosene lamp 7 <input type="checkbox"/> Battery lamp 8 <input type="checkbox"/> Candles 9 <input type="checkbox"/> Wood/Cocunut 10 <input type="checkbox"/> Other	1 <input type="checkbox"/> Electricity - main grid 2 <input type="checkbox"/> Generator 3 <input type="checkbox"/> Battery 4 <input type="checkbox"/> Solar system 5 <input type="checkbox"/> Solar lamp 6 <input type="checkbox"/> Kerosene lamp 7 <input type="checkbox"/> Battery lamp 8 <input type="checkbox"/> Candles 9 <input type="checkbox"/> Wood/Cocunut 10 <input type="checkbox"/> Other	1 <input type="checkbox"/> Electricity - main grid 2 <input type="checkbox"/> Generator 3 <input type="checkbox"/> Battery 4 <input type="checkbox"/> Solar system 5 <input type="checkbox"/> Solar lamp 6 <input type="checkbox"/> Kerosene lamp 7 <input type="checkbox"/> Battery lamp 8 <input type="checkbox"/> Candles 9 <input type="checkbox"/> Wood/Cocunut 10 <input type="checkbox"/> Other	1 <input type="checkbox"/> Electricity - main grid 2 <input type="checkbox"/> Generator 3 <input type="checkbox"/> Battery 4 <input type="checkbox"/> Solar system 5 <input type="checkbox"/> Solar lamp 6 <input type="checkbox"/> Kerosene lamp 7 <input type="checkbox"/> Battery lamp 8 <input type="checkbox"/> Candles 9 <input type="checkbox"/> Wood/Cocunut 10 <input type="checkbox"/> Other	
H10. Main source of heating 1. Electricity, 2. Gas, 3. Oil, 4. Wood/Cocunut, 5. Other	1 <input type="checkbox"/> Electricity 2 <input type="checkbox"/> Gas 3 <input type="checkbox"/> Oil 4 <input type="checkbox"/> Wood/Cocunut 5 <input type="checkbox"/> Other	1 <input type="checkbox"/> Electricity 2 <input type="checkbox"/> Gas 3 <input type="checkbox"/> Oil 4 <input type="checkbox"/> Wood/Cocunut 5 <input type="checkbox"/> Other	1 <input type="checkbox"/> Electricity 2 <input type="checkbox"/> Gas 3 <input type="checkbox"/> Oil 4 <input type="checkbox"/> Wood/Cocunut 5 <input type="checkbox"/> Other	1 <input type="checkbox"/> Electricity 2 <input type="checkbox"/> Gas 3 <input type="checkbox"/> Oil 4 <input type="checkbox"/> Wood/Cocunut 5 <input type="checkbox"/> Other	1 <input type="checkbox"/> Electricity 2 <input type="checkbox"/> Gas 3 <input type="checkbox"/> Oil 4 <input type="checkbox"/> Wood/Cocunut 5 <input type="checkbox"/> Other	1 <input type="checkbox"/> Electricity 2 <input type="checkbox"/> Gas 3 <input type="checkbox"/> Oil 4 <input type="checkbox"/> Wood/Cocunut 5 <input type="checkbox"/> Other	
H11. Main form of household solid waste disposal 1. Authorized waste collection, 2. Taken to central dump site, 3. Burn, 4. Recycling, 5. Landfill/composite/vermin, 6. Bury, 7. Composting, 8. Other	1 <input type="checkbox"/> Authorized waste collection 2 <input type="checkbox"/> Taken to central dump site 3 <input type="checkbox"/> Burn 4 <input type="checkbox"/> Recycling 5 <input type="checkbox"/> Landfill/composite/vermin 6 <input type="checkbox"/> Bury 7 <input type="checkbox"/> Composting 8 <input type="checkbox"/> Other	1 <input type="checkbox"/> Authorized waste collection 2 <input type="checkbox"/> Taken to central dump site 3 <input type="checkbox"/> Burn 4 <input type="checkbox"/> Recycling 5 <input type="checkbox"/> Landfill/composite/vermin 6 <input type="checkbox"/> Bury 7 <input type="checkbox"/> Composting 8 <input type="checkbox"/> Other	1 <input type="checkbox"/> Authorized waste collection 2 <input type="checkbox"/> Taken to central dump site 3 <input type="checkbox"/> Burn 4 <input type="checkbox"/> Recycling 5 <input type="checkbox"/> Landfill/composite/vermin 6 <input type="checkbox"/> Bury 7 <input type="checkbox"/> Composting 8 <input type="checkbox"/> Other	1 <input type="checkbox"/> Authorized waste collection 2 <input type="checkbox"/> Taken to central dump site 3 <input type="checkbox"/> Burn 4 <input type="checkbox"/> Recycling 5 <input type="checkbox"/> Landfill/composite/vermin 6 <input type="checkbox"/> Bury 7 <input type="checkbox"/> Composting 8 <input type="checkbox"/> Other	1 <input type="checkbox"/> Authorized waste collection 2 <input type="checkbox"/> Taken to central dump site 3 <input type="checkbox"/> Burn 4 <input type="checkbox"/> Recycling 5 <input type="checkbox"/> Landfill/composite/vermin 6 <input type="checkbox"/> Bury 7 <input type="checkbox"/> Composting 8 <input type="checkbox"/> Other	1 <input type="checkbox"/> Authorized waste collection 2 <input type="checkbox"/> Taken to central dump site 3 <input type="checkbox"/> Burn 4 <input type="checkbox"/> Recycling 5 <input type="checkbox"/> Landfill/composite/vermin 6 <input type="checkbox"/> Bury 7 <input type="checkbox"/> Composting 8 <input type="checkbox"/> Other	
H12. Main source of cooking energy 1. Electricity - main grid, 2. Kerosene, 3. Wood/Cocunut shells, 4. Charcoal, 5. Gas, 6. Other	1 <input type="checkbox"/> Electricity - main grid 2 <input type="checkbox"/> Kerosene 3 <input type="checkbox"/> Wood/Cocunut shells 4 <input type="checkbox"/> Charcoal 5 <input type="checkbox"/> Gas 6 <input type="checkbox"/> Other	1 <input type="checkbox"/> Electricity - main grid 2 <input type="checkbox"/> Kerosene 3 <input type="checkbox"/> Wood/Cocunut shells 4 <input type="checkbox"/> Charcoal 5 <input type="checkbox"/> Gas 6 <input type="checkbox"/> Other	1 <input type="checkbox"/> Electricity - main grid 2 <input type="checkbox"/> Kerosene 3 <input type="checkbox"/> Wood/Cocunut shells 4 <input type="checkbox"/> Charcoal 5 <input type="checkbox"/> Gas 6 <input type="checkbox"/> Other	1 <input type="checkbox"/> Electricity - main grid 2 <input type="checkbox"/> Kerosene 3 <input type="checkbox"/> Wood/Cocunut shells 4 <input type="checkbox"/> Charcoal 5 <input type="checkbox"/> Gas 6 <input type="checkbox"/> Other	1 <input type="checkbox"/> Electricity - main grid 2 <input type="checkbox"/> Kerosene 3 <input type="checkbox"/> Wood/Cocunut shells 4 <input type="checkbox"/> Charcoal 5 <input type="checkbox"/> Gas 6 <input type="checkbox"/> Other	1 <input type="checkbox"/> Electricity - main grid 2 <input type="checkbox"/> Kerosene 3 <input type="checkbox"/> Wood/Cocunut shells 4 <input type="checkbox"/> Charcoal 5 <input type="checkbox"/> Gas 6 <input type="checkbox"/> Other	
H13. Does this household have any livestock? (state number in appropriate box) Cattle, Pigs, Goats, Horses, Poultry	Cattle <input type="text"/> Pigs <input type="text"/> Goats <input type="text"/> Horses <input type="text"/> Poultry <input type="text"/>	Cattle <input type="text"/> Pigs <input type="text"/> Goats <input type="text"/> Horses <input type="text"/> Poultry <input type="text"/>	Cattle <input type="text"/> Pigs <input type="text"/> Goats <input type="text"/> Horses <input type="text"/> Poultry <input type="text"/>	Cattle <input type="text"/> Pigs <input type="text"/> Goats <input type="text"/> Horses <input type="text"/> Poultry <input type="text"/>	Cattle <input type="text"/> Pigs <input type="text"/> Goats <input type="text"/> Horses <input type="text"/> Poultry <input type="text"/>	Cattle <input type="text"/> Pigs <input type="text"/> Goats <input type="text"/> Horses <input type="text"/> Poultry <input type="text"/>	
H14. Absence reason (if 2 or 3 or 4, GO TO H15) 1. Owned, 2. Rented, 3. Rent free, 4. Other	1 <input type="checkbox"/> Owned 2 <input type="checkbox"/> Rented 3 <input type="checkbox"/> Rent free 4 <input type="checkbox"/> Other	1 <input type="checkbox"/> Owned 2 <input type="checkbox"/> Rented 3 <input type="checkbox"/> Rent free 4 <input type="checkbox"/> Other	1 <input type="checkbox"/> Owned 2 <input type="checkbox"/> Rented 3 <input type="checkbox"/> Rent free 4 <input type="checkbox"/> Other	1 <input type="checkbox"/> Owned 2 <input type="checkbox"/> Rented 3 <input type="checkbox"/> Rent free 4 <input type="checkbox"/> Other	1 <input type="checkbox"/> Owned 2 <input type="checkbox"/> Rented 3 <input type="checkbox"/> Rent free 4 <input type="checkbox"/> Other	1 <input type="checkbox"/> Owned 2 <input type="checkbox"/> Rented 3 <input type="checkbox"/> Rent free 4 <input type="checkbox"/> Other	
H15. Age of building (years) < 1, 1-5, 6-9, 10-19, 20+	< 1 <input type="checkbox"/> 1-5 <input type="checkbox"/> 6-9 <input type="checkbox"/> 10-19 <input type="checkbox"/> 20+ <input type="checkbox"/>	< 1 <input type="checkbox"/> 1-5 <input type="checkbox"/> 6-9 <input type="checkbox"/> 10-19 <input type="checkbox"/> 20+ <input type="checkbox"/>	< 1 <input type="checkbox"/> 1-5 <input type="checkbox"/> 6-9 <input type="checkbox"/> 10-19 <input type="checkbox"/> 20+ <input type="checkbox"/>	< 1 <input type="checkbox"/> 1-5 <input type="checkbox"/> 6-9 <input type="checkbox"/> 10-19 <input type="checkbox"/> 20+ <input type="checkbox"/>	< 1 <input type="checkbox"/> 1-5 <input type="checkbox"/> 6-9 <input type="checkbox"/> 10-19 <input type="checkbox"/> 20+ <input type="checkbox"/>	< 1 <input type="checkbox"/> 1-5 <input type="checkbox"/> 6-9 <input type="checkbox"/> 10-19 <input type="checkbox"/> 20+ <input type="checkbox"/>	
H16. Land tenure 1. Customary, 2. Rural Lease, 3. Urban Lease, 4. Occupied with informal arrangements, 5. Other	1 <input type="checkbox"/> Customary 2 <input type="checkbox"/> Rural Lease 3 <input type="checkbox"/> Urban Lease 4 <input type="checkbox"/> Occupied with informal arrangements 5 <input type="checkbox"/> Other	1 <input type="checkbox"/> Customary 2 <input type="checkbox"/> Rural Lease					

get the idea of the how many persons and then referring to their names when asking the questions.

Interview adults only. *Do not interview children under age of 15.* If no adults are present during the visit, arrange to come back to the household later when the adults are around.

For text boxes:

Write in CAPITAL letters – leaving clear spaces between the letters

The following are examples of how texts and numbers should be written in capital letters:

For texts: A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

For texts: 1 2 3 4 5 6 7 8 9 0

For check boxes:

Only mark boxes with an “X”, drawing the lines diagonally across the box from corner to corner. If you make a mistake, completely fill the box and place an “X” in the correct box.

Geographic identifiers:

CONFIDENTIAL	Island	<input type="text"/>	EA	<input type="text"/>	-	<input type="text"/>	+	
Village or Place	<input type="text"/>						HH Number	<input type="text"/>

GPS Code / Sticker Number							+		CONFIDENTIAL		
<input type="text"/>						Enumerator ID	<input type="text"/>	Form	<input type="text"/>	of	<input type="text"/>

Use the codes and name found at the end of this document (annex XXX) to fill in the above

Island: This is the Island code: 2 digits

Village: Write down the village name. A village is usually defined as a group of dwellings who usually do things together, have one village head such as a village chief and have a common place such as *nasara* or *nakamal* where the people usually meet and do other things in a communal manner. It may not have distinct or physical boundaries. Just a caution that there are places within the village that do have names but do not meet the above criteria. You do not need to fill in the boxes next to the name. This will be used for office use only. There are however places with names within the village. In this case DO NOT put place names. We only require village names.

Note that for households in the urban areas, you need to specify the area name of the area of residence.

EA: This is the *Enumeration Area* number that you have been assigned. During this census, there have been new Enumeration areas have been re-drawn and assigned a five digit number. You will be notified of the one will be assigned if it has 5 digits.

HH: This is the household number. You are responsible to come up with your own numbering. Household numbers must have three digits which should start at 001. The first household you visit should start with the number 001. Continue with the numbering if you go to another village in that same EA

Sticker:

GPS Code / Sticker Number				

Check the sticker number on the door and copy it down to these boxes

Enumerator ID:

Enumerator ID			
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Each enumerator will be assigned a unique identification number. Ensure that you know or memorise your ID number.

Note that if there are more than 6 persons in a household, you will need more than one form. The number of forms will be indicated in the section:

Form			of		
-------------	--	--	-----------	--	--

at the top of the first page and at the top of the second. If there are 2 forms used you will enter 1 of 2 and on the second form 2 of 2. Change the person number on the second and subsequent pages. The first person on the second page will usually number '7', the second person '8' and so on.

The reason for entering the names of household members in this prescribed order is that it will give the enumerator a clear picture of the composition of the household right from the start of the interview.

The enumerator should specifically enquire about some categories of persons that are often missed out during a census:

Babies: This applies in particular to babies who have not yet been given a name. Make sure that all babies and young children are included. If the infant has no name, write "Baby of person ---" and enter the mother's person number.

Old women: In Melanesian culture, the first person you meet is often the man and the women are often out of sight either at the back of the room, inside the house or out

looking for firewood. They would be easily missed if proper questions were not asked for such instances.

Nightshift workers: Persons, who normally sleep with the household, but, do not stay with the household or any other household at census night since they are working during that night but will return home during the next morning. This includes police officers, nurses and other health personnel, security guards, prison guards etc. on a nightshift. It also includes fishermen who were out fishing on census night as well as persons staying at the market on census night in order to make an early start the next morning. According to the coverage rules, all these persons should be enumerated with their own household if they returned to their household after finishing their night shift or their fishing trip.

Enumerators should not proceed to the next question unless they are completely satisfied that the household listing is complete and correct.

12. Person questions

Note that the questions are designed in sequential manner therefore should be asked starting at P1 and proceed accordingly. Look for 'skips' or 'Go to' reference if the responses meet certain criteria. Also note the ages eligible for the questions concerned. This is to ensure flow within the questions and act as a guide to avoid questions that may not be applicable to that respondent. There are questions that apply only for certain groupings such as sex, age, gender and some have certain reference period that will require respondent to recall from memory.

In all cases where the questions are applicable, all questions must be answered and recorded accordingly. Whenever possible, the head of household should be interviewed. Do not interview persons under 15 years of age.

QUESTIONS P1 TO P15 APPLIES TO ALL PERSONS

P1. What is this person's name?

P1. What is this person's <i>name</i> ? <i>List all who stayed in this household on census night under Person 1, Person 2 etc.</i>	<i>First name</i>	<input type="text"/>
	<i>Last name</i>	<input type="text"/>

Record the first names and last names of all household members living in the household. Start with the Head of household as person number 1 (P1) and then followed by other members of the household and make written entries using one column for each person. First name in this case is should be the Christian name in most cases while last name usually refers to surname or family name. In Vanuatu's case this will mostly be traditional names. Please PRINT names clearly as possible.

Emphasize that names are needed only for identification and monitoring during the enumeration.

P2. What is the person's relationship to head of household?

P2. What is the person's *relationship* to head of household?

Enumerators should enter one of the relationships in the space provided. This is usually the relationship to the head of household or person 1. The usual practice is that enumerator's complete question P1, P2 and P3 at the same time. In other words, after the names were entered, complete P2 and P3 respectively.

Relationships between members of extended household members in Vanuatu are not always straightforward, particular for outsiders. For instance the relationship "cousin" "uncle" and "auntie" is much more widely used. As a result, enumerators may not be able to record the relationship correctly. It is important to make this distinction. In case of doubt, it is the task of the enumerator to establish the real relationship. However, in doing this, enumerators should be aware that this may be a sensitive issue for some parents.

- Head of Household (*HoH*)
- Spouse (*of HoH*)
- Daughter (*of HoH*)
- Son (*of HoH*)
- Adopted Daughter(*of HoH*)
- Adopted Son (*of HoH*)
- Mother (*of HoH*)
- Father (*of HoH*)
- Grandmother or Grandfather(*of HoH*)
- Granddaughter or Grandson (*of HoH*)
- Other relatives of the head of household
- Other relatives of the spouse
- Friend or visitor

Not also that the head of household cannot be someone who has died or absent for quite some time. *In case of the usual head of household being absent on the census night, the spouse or the most senior person in the household automatic becomes the head of household.*

P3. What is the person's sex?

P3. What is the person's *sex*?

1 Male 2 Female

Most enumerators will, whenever this is possible, enter the sex of respondents from observation. However, it needs to be stressed again that, in most cases, the majority of the household members will not be present during the interview. The head of household, his/her spouse or a senior member of the household who is present, will provide all census information for the absent household members, including their sex. In these cases, the enumerator needs to ask.

Check whether the sex of respondents that has been recorded is compatible with the name (P1) and relationship (P2) of these respondents.

In reality, many enumerators do not ask for the sex of absent household members since they assume that this is clear from their name, relationship and physical appearance. This may sometimes lead to errors based on physical appearance alone; it is particularly easy to get the sex of babies and young infants wrong. Whenever the enumerator is not sure, double check with the father or mother of the child or the respondent who answers the questions for this child.

P4. What is the person's date of birth and age?

P4. What is the person's date of <i>birth</i> and <i>age</i> ?	DD / MM / YYYY
<i>If baby less than 1 year old, code age as '000'</i>	Age

Enter day, month and year of birth in the boxes provided: DD/MM/YYYY

Age is the interval of time between the date of birth and the date of the census, expressed in completed solar years. Every effort should be made to ascertain the precise age of each person, particularly of children under 15 years of age.

Note: In this particular case, enumerators should enter the information directly into the code box included on the interview schedule. If the exact date of birth of a respondent is unknown, enter the year of birth. In that case, the number 00 should be entered for the day and month of birth. In cases where Year of birth is unknown, try and make certain reference to significant historical events as a guide to estimating year of birth – e.g. Independence Day, WW2, cyclone, earthquake, riots and demonstrations etc. Yet if the year of birth is unknown, the age should be entered instead. However most age will be less than 100 years old therefore a 0 (or 00) maybe added to the age. For example if the age is 9, you would write in the age as 009. However those less than 10 years of age, you should record all the dates of births as most would know them.

Note that if you establish the year of birth, also enquire about the age even though you may already calculate it. This is a way of checking the date of birth.

Enumerators should be clear enough that the age required is the complete age, referring to the respondent's age at their last birth date. For example, if John's birth date is on the October 15, 1973, then his age should be recorded as 36 at the time of the census (November 16, 2009). Children that are not yet reaching one year old should be recorded as zero (000 age).

P5. Is the Person's biological mother still alive?

P5. Is the person's biological mother still alive? If "N" <i>GO TO P7</i>	1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N 3 <input type="checkbox"/> Don't know
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Ask for the biological mother. In this case, do not include adopting or fostering mother. The biological mother does not necessarily have to live within the household

P6. Is she living in this household?

P6. Is she living in this HH? (If "Y" state mother's person number)	1 <input type="checkbox"/> Y => <input type="text"/>	2 <input type="checkbox"/> N
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If the biological mother is still alive and living within the household, note the Person number referred to within the household.²

P7. Is the Person's biological father still alive?

P7. Is the person's biological father still alive?	1 <input type="checkbox"/> Y	2 <input type="checkbox"/> N	3 <input type="checkbox"/> Don't know
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Similarly, ask for the biological father. Do not include adopting or fostering father. The biological father does not necessarily have to live within the household

P8. What is the person's ethnic origin?

P8. What is the person's ethnic origin? 1. Ni-Vanuatu only, 2. Part Ni-Vanuatu, 3. Other Melan., 4. Poly. 5. Micro., 6. Eu/Aus/US/NZ, 7. Asian, 8. African, 9. Other	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	

Ethnicity is based on a shared understanding of history and territorial origins (regional and national) of an ethnic group or community, as well as on particular cultural characteristics such as language and/or religion. Ethnicity can be measured using a variety of concepts, including ethnic ancestry or origin, ethnic identity, cultural origins, nationality, race, colour, minority status, tribe, language, religion or various combinations of these concepts.

Enumerators should enter one of the ethnicity categories given at the inside of the front cover of the interview schedule book. The majority of ni-Vanuatu is of Melanesian background. It will be noted that in most households, all household members belong to the same ethnic group. Record the ethnic group to which respondents consider themselves to belong to or identify with. Note that this question does not ask about *nationality* or *citizenship*. If there is any doubt as to a respondent's ethnicity, ask for the ethnicity of the father.

P9. What is this person's citizenship?

P9. What is this person's citizenship? 1. Vanuatu by birth, 2. Vanuatu by naturalisation, 3. Other country (specify).	1 <input type="checkbox"/>	2 <input type="checkbox"/>
	3 <input type="text"/>	

This question applies to all members of the household. Only one box should be marked. If another country, need to specify. Leave the 3 digit boxes there for official use only

² That is why it is advised that you fill all questions P1 to P3 before proceeding with the rest of the questions.

Citizenship is defined as the particular legal bond between an individual and his/her State. A citizen is a legal national of the country of enumeration; a foreigner is a non-national of the country (that is, a citizen of another country).

Enumerators need to tick the appropriate box. The question is about citizenship NOT residency status in Vanuatu. Vanuatu by naturalization applies to those who have been granted citizenship as Ni-Vanuatu although they were citizens of elsewhere prior to that. In cases of dual citizenship, mark 2. *Vanuatu by Naturalization* as he/she currently resides here.

P10. What is the person's marital status?

P10. What is the person's <i>marital status</i> ? 1. Never married, 2. Legally Married, 3. Defacto 4. Divorced 5. Separated 6. Widowed.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
	5 <input type="checkbox"/>	6 <input type="checkbox"/>		

*This question applies to members of the household with at least 15 years of age. **Only***

Marital status is the personal status of each individual in relation to the marriage laws or customs of the country. The concept “marriage” is far from straightforward. Three different types of marriages are usually known in Vanuatu that is considered legal and these are Traditional/Customary marriage, Religious/Church marriage and Municipal/Government marriage. A consensual/de facto union is defined as cohabitation by an unmarried couple for an extended period of time. It is a socially accepted union where the two partners live together as husband and wife but have not been through any civil or religious ceremony. In other words, they are not legally married. This is despite couples having children in that living arrangement. If they mention that they are married and if they say ‘yes’ you should then proceed with the type of marriage arrangements they have.

P11. What is this person's religion?

P11. What is this person's <i>religion</i> ? 1. Anglican, 2. Presbyterian, 3. Catholic, 4. SDA, 5. Church of Christ, 6. Assemblies of God, 7. Neil Thomas Ministry, 8. Apostolic, 9. Customary beliefs, 10. No Religion/Faith, 11. Refuse to answer, 12. Other (specify).	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>	
	12					

For census purposes, **religion** may be defined as either:

- Religious or spiritual belief of preference, regardless of whether or not this belief is represented by an organized group;

or

- Affiliation with an organized group having specific religious or spiritual belief.

Note that in the above coding, Christian church denominations are listed instead of religions. Christianity is a religion while affiliated churches names above are Christian church denominations. This is deliberate to ensure not to differentiate any religion for sensitivity purposes. If the respondents answered to this question as *Christianity*, ask him/her to specify the name of church denomination. If the name provided is not on

the list, you must write the name of the religion or church on the space provided. Other religions include Islam/Muslims, Hindu, Buddhist, Mormon (Latter Day Saints), Jehovah witness and many more.

Enumerators should start with establishing the religion of the head of household. After the appropriate answer has been entered, they are allowed to ask the follow-up question:

“Are all members of the household of the same religion?”

P12. What is this person's place of birth?

P12. What is this person's <i>place of birth</i> ? 1. <i>Same village as at the top of this questionnaire for Household,</i> 2. <i>Elsewhere in country OR other country (specify).</i>	1 <input type="checkbox"/> Same village <div style="border: 1px solid black; padding: 2px; width: 150px; margin-top: 5px;">2</div>
---	---

1. 'Same village' also applies to areas in urban – simply means it is the same place where this person is enumerated
2. If 'elsewhere in country', specify name of village or if 'other country', specify name of country

Note that the place of birth referred to is usually the **mother's usual place of residence** during the time of giving birth. If the person's mother was living on Tanna but gave birth at the Vila Central Hospital, the person's place of birth would be the village on Tanna. It does not necessarily mean hospital or medical facility where the actual birth took place. If they were born elsewhere in Vanuatu or abroad, write down the name of Village or country.

P13. What is this person usual place of residence?

P13. What is this person's <i>usual place of residence</i> ? 1. <i>Same village or place as at the top of this questionnaire for Household,</i> 2. <i>Elsewhere in country OR other country (specify).</i>	1 <input type="checkbox"/> Same village or place <div style="border: 1px solid black; padding: 2px; width: 150px; margin-top: 5px;">2</div>
b. How long have you been living at this <i>usual place of residence</i> ? 1. Since birth 2. Number of Years	1 <input type="checkbox"/> Since birth 2 <input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/> Years

1. 'Same village' also applies to areas in urban – simply means it is the same place where this person is enumerated
2. If 'elsewhere in country', specify name of village or if 'other country', specify name of country

In general, “usual residence” is defined for census purposes as the place at which the person lives at the time of the census, and has been there for some time or intends to stay there for some time. It is recommended that a threshold of 12 months will be applied when considering place of usual residence. Ensure that the person has lived continuously for at least the last 12 months. This does not include temporary absences for holidays or work assignments, or intends to live for at least 12 months. In case of more than 1 place of residence, ask for the one they spend most time or consider

Enumerators should first establish whether the usual place of residence of the respondent is the same as the place of enumeration. This will be the case for most respondents. That is if the place of residence is where they are enumerated. This may be different from place of birth. Usual residents of a particular household, who happen to be overseas at census night, will not be included in the census.

Once the usual place of residence is established, second part of the question on duration will be asked.

A number of special cases may be encountered in which the application may require some additional explanation as to the place of usual residence. Two of the more common examples where special consideration is required are as follows:

- Students at boarding schools and living away from family homes;
- Persons working away from their family home: this situation covers a wide range of cases including:
 - People who spend the working week (five days) in the area close to their work and weekends and holidays at the family residence;
 - Workers who constantly travel to different places, such as travelling salesmen, truck drivers and short-term consultants;
 - Workers on long term, or semi-permanent assignment to a location away from the family home. In many cases these workers will support the family by remitting portions of their wages to their families.

P14. What is this person's home island?

P14. What is this person's <i>home island</i> ? 1. Same island as at the top of this questionnaire for Household, 2. Another island in country OR another country (specify).	1 <input type="checkbox"/> Same island 2 <input style="width: 100%;" type="text"/>
--	---

1. 'Same village' also applies to areas in urban – simply means it is the same place where this person is enumerated
2. If 'elsewhere in country', specify name of village or if 'other country', specify name of country

The concept of home island mostly applies to ni-Vanuatu however if this person is an expat, ask for the home country. For locals, whenever there is uncertainty, use the home island of the person's father.

P15. Questions about difficulties the person may have

P15. This question asks about <i>difficulties</i> this person may have, doing certain activities because of a health problem. <i>Does this person have difficulty in:</i> a. Seeing, even wearing glasses? b. Hearing, even if using a hearing aid? <i>ND = No difficulty at all</i> c. Walking, or climbing steps? <i>SD = Some difficulties</i> d. Remembering or concentrating? <i>CD = Cannot do at all</i>	<table style="width: 100%; text-align: center;"> <thead> <tr> <th></th> <th>ND</th> <th>SD</th> <th>CD</th> </tr> </thead> <tbody> <tr> <td>a.</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>b.</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>c.</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>d.</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> </tbody> </table>		ND	SD	CD	a.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	b.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	c.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	d.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
	ND	SD	CD																		
a.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>																		
b.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>																		
c.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>																		
d.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>																		

The above question tries to establish the level of disability. For the purpose of census data, persons with disabilities are defined as those persons who are at greater risk than

the general population for experiencing restrictions in performing specific tasks or participating in role activities.

The above questions must be asked in all cases. Just because the person does not look to have no health problems, it **MUST NOT** be assumed that they do not. The questions should be asked for each type of difficulty. Note that there may be combination of difficulties. If the respondent indicates that he/she does have a problem, ask about the extent of difficulty. *It may be difficult to determine these for newborns in which case, mark all NDs.* Also disability here refers to permanent disability and not temporary. E.g. if someone has a broken leg, he/she may have a chance to have it recovered in few months time and this is not considered a permanent disability unless of course, it is really serious.

QUESTIONS P16 TO P19 APPLIES TO ALL PERSONS AGED 5 YEARS AND OVER

The following questions apply to persons who were born before 16 November 2004

P16. Where was the person's residence 5 years ago?

P16. Where was the person's <i>residence 5 years ago</i> (Nov. 2004)? 1. Same village or place as at the top of this questionnaire for Household, 2. Elsewhere in country OR other country (specify).	1 <input type="checkbox"/> Same village or place 2 <input type="text"/>
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This question applies to members of the household that have at least 5 years of age. If this person is less than 5 years of age, then proceed to P12. If 'elsewhere in country', specify name of place/village or if 'other country', specify name of country

In cases where they could not recall, use the list of historical events to assist

P17. Is this person now attending formal educational institution?

P17. Is the person now attending a formal <i>educational institution</i> ? 1. Full time, 2. Part time, 3. Left School (GO TO P19), 4. Never been (GO TO P19)	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>
---	---

It is highly unlikely that persons over the age of 50 are attending formal education.

Note that this question only asks formal educational institution. A formally recognized educational institution is an institution where education is provided on a full-time basis (i.e. a kindergarten, primary and secondary schools and institutions that offer tertiary education).

Note that vocational education is not a category in this instance therefore if the answer sounds to be of a vocational school, mark 3. Short courses such as that of IT/Computing are not formal education.

Full time students are enrolled in an educational programme whose study load is considered full time according to Vanuatu standards. Part time students are those whose study load is less than that of a full-time student and who consequently will require a longer period to complete an equivalent educational programme. Children

who usually attend school but did not attend at the time of the interview due to illness or for some other reason should be considered as full-time students.

Another caution is the timing of the enumeration. In this case this enumeration is done towards the end of the school year and therefore should watch out for those who may have a school break up early and may not know their status the following year especially if they are in Class 6, year 8, year 10, year 12 or year 13 who usually sit national examination. This is because only the examination results will determine their status and some may be tempted to say they have left school. If this interview is done after school break, ask if he/she has attended school in the last 3 months.

P18. What is the level of education this person is currently attending?

P18. a. What is the level of education this person is currently attending? <i>88. Preschool/Nursery school</i> <i>Primary school - grade</i> <i>1. G1, 2. G2, 3. G3, 4. G4, 5. G5, 6. G6, 7. G7, 8. G8</i> <i>Secondary school - grade</i> <i>9. Y9, 10. Y10, 11. Y11, 12. Y12, 13. Y13, 14. Y14</i> <i>15. Tertiary, 16. Vocational 17. Other (specify).</i>		+
b. Main language of institution <i>1. Eng, 2. Fr, 3. Eng & Fr, 4 Local Lang 5. Oth.</i>		

This question applies to those who responded that they are currently attending formal education either full time or part time in P17. Note that the French curriculum used here goes up to year 14.

Then proceed to the next part of the question which ask for the main language of instruction that the respondent is currently attending. This is either English, French, or both. In cases where either local vernacular or Bislama is used as the **main** language of instruction, 'other' should be marked.

P19. Can this person read and write a simple sentence?

P19. Can this person read and write a simple sentence <i>in one or more of the following languages: 1. English, 2. French, 3. Bislama, 4. Other language.</i>		English	French	Bislama	Other
	Yes	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>
	No	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>

This question is asking whether the person can read and write in English French and/or Bislama. It is a multi response questions meaning there can be more than one answer. Note that it does not ask whether they can speak it. Note also that there is no methodology of testing used but relies on the question being asked to the respondent and their response to the question.

QUESTIONS P20 TO P31 APPLIES TO ALL PERSONS AGED 15 YEARS AND OVER

The following questions apply to all persons born before 1995.

P20. Does this person have access to the internet

P20. Does this person have <i>access to the internet</i> ?	1 <input type="checkbox"/> Yes	2 <input type="checkbox"/> No
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This question simply requires a Yes or No response.

P21. Did this person consume any of the following last week

P21. Did this person <i>consume</i> any of the following in the <i>last week</i> : <i>Smoke, drink alcohol, drink kava?</i>		Cigarettes/Tobacco	Alcohol	Kava
	Yes	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>
	No	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>

This question also requires a simple Yes or No answer to each of the substance

P22. What is the highest level of education this person has completed?

P22. What is the <i>highest level of education</i> this person has completed? 1. No school completed, 2. Preschool/Nursery school, 3. Some primary, 4. Primary leaving certificate, 5. Form 3 certificate, 6. Yr 10 leaving certificate 7. Snr Secondary Cert, 8. University Entrance, 9. Some college but no degree, 10. Bachelor's degree, 11. Master's Degree, 12. Doctoral degree, 13. Vocational certificate, 14. Other (specify).	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>
	11 <input type="checkbox"/>	12 <input type="checkbox"/>	13 <input type="checkbox"/>		
	14 <input type="text" value="14"/>				

Highest level of education or Educational attainment is defined as the highest grade completed within the most advanced level attended in the educational system of the country where the education was received. Report only the highest level of schooling that has been successfully completed by using the codes listed on the questionnaire. If they are currently attending school, report the level they have completed.

P23. During the last 12 month did this person work for money overseas?

P23. During the last 12 months did this person <i>work for money overseas</i> ? +	1 <input type="checkbox"/> No	2 <input type="checkbox"/> NZ	3 <input type="checkbox"/> Aust
	4 <input type="checkbox"/> NC	5 <input type="checkbox"/> Other	

This question applies to persons actually work for money. It does not include those involved in study, workshops and training.

Work means engagement in economic activities Work in this instance includes work for pay, work to support the household by producing goods mainly for sale or work to support the household by producing goods mainly for own consumption or any other related work.

P24. During the last week, did this person do any work?

P24. During the <i>last week</i> , did this person do any <i>work</i> ? If 'yes' GO TO P26	1 <input type="checkbox"/> Yes	2 <input type="checkbox"/> No
---	--------------------------------	-------------------------------

The reference period here '*last week*' refers to a week before the census night. In this case, it would be 9th to the 16th of November 2009. If the person did not work, because they did housework only, were full time students, retired/too old or disabled – mark box 2 and then proceed on to P19. Try and identify women who claim to do "housework" but also spent some time in activity such as fishing, handicraft, any form of farming activities.

P25. During last week, did this person have a job at which he/she did not work?

P25. During the <i>last week</i> , did this person have a job at which he/she did <i>not</i> work? If 'no' GO TO P29	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No
--	---

This question refers to those who have had a job but did not work last week for some reasons.

P26. What type of work/activity does this person usually do?

P26. What type of <i>work/activity</i> does this person usually do? <i>Work for pay : 1. Employee (government), 2. Employee (private), 3. Employer, 4. Self-Employed</i> <i>5. Voluntary work</i> <i>6. Unpaid family work</i> <i>7. Producing goods for sale</i> <i>8. Producing goods for own consumption</i>	1 <input type="checkbox"/> Emp (gov) 2 <input type="checkbox"/> Emp (Priv) 3 <input type="checkbox"/> Employer 4 <input type="checkbox"/> Self-Emp 5 <input type="checkbox"/> Voluntary work 6 <input type="checkbox"/> Unpaid family work 7 <input type="checkbox"/> Producing goods for sale 8 <input type="checkbox"/> Producing goods for own cons.
--	--

Persons with two or more work/activity are required to report the information for the work at which they worked the most hours.

The first four categories refers to work for pay which includes wages, salary, contract, commissions or was operating a business in which some kind of income is earned.

Unpaid family work, which refers to those who spend time doing unpaid work for supporting their family.

Producing goods for sale mainly to support household. For instance work that involves farming, gardening, fishing and handicrafts mainly for sales.

The answer refers to work to support the household by producing goods mainly for consumption as in farming, gardening, fishing and handicrafts

P27. What is this person's main occupation?

P27. What is this person's <i>main occupation</i> ?	<input style="width: 100%; height: 20px;" type="text"/>
---	---

Occupation refers to the type of work done in a job by the person employed, irrespective of the industry or the status in employment in which the person should be classified. Occupation here refers to the kind of work done by a person during the reference week. The occupation means the occupation which is regularly followed and to which the person devoted **most of his/her working time**. General or vague entries are not satisfactory. The best short description of a person's occupation is usually his/her job title. For those who do unpaid family work, ask about the type of activity they mainly do or involve in supporting their family.

Avoid making vague entries such as manager, labourer, inspector, clerk, repairman etc. You should take some care in your description to give some idea of the level of skill or responsibility involved in the job and what function is performed. Two or more words should be used to

describe an occupation properly e.g. shop manager, farm labourer, dock labourer, accounts clerk, police inspector, health inspector, car repairman, telephone repairman etc.

Avoid “inflating” job descriptions. For example, “engineer” is an occupation which requires a level of education and skill beyond that of “mechanic” where the occupation can usually be learned by apprenticeship or on the job. Someone who does machinery repairs is more likely to be described as “mechanic” than an “Engineer”.

P28. What is the main industry this person works in?

P28. What is the <i>main industry</i> this person works in? (if possible state the name of the employer) <i>GO TO F1</i> , If ‘Male’ <i>GO TO next Person</i>	
--	--

If the person does have some form of work/activity in P26, ask to specify the activity engaged in, even if self employed. The activity here refers to the general nature of the business carried out such as manufacturing, education, transport, construction etc.

Enumerators should give a precise description of the industry or type of business the respondent works for. This can be a company, firm, organization, institution or government department. If during the reference period, the respondent was temporarily away from his/her job, due to leave, illness, a labor dispute works etc. the industry he/she *usually* works for. Once again, in order to facilitate the work of the coders, and to obtain meaningful industry statistics, enumerators should describe the government department, company, firm, organization or institution as accurate as is possible. For instance, the industry of an accountant working for a motor vehicle manufacturer is “motor vehicle manufacturing”.

If possible, put the name of the employer/ company/department/organization/institution

P29. Did this person actively look for work?

P29. Did this person <i>actively look</i> for work? If ‘Yes’ <i>GO TO P31</i>	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No
---	---

This question is a follow-up from P25. It should be asked of those people who do not have a job during the reference period but actively looking for a job.

P30. Why didn't this person actively look for work?

P30. Why didn't this person actively look for work? <i>1. Didn't want to work, 2. Full time homemaker, 3. Student, 4. Disabled,</i> <i>5. Believe no work avail. 6. Retired/Old age, 7. Weather/ No transport</i> <i>8. Other</i> If Female <i>GO TO F1</i> , If ‘Male’ <i>GO TO next Person</i>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/>
---	--

This question is asked to those people who are able to work but did not look for any work for some reasons. Possible reasons for not looking for jobs have been coded from 1 to 8 as being shown in the questionnaire form. Mark the appropriate box as indicated.

P31. Was this person available for work?

P31. Was this person <i>available</i> to work?	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No
--	---

This is to determine whether this particular person was willing and available to start work last week if a job had been offered to them.

13. The Women Questions

QUESTIONS F1 TO F5 APPLIES ONLY TO WOMEN AGED 15 YEARS AND OVER

These questions are designed to measure fertility and also mortality rates. This information is essential to policy makers in making estimates of the size of future populations of the country and the types of government services they might need.

Because of the sensitive nature of the questions they should be asked of the woman directly wherever possible.

Because some of these questions deal with death of a child, some respondents may find it difficult to discuss these matters. Be sympathetic and patient with a woman who finds these questions to be sensitive.

F1. Has the women ever given birth, even if the child later died?

F1. Has this woman <i>ever given birth</i> , even if the child later died? If 'No' <i>GO TO next Person</i>	1 <input type="checkbox"/> Yes	2 <input type="checkbox"/> No
---	--------------------------------	-------------------------------

This question refers to all live births even if the child died shortly after the birth. If the answer is "Yes", mark box number 1 then continue with F2. If "No", mark box 2 then start with the next person. If there are no more persons in the household, go straight to the Household questions number H1.

Note that stillbirths are excluded from this question

F2. How many live born children of each sex, have in total been born to this woman?

F2. How many live born <i>children</i> of each sex, have in <i>total</i> been born to this woman?	M <input type="text"/>	F <input type="text"/>	T <input type="text"/>
---	------------------------	------------------------	------------------------

This refers to the live births even if the child later died. Note that stillbirths are excluded from this question

F3. How many children of each sex have been born alive to this woman and were staying on census night in this household and elsewhere?

F3. How many <i>children</i> of each sex have been born <i>alive</i> to this woman and were staying on census night:	<i>a. In this household</i>		
	M <input type="text"/>	F <input type="text"/>	T <input type="text"/>
	<i>b. Elsewhere</i>		
	M <input type="text"/>	F <input type="text"/>	T <input type="text"/>

Record here the number of children, by sex, who stayed in the household during the census night and elsewhere during the census night.

F4. How many children of each sex did this woman gave birth to who have died?

F4. How many <i>children</i> of each sex did this woman give birth to who have <i>died</i> ?	M <input type="text"/>	F <input type="text"/>	T <input type="text"/>
--	------------------------	------------------------	------------------------

Record the number of children of each sex who have died.

F5. What is the date of birth of this woman's last child born alive?

F5. What is the date of birth of this woman's <i>last child born alive</i> ? (Including a child that may have died later)	d d	m m	y y y y
	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
	1 8	0 2	1 9 5 4

This question is to determine when the woman last had a live birth. Note that the last born could be the one that may have died. In this case put the date of birth of this child who has died

At this stage, when you have completed all information for person 1 then go back to question P1 to begin interviewing person 2. Follow the same steps until all members of the household have been interviewed. Then start with the Household Questionnaire.

14. The Household Questions

QUESTIONS H1 TO H23 APPLIES TO ALL HOUSEHOLD (Excl. Institutions)

The household questionnaire applies to the household as a whole. The household questions are asked only once for each household and it is preferable to interview the head of the household. In cases where the head of the household is not available, then the spouse of the head of the household or the most senior member of the household can be interviewed. Also note that if there are more than 6 persons in the household, you only need to fill the household questions once only and leave household section in the extra form(s) blank

A household in this case is defined as **“Those persons who usually eat together and share the work of preparing the food and/or the cost of work of providing it”**. Please refer to section 4 of this document.

H1. Type of living quarters

H1. Type of *living quarters*

- | | |
|---|--|
| 1 <input type="checkbox"/> One family house detached from any other house | 2 <input type="checkbox"/> One family house attached to one or more houses |
| 3 <input type="checkbox"/> Building with two or more apartments | 4 <input type="checkbox"/> Building with 2 or more HH which share a kitchen/toilet |
| 5 <input type="checkbox"/> Lodging house | 6 <input type="checkbox"/> Dwelling attached to a shop or other non-residential building |
| 7 <input type="checkbox"/> Other | |

Only 1 box should be marked

This question refers to the type of living quarters this household are living in. The answers are provided as shown: Also in this case, you can use your observation to confirm the answers that are provided.

The following clarifications apply to the above categories 1 to 7:

Category 1: “A one family house detached from any other house”, is a dwelling for a single household. It is not joined to any other dwelling by one or more walls and is not in a building used also as a shop or a factory.

Category 2: “A one family house attached to one or more houses”, is a dwelling, which shares a common wall with one or two other dwellings.

Category 3: “A building consisting of two or more apartments”, may be a block of flats, an apartment building or a set of town houses.

Category 4: “A building with two or more households which shares a kitchen or toilet” is self-explanatory.

Category 5: “A dwelling attached to a shop or other non-residential building”.

Households sometimes live in dwellings above their shops or dwellings attached to factories or workshops.

Category 6: "A lodging house" is like a hostel where people either share rooms or have separate rooms but share either cooking or washing facilities.

H2 - H4 Main construction materials for housing.

Main material used for:	Wood	Metal	Concrete, cement, brick	Traditional materials	Makeshift or improvised materials	Other
H2. Construction of walls	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
H3. Construction of floor	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
H4. Construction of roof	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>

Only 1 box should be marked for each row.

The three questions refer to the main material used in construction of walls, floor and roof. Mark the appropriate box corresponding to the answer provided.

H5. Number of rooms

H5. Number of rooms	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7+ <input type="checkbox"/>
---------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	-----------------------------

Only 1 box should be marked

The rooms refer to places where they can **sleep or eat**. It does not include toilets and bathrooms. If a household has more than one dwelling, count all the rooms that fit this criteria. This question can be used to estimate crowding in the household. Ask the respondents, how many total rooms are there in the household. Mark the right box for the number of rooms as shown on the questionnaire.

H6. Main Source of drinking water

H6. Main source of drinking water									
1 <input type="checkbox"/>	Piped - private	2 <input type="checkbox"/>	Piped - shared	3 <input type="checkbox"/>	Vill. standpipe	4 <input type="checkbox"/>	Well - protected	5 <input type="checkbox"/>	Well - unprotected
6 <input type="checkbox"/>	HH tank	7 <input type="checkbox"/>	Shared. tank	8 <input type="checkbox"/>	Bottled water	9 <input type="checkbox"/>	River, lake, spring	10 <input type="checkbox"/>	Other

Answer is only for the main source of drinking water. This does not apply to the water used for washing and bathing.

A well in this case refers to the underground water that is usually dug and fetched using water pumps or container. In some areas holes were dug and cemented to collect rain water. These are mostly labelled as wells, however they are not well in this definition. They are tanks instead.

Bottled water here refers to manufactured water that is usually sold in shops.

H7. Main source if washing water

H7. Main source of washing water									
1 <input type="checkbox"/>	Piped - private	2 <input type="checkbox"/>	Piped - shared	3 <input type="checkbox"/>	Vill. standpipe	4 <input type="checkbox"/>	Well - protected	5 <input type="checkbox"/>	Well - unprotected
6 <input type="checkbox"/>	HH tank	7 <input type="checkbox"/>	Vill. tank	8 <input type="checkbox"/>	Sea	9 <input type="checkbox"/>	River, lake, spring	10 <input type="checkbox"/>	Other

Only 1 box should be marked

Answer is only for the main source of washing water. This applies to the one used for bathing, washing clothes and washing dishes. Mark the right box corresponding to answer as shown:

H8. Main toilet facility

H8. <u>Main toilet facility</u>			
1 <input type="checkbox"/> Flush - private	2 <input type="checkbox"/> Flush - shared	3 <input type="checkbox"/> Water sealed - private	+
4 <input type="checkbox"/> Water sealed - shared	5 <input type="checkbox"/> Ventilated improved pit latrine (VIP) - private	6 <input type="checkbox"/> VIP - shared	
7 <input type="checkbox"/> Pit latrine - private	8 <input type="checkbox"/> Pit latrine - shared	9 <input type="checkbox"/> None	

Only 1 box should be marked

This refers to the main toilet that the household members use most of the time. State the list of toilet facilities as shown and then mark the box corresponding to the answer provided on the main toilet facility used.

H9. Main source of lighting

H9. <u>Main source of lighting</u>					
1 <input type="checkbox"/> Electricity - main grid	2 <input type="checkbox"/> Own generator	3 <input type="checkbox"/> Solar system	4 <input type="checkbox"/> Solar lamp	5 <input type="checkbox"/> Gas	
6 <input type="checkbox"/> Kerosene lamp	7 <input type="checkbox"/> Battery lamp	8 <input type="checkbox"/> Candles	9 <input type="checkbox"/> Wood/Coconut	10 <input type="checkbox"/> Other	

Only 1 box should be marked

Answer is only the main source of lightning this household uses most of the time. They might be using several sources of lightning but try to indicate the main source that used most in the household. Mark one box corresponding to the answer provided.

H10. Main form of Household waste disposal?

H10. <u>Main form of Household solid waste disposal</u>			
1 <input type="checkbox"/> Authorised waste collection	2 <input type="checkbox"/> Take to central disp. site	3 <input type="checkbox"/> Burn	4 <input type="checkbox"/> Recycling
5 <input type="checkbox"/> Lagoon/ocean/river/stream	6 <input type="checkbox"/> Bury	7 <input type="checkbox"/> Composting	8 <input type="checkbox"/> Other

Only 1 box should be marked

Indicate which of the 8 possible methods are used mainly by the household to dispose of its household wastes. There are however certain areas that have arrangements with residents to collect their rubbish on regular basis. These areas are mostly found in peri-urban areas where government waste collection service did not reach them.

H11. Main source of cooking energy

H11. <u>Main source of cooking energy</u>		
1 <input type="checkbox"/> Electricity - main grid	2 <input type="checkbox"/> Kerosene	3 <input type="checkbox"/> Wood/Coconut shells
4 <input type="checkbox"/> Charcoal	5 <input type="checkbox"/> Gas	6 <input type="checkbox"/> Other

Only 1 box should be marked

Ask which of the following is the main source of cooking energy used in this household at most times. Mark one box only for the correct answer.

H12. Does this household have any livestock?

H12. Does this household have any <i>livestock</i> ? (state number in appropriate box)									
1 <input type="text"/>	Cattle	2 <input type="text"/>	Pigs	3 <input type="text"/>	Goats	4 <input type="text"/>	Horses	5 <input type="text"/>	Poultry

If the household does not have any of the above, do not mark the boxes. This, if the answer is 'No'

Ask the question and state the number of animals (either for consumption or pets) in the appropriate box provided. The cut-off point here is to count only those ones that is situated

within the vicinity of the household. That is, if livestock or pets are kept at another place and looked after by a different person, it should not be reported here.

H13. Which of the following cash crops are grown by the household?

H13. Which of the following cash *crops* are grown by the household?
 1 None 2 Kava 3 Coconut 4 Cocoa 5 Coffee 6 Sandal 7 Pepper 8 Vanilla 9 Other wood

If the household does not have any of the above, do not mark the boxes. In this case it would be assumed that the household does not have any of the above

This question determines whether this household grows any cash crops or not. Please mark the right answer in the appropriate box.

H14. Housing tenure

H14. *Housing* tenure (If 2 or 3 or 4, GO TO H17)
 1 Owned 2 Rented 3 Rent free 4 Other

Only 1 box should be marked

This question refers to the housing arrangements through which the house is occupied by household member. Note that in cases the household are still under mortgage conditions; assume that the house is owned. Mark one box only for the correct answer. Note that if the house is not owned, you will need to skip to H17

H15. Age of buildings

H15. *Age of building* (years) < 1 1 - 5 6- 9 10 - 19 20 +

Only 1 box should be marked

This question only applies to those who own the houses are owned in H14. Ask about the number of years since the main building was completed.

H16. Land tenure

H16. *Land* tenure
 1 Customary 2 Rural Lease 3 Urban Lease 4 Occupy with informal arrangements 5 Other

Only 1 box should be marked

This question only applies to those who own the houses are owned in H14. This question is designed to determine if the land in which the household is built is customary or lease hold(urban or rural). It may be occupied with informal arrangements, in which case mark box 3 or occupied with informal arrangements which corresponding to box 4. If some other arrangement, mark box 5.

H17. Has this household been involved in fishing in the last 6 months?

H17. Has this household been involved in *fishing in the last 6 months*?

	No	Subsistence only	Sale only	Both
a. Marine	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b. Fresh water	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

+

Only 1 box should be marked

This question concerns about the household that involves in fishing activities for the purpose of:

1. subsistence only – refers to household consumption
2. sale only – fishing for making money only
3. both

Fishing in this case refers to both fresh water and the sea. It includes using fishing line, spear gun, fish traps and reef gleaning for seashells. It excludes game fishing. The frequency is not specified and can be anytime.

H18. What was the main source of income for this household in the past 12 months?

H18 What was the main source of *income* for this household during the past 12 months?

1 None 2 Wages/salary 3 Land lease 4 Remittances 5 House rent

6 Sale of/fish/ crops and handicrafts 7 Other 8 Own business (please specify)

H19. Did this household have any Secondary source of income during the past 12 months?

H19 Did this household have any Secondary source of *income* during the past 12 months?

1 None 2 Yes

H20. Household durables?

H20. Household *durables* (state number of items IN WORKING ORDER in appropriate box)

1 Motor vehicle (4 wheels) 2 Motor-bike 3 Boat 4 Canoe 5 Gas stove

6 Fridge/Freezer 7 TV screen 8 Radio 9 Computer 10 DVD Deck

11 Internet connection 12 Generator 13 Mobile Phone 14 Telephone 15 Mower

If the household does not have any of the above, do not mark the boxes.

We are collecting information about the number of durable goods or items that are in working conditions. A vehicle with an engine that cannot be started because it needs spare parts or is beyond repair is not in working order and therefore should not be included. Record carefully the number of goods reported by the head of the households in the corresponding box.

H21. Does this household have any bednets?

H21. Does this household have any *bednets*? (state number of insecticide treated bednets in the HH)

1. No. of bednets 2. No. children < 5 yrs who slept under bednets on the 16th of November

If the household does not have any bednets, do not mark the boxes. That is, if the answer is 'No'

This question asks about the total number of bednets in the household and the number of household members who slept under the bednets on the census night. Please record the number of bednets in box number 1. This is regardless of whether it is treated or not. In the second box, it specifically asks about the treated nets and insert the number of children under 5 years of age who slept under the treated bednets in box number 2.

H22. Have any residents of this household died during the last 12 months?

H22. Have any <i>residents</i> of this household <i>died during the last 12 months</i> ?									
1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N 3 <input type="checkbox"/> DK If 'Y' then provide details below:									
Sex		Age		Date of death				If <i>Female</i> , was it <i>pregnancy-related</i> ?	
1 <input type="checkbox"/> M	2 <input type="checkbox"/> F	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	/	<input type="text"/>	<input type="text"/>	1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N 3 <input type="checkbox"/> DK
1 <input type="checkbox"/> M	2 <input type="checkbox"/> F	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	/	<input type="text"/>	<input type="text"/>	1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N 3 <input type="checkbox"/> DK
1 <input type="checkbox"/> M	2 <input type="checkbox"/> F	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	/	<input type="text"/>	<input type="text"/>	1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N 3 <input type="checkbox"/> DK

H23. What is the main language used in this household?

H23. What is the <u>main</u> language used in this household?				
1 <input type="checkbox"/> Local language	2 <input type="checkbox"/> Bislama	3 <input type="checkbox"/> English	4 <input type="checkbox"/> French	5 <input type="checkbox"/> Other

When completing all the household questions, please go back again and check all questions in the questionnaire to make sure that they are all answered and correct. The interviewer should then fill up the box showing the total persons been enumerated in this household. Enter the number of males, females and the total. Finally write your name clearly under column name corresponding to interview completed, put in your signature and date of completion.

When you are satisfied that all are in order, complete the summary information for the household on the front cover.

When you have completed a book and made sure that you are satisfied with the responses and how you fill in the form, sign it in the space provided for enumerator signature. Your signature is your certificate that the information recorded is complete and correct.

Before submitting the forms to your supervisor, ensure the following:

- That all household in your area have been covered. You may not receive your full salary if you have not completed your area. Incomplete forms will not be accepted and you may not receive your full salary
- All households being numbered in an incremental order
- All Census material are accounted for,
- Arrange all the forms in order before submitting to your supervisor

Check the entries you have made to be sure they are complete and correct. There must be an entry on every line of the household form. If you find mistakes or omissions, ask further questions and correct the record. It must be complete and accurate before you leave the household.

Total persons enumerated in this HH		Name	Signature	Date
MALES	<input type="text"/>	Interview Completed: <i>(Enumerator)</i>
FEMALES	<input type="text"/>	Form checked: <i>(Supervisor)</i>
TOTAL	<input type="text"/>	Form checked: <i>(Area coordinator)</i>

It is very important to express your gratitude wholeheartedly to the respondent. This is a way of being polite and expresses your appreciation to the respondent for being able to stay throughout the interview.

15. Census Maps and Map reading

A map is a graphic representation of part of the earth's surface drawn to scale, as seen from above. It uses colors, symbols, and labels to represent features found on the ground. A map provides information on the existence, the location of, and the distance between ground features, such as villages, places and roads, tracks and communication. It also indicates variations in terrain, heights of natural features, and the extent of vegetation cover. Therefore, Census operation requires a supply of maps; however, the best maps could be worthless unless the Census operator knows how to read them.

Mapping has been an integral part of census taking for a long time. Census mapping is the administrative basis for collecting data by sub dividing country up in to manageable areas, small pieces of land for one enumerator to cover during census. These are known as Enumeration Areas (EAs). The quality of maps used in the census has a major influence on the quality and reliability of census data.

In general terms, mapping serves several purposes in the census process, as follows:

- Maps ensure coverage and facilitate census operations (pre-enumeration).
- Maps support data collection and can help monitor census activities (during enumeration).
- Maps make it easier to present, analyze and disseminate census results (post enumeration).

Due to outdated EA boundaries, this household listing will also form the basis of updating EA maps. Each EA will have its own area maps with basic information in the EA concerned such as village names, school, roads, etc to provide a guide of the lister while in the field. These maps will be in A4 size paper and printed in color. Supervisors will have access to maps covering a wider area in A3 size paper

It is of prime importance that listers MUST able to read maps. Maps will act as a guide in navigating around the field. It is therefore important that Listers must familiarize themselves with features displayed in the maps. The key, scale and North arrow on the maps will assist in understanding the map better

The following are some essential features of maps

a. Title

A map's title provides important clues about the map's content. In this case, the Maps you are using are Enumeration Area maps therefore it shows you the EA boundary and the features that will help you navigate within the EA

b. Legend/Key

The Legend or Key shows what different symbols mean. For instance, small square dots represent villages and building location.

c. Scale bar

A scale bar represents the relative distance in the maps in comparison to the ground. They can be presented in many forms. Your EA maps use a graphic scale. It is simply a line marked with distance on the ground which the map user can use along with a ruler to determine scale on the map.

d. North Arrow

The north shows you where 'true north' is on the map. This means that the north Arrow points to the North Pole. Without a north arrow, it is difficult to determine the **orientation** of a map.

16. Code of conduct and responsibilities

All rules of conduct applicable for public servants apply to census staff as well. In addition, the VNSO has developed the following set of rules that are applicable to all census staff with special reference to those who will be in direct contact with the public.

- Avoid abuse of alcohol, kava or drugs. They may have some impact in the performance or lead to accidents and/or injuries.
- The census will not be responsible for any misconduct or misbehavior not relating to census listing
- Maintain at all times, the confidentiality of the information collected
- Carry around at all times your ID
- Not to engage in ceremonial activities such as marriages, deaths, picnics
- Account for any money spent. Any misappropriation of funds will be dealt with seriously
- Take proper care of all census materials. Any damaged or missing materials may have to be deducted from your salary
- Any reports of misconduct will lead to termination of contract

17. Miscellaneous

The following are other additional issues pertaining to listing that you will need to consider.

a. Money matters

Each day of Listing you will be entitled for a daily allowance to assist you with transportation costs. There are few exceptions that will be taken care of with the help of your supervisors

Note that you will be living mostly at your house. To assist you with cost reductions, it is advised that you bring your own lunch and drinks.

Your salary will be provided at the end of the listing period. Note that you will be provided upon satisfactory performances or completion of the form. You will be notified of your salary arrangement payments.

b. Material storage

It is your sole responsibility to keep the materials safe from damaged, dirt or moisture. Ensure to keep them away from children, even during listing period. Avoid leaving them lying around unattended.

c. Transportation

Transportation will be needed by most to travel to and from one area to the other. Mostly walking will be made but for some areas, tracks and other form of transportation will be required.

Use trips to transport you. It is better to find out the transport schedules for trips in order to plan your trip. Do not hire any transportation without approval of your supervisor and Listing Manager. This is to avoid huge charges to be paid by the Census project.

d. Freight

Census project will only be responsible for freights related to Census Materials. Other non census materials that will incur costs will be met by the person responsible.

e. Telecommunication

In most cases, use the mobile phone to contact your colleagues, supervisors or the census office. In case of unanswered calls, leave voice messages or send SMS and you will be contacted. Ensure that you have all the contacts of the important persons you need to contact while in the field.

18. 'What if' Scenarios

This section aims to provide quick reference for trouble shooting issues while in the field. Note that there could be more than one approach in tackling each issue and the following are just guides to assist the enumerators in making their decisions.

Issue	Approach
Refusals	Report the matter to Supervisor who can liaise with the person. If still refused, take note and report matter to the Office
Empty Household or occupants not present	Enquire if the House will be vacant for a long time. If vacant temporarily, ask neighbour on how many usual occupants
Fall Ill/Injury	Seek medical assistance. Inform supervisor
Raining/Bad weather	If raining, keep materials from moisture as much as possible
No transport	Do not hire transport for long distances. Wait for trips. Discuss the need to hire with supervisor and Listing Manager before taking the action. Unapproved hire will not be dealt with financially
Lost equipment/Damaged material	Report matter to Supervisor who can borrow from another or who should have spares.
Incomplete form	If supervisors are not satisfied with your work, you will not be entitled to full salary and will probably be replaced
Falsify Information	It is a serious offence to falsify any information in the form. If caught, you will be penalised under the statistics Act.
Need to Contact supervisor	Use phones where possible. Others, relay messages through network of friends and other mediums
More than one family in one house	Refer to Household definition.
Dogs	Ask for company or assistance
Confidentiality	Maintain confidentiality at all times.

Note that the way you handle each of the situation may differ from the above. It is highly envisaged that common sense should prevail at all times.

19. Annexe 1: Geographical codes and names

Province IDs and names

ID	Name
01	TORBA
02	SANMA
03	PENAMA
04	MALAMPA
05	SHEFA
06	TAFEA

Island IDs and names

<u>ID</u>	<u>Name</u>	<u>ID</u>	<u>Name</u>	<u>ID</u>	<u>Name</u>
01	Gaua	28	Ratua	55	Uripiv
02	Hiu	29	Santo	56	Vao
03	Kwakea	30	Tangoa	57	Wala
04	Linua	31	Tutuba	58	Buninga
05	Loh	32	Urelapa	59	Efate
06	Merelava	33	Venui/First point	60	Emae
07	Merig	34	Ambae	61	Emau
08	Metoma	35	Maewo	62	Epi
09	Mota	36	Pentecost	63	Erakor
10	Motalava	37	Akhamb	64	Hideaway
11	Rah	38	Ambrym	65	Ifira
12	Reef	39	Arseo	66	Kakula
13	Tegua	40	Atchin	67	Lamen
14	Toga	41	Avock	68	Lelepa
15	Ureparapara	42	Khoti	69	Makira
16	Vanualava	43	Livghos	70	Mataso
17	Aese	44	Lopevi	71	Moso
18	Aore	45	Malekula	72	Nguna
19	Araki	46	Maskelynes	73	Pele
20	Bokissa	47	Nivoku	74	Tongariki
21	Lataro	48	Norsup	75	Tongoa
22	Lataroa	49	Paama	76	Aneityum
23	Lathi	50	Peskarus	77	Aniwa
24	Malo	51	Rano	78	Erromango
25	Malokilikili	52	Sakao	79	Futuna
26	Malparavu/Oyster	53	Tomman	80	Tanna
27	Mavea	54	Uri		

Exercise and multiple choices

Insert the types of checks

Quality control

Insert Statistics Act