



TONGA 2021 POPULATION AND HOUSING CENSUS TRAINING MANUAL



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CHAPTER 1: Introduction to population and housing census

1.1 Introduction

This manual should be used as reference material for all persons involved with the implementation of the 2021 PHC to achieve complete coverage and quality data collection. Accordingly, census officers are required to read this manual thoroughly to guide them to collect, compile and sync data. It is also essential that census officials continuously study this manual alongside other census instruments thoroughly to gain an in-depth understanding of the census work. This manual contains 12 chapters all together. It is important that the instructions in this manual are followed so that all interviews around Tonga consistently follow the same procedures.

1.2 Background

The national population census has been taken in Tonga as far back as 1891, though it was not carried out on regular census intervals. It was in 1956 that the census began being taken every 10 years. The 2011 Population Census was the first census undertaking of what will become a five yearly census interval. The Statistics Act 2015 PART V, Section 14 Clause 2 quoted: The census of population shall take place every five years.

Table 1 History of Census in Tonga

History of Census in Tonga				
Year	Total Households	Male	Female	Total Population
2016	18,003	50,255	50,396	100,651
2011	18,156	51,979	51,273	103,252
2006	17,462	51,772	50,219	101,991
1996	16,194	49,615	48,169	97,784
1986	15,091	47,611	47,038	94,649

The 2016 Population Census was a historical event in Tonga as well in the region as this was the first time that a country in the Pacific conducted the Census with the use of tablets. The biggest challenge in doing a Census is the capturing of GOOD QUALITY statistics – the use of new technologies has really enhanced the collection of reliable and timely information.

The 2021 Population and Housing Census will be the third Census conducted 5 yearly census and the second time for Tonga to use tablets for data collection. It is designed to generate statistics that are essential for policy and planning purposes. It is therefore of the greatest importance to every person living in Tonga. The Census information will be used for statistical purposes ONLY.

1.3 What is a Population Census?

A Population Census is the complete enumeration of all persons in a country at a specified time. The enumeration also implies the collection, compilation, evaluation, analysis, publication and dissemination of demographic, social and economic statistics relating to the population.

A country's most precious resource is its people. Statistically it is the most important activity that a country ever undertakes. A great national effort is required to complete a census successfully. Much time, energy and money must be devoted to it. For this reason, it is most important that all persons involved in the census devote their best efforts to the success of the census project. Only a well taken, complete and accurate census meets the national need for essential information about the population.

1.4 What is a Housing Census?

A Housing Census is the complete enumeration of all dwellings (occupied and vacant) in a country at a specified time. This enumeration also implies the collection, compilation, evaluation, analysis, publication and dissemination of statistical data pertaining to these dwellings and the occupants.

The housing conditions of the population are one of the most important indicators of wellbeing. Data from the housing Census can be used by Government, Non-Government, International Agencies and other interested bodies for analysing the housing situation both in terms of stock and quality.

The data from the housing Census will also have commercial uses. It will assist the construction industry, institutions involved in housing finance and manufacturers of housing fixtures and equipment to make realistic projections of the demand for housing and assess their activities within the overall housing programme.

1.5 Relationship between Population Census and Housing Census

There is a close association between a Population Census and a Housing Census. For example, an essential feature of a Population Census is the identification of each occupied set of dwellings and of the persons living therein, and an essential feature of a Housing Census is the collection of information on the characteristics of each set of occupied dwellings in association with the number and characteristics of its occupants.

The 2021 Population and Housing Census (PHC) will consist of a Population Census and a Housing Census as one operation. Thus, it will be conducted concurrently with the use of a single schedule. The two Censuses, though separate, constitute one statistical operation and they are not completely independent of each other because of the essential elements of each Census which are common to both and are also with well-coordinated activities. In this way, the information on the population and dwellings can be more readily matched, and processing is facilitated, and extensive analysis can be carried out. This also makes it possible to relate to the Housing Census data, the information on demographic and economic characteristics of each household member that is routinely collected in the Population Census.

Thus, the PHC would provide key information about us as individuals, households, communities, and a nation. The PHC gives information about who we are: Age and sex are fundamental characteristics; where we live and/or work; distribution of the population across the country; island divisions, districts, urban/rural; how we are evolving as individuals; marital status, educational attainment; number of employed and unemployed; type of housing structures; type of drinking water, electricity etc. In addition, the PHC would provide information to ascertain what progress we have made as a nation.

1.6 Purpose and Objectives of the Census

The fundamental purpose of a census is to provide information on the size, distribution and characteristics of a country's population by small geographical areas and for small population groups. Countries use the census data for policy-making, planning and administration, as well as in management and evaluation of programs in education, labour force, family planning, housing, health, transportation and urban/rural development.

A basic administrative use is in the demarcation of constituencies and allocation of representation to governing bodies. The census is also an invaluable resource for research, providing data for scientific analysis of the composition and distribution of the population and for statistical models to forecast its future growth. The census provides business and industry with the basic data they need to appraise the demand for housing, schools, furnishings, food, clothing, recreational facilities, medical supplies and other goods and services.

Since the last Census in 2016, there have been many changes in the structure of the population. In this regard, there is a need for a Census to update the socio-demographic and economic data in the country and ascertain changes that have occurred in the population structure since 2016.

1.7 Census Methods

Population censuses typically use one of two approaches:

De facto – meaning enumeration of individuals as of where they are found in the census, regardless of where they normally reside.

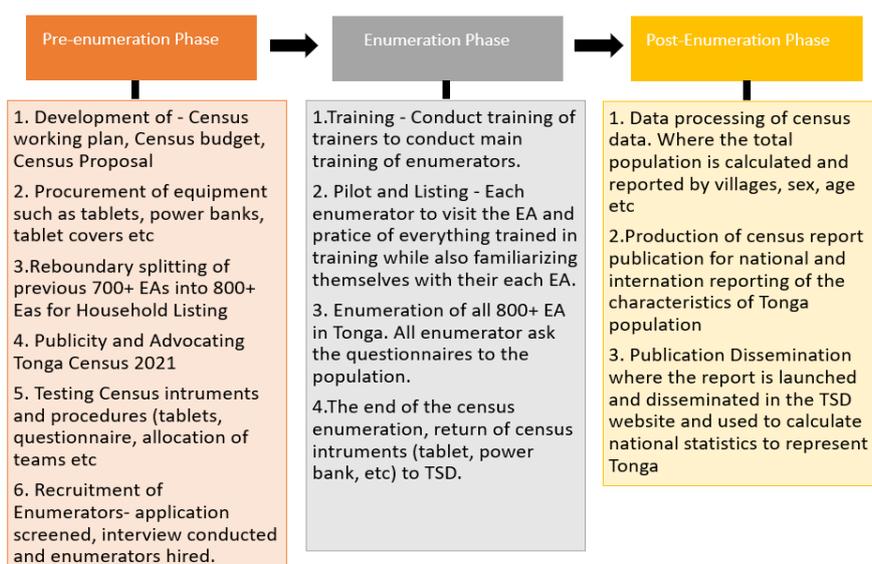
De jure - meaning enumeration of individuals as of where they usually reside, regardless of where they are on census day.

For Tonga Population and Housing Census 2021, **De facto census method will be used.**

1.8 Census Process

This section is meant to give an overview of what a Census process involves. Census taking is a complex, large-scale operation involving three main stages.

- Pre-enumeration Phase:** Good planning and advance preparation are vital to the success of every Census. All resources (human, logistics, technology, etc.) necessary for the conduct of the Census must be planned for so that the Census will be carried out at the appropriate time and sequence. During this stage all major decisions about the Census are taken, for instance, the geographical or mapping work and preparation of documents and other such activities are undertaken.
- Enumeration Phase:** This is the stage where the required data are collected from the people who make up the population of the country. A number of carefully planned procedures and methods are set in place which direct Census staff exactly how the required information is to be collected.
- Post-enumeration Phase:** This stage consists of various activities including:
 - Data Processing:** This involves a set of operations that translate the information collected in a Census into a useful and timely set of statistical tables.
 - Post Enumeration Survey (PES):** The PES is a short survey conducted few weeks after the Census to determine the accuracy and reliability of the Census. The PES would help to determine how many people were missed or counted more than once. It is meant to estimate the completeness of the Census.
 - Production, Publication and Dissemination:** The main objective of any Census is to collect, compile and transmit information to the public in the form they can use. A Census is complete only when the collected information is made available to those who use it. This is done through printed reports of data, seminars and other ways of dissemination.



CHAPTER 2: Legal Authority and Confidentiality of Information

2.1 The Statistics Act

The authority for the questions asked on the census of population is provided under the *Statistics Act 7 of 2015* quoted:

The Statistics Department shall collect, from people, businesses and other organizations in the Kingdom, information relating to their activities and economic and social situation, in order to compile, analyse, abstract and publish official statistics relating to the condition of commerce, people, their communities and the environment, as well as the activities, performance and impact of the Government.

For Surveys and Censuses, Section 15 Clause 3 – Every person, organization or business from whom information is sought shall answer the inquiries of the Statistics Department to the best of their knowledge.

The Government Statistician will make arrangements for you to ascertain your participation in an “**oath of office**” that would verify publicly you’re complying with the rule of “**no disclosure**” of the information and data collected in the census and on your pledge to fulfill your census duties.

You should understand the legislation and policies that permits the Statistics Department to treat information collected as confidential and you should be prepared to explain them in brief terms to the respondent. By law, under the *Statistics Act*, personal information provided by respondents to the Statistics Department of Tonga must remain confidential.

2.2 Oath of office and evidence of appointment

PART IV Section 10 Clause 1 - *The Government Statistician and every officer and person in employment in the Statistics Department shall ensure the proper custody of statistical person employed or engaged pursuant to this Act shall, before entering upon his duties, take and subscribe the following oath:*

I, _____, swear that I shall not at any time make known to others any information that comes to my knowledge as a result of my employment in the Statistics Department of the Kingdom and which is protected from disclosure by the Statistics Act.

Protection from disclosure/Confidentiality of Respondent Information

Section 11 Clause 4 - *The Government Statistician and every officer and person in employment in the Statistics Department shall ensure the proper custody of statistical records and ensure that:*

- (a) Only a person employed or deemed to be employed under this Act, and sworn under Section 10, shall be permitted to examine any identifiable individual return made for the purposes of this Act, except for the purposes of a prosecution under this Act; and*
- (b) No person who has at any time been sworn under section 10 shall disclose or knowingly cause to be disclosed, by any means, any information obtained under this Act, without the authority of the Government Statistician, in exercise of their power under this Act.*

2.3 Respondent Information is privileged

Section 13 Clauses:

- (1) Except in respect of a prosecution initiated under this Act, any information obtained from a respondent by the Statistics Department is privileged and shall not be used as evidence in the proceedings of any Court, tribunal or other body.*
- (2) No respondent information collected under this Act may be used for or in connection with the assessment or levy of any tax imposed by the Government and may not be used in evidence of such assessment.*

2.4 Offences and Penalty

PART VIII Section 20 Clauses:

- (1) Every person who, after taking the oath, set out in section 10 (1) who fails to fulfil this duty, or wilfully makes any false declaration, statement or return in the performance of his duties commits an offence and is liable on conviction to a fine not exceeding \$2000 or to imprisonment for a term not exceeding 6 months or to both.*
- (2) Any employee of the Statistics Department or any person who impersonates an employee of the Statistics Department, and who obtains or seeks to obtain information that they are not duly authorised to obtain, commits*

and offence and is liable on conviction to a fine not exceeding \$2000 or to imprisonment for a term not exceeding 6 months or both.

(3) *Every person who, without lawful excuse:*

- (a) *Refuses or neglects to answer, or wilfully answers falsely, any question intended to obtain information sought in respect of the object of this Act or pertinent thereto that has been asked of him by any person employed under this Act;*
- (b) *Refuses or neglects to furnish any information or to fill in to the best of his knowledge and belief any schedule or form that they have been required to fill in, and to return the same when and as required of him pursuant to this Act; or*
- (c) *Knowingly gives false or misleading information is, for every such refusal or neglect, or false answer or deception,*

Commits an offence and is liable on conviction to a fine not exceeding \$1000.

CHAPTER 3: 2021 Population and Housing Census Organization

3.1 Introduction

To ensure effective coordination and implementation of the 2021 PHC, a strategic implementation structure has been set up at the national, island division, and district and field levels. This chapter explains the roles of the different members of the census implementation structure. The structure and organogram for the implementation of the 2021 PHC are presented in Section 3.3

3.2 Population and Housing Census 2021 implementation structure

A. Government Statistician

The Government Statistician is the Chief Census Manager (CCM) and is responsible for executing all census activities. Also has the power to call off the census.

Statistics Acts 7 2015 PART V Section 14 Clause 1: The Government Statistician shall be responsible for the administration and completion of any census of population taken in the Kingdom, and the rules for taking a census of population shall be published in the Gazette.

B. Census Steering Committee

This committee was established to monitor the progress of census activities throughout the entire census operation also to collaborate and support census planning and implementation of census strategies and activities. Members of the Census Steering Committee includes CEOs from both Government and Non-Government Organizations.

C. Census Manager (CM)

The Census Manager is responsible for the management of all day-to-day census activities under the authority of the Government Statistician.

D. Census Committee

Ensure the smooth implementation of all census activities. From the census committee it has 8 sub committees namely the Questionnaire, Logistics, Procurement, Mapping, Data Processing, Recruitment, Training, Fieldwork Sub Committee. All activities of the sub committees has to be approved from Census Committee before implementation. All staffs of TSD are members of one or more Sub Committees.

E. Island Division Census Officer (ICO)

- I. The ICO is responsible for all aspects of Census work as well as the overall supervision of Census operations in the Island Division.
- II. Ensure quality and timely implementation of 2021 PHC activities in the Island Division.

- III. He/she is responsible for all aspects of the Census work (Technical and Administration) in the Division.
- IV. Facilitate monitoring of the Census field activities by reporting uncovered areas to the District Census Officer
- V. Provide daily reports on the Census activities to Census Manager
- VI. Ensure the complete coverage of the Island Division
- VII. Ensure all census equipments and documents are returned safely to Nukualofa Office

F. District Census Officer (DCO)

The key role of the DCO is to handle administrative activities within the district of assignment and act as the mediator between the Filed Officers and the ICO. As part of the duties of the DCO during fieldwork, s/he will specifically:

1. Ensure that every person and dwellings in the district has been visited and enumerated.
2. Ensure that all items needed for the Census in their districts are secured and after the work send all returnable items to the ICO.
3. Supervises all the supervisors in their jurisdiction and ensure that supervisors working under them are efficient in monitoring field activities and checking forms daily
4. Conducts spot checks
5. Ensures that the supervisors are always on the field
6. Receives feedback and gives feedback to supervisors and enumerators
7. Ensure that all teams in assigned District are up to date will their work
8. Clears the Field Supervisors after completion of their task

G. Census Supervisor (CS)

Each District is divided into Supervision Areas (SA), each of which is under one CS. The CS is to guide the CE working under him/her in the field to follow the right procedures in asking questions and to record responses correctly. Addresses maps and boundary challenges within their assigned areas. The CS is also expected to assist the Enumerators he/she is supervising to resolve challenges that may encountered during the data collection. The CS must encourage positive spirit and cooperation among team members.

Note: Detailed roles and responsibilities of a Census Supervisor can be found in Chapter 11.

H. Census Enumerator (CE)

Enumerators play important role in the Census operation. About 800 Enumerators will be engaged in the PHC with the common goal of obtaining accurate and complete information about all persons and dwellings which qualify to be enumerated in the country. The whole country has been divided into nearly 800 Enumeration Areas and it is the responsibility of the Enumerator to count all persons present on Census Night in the EA assigned to him/her.

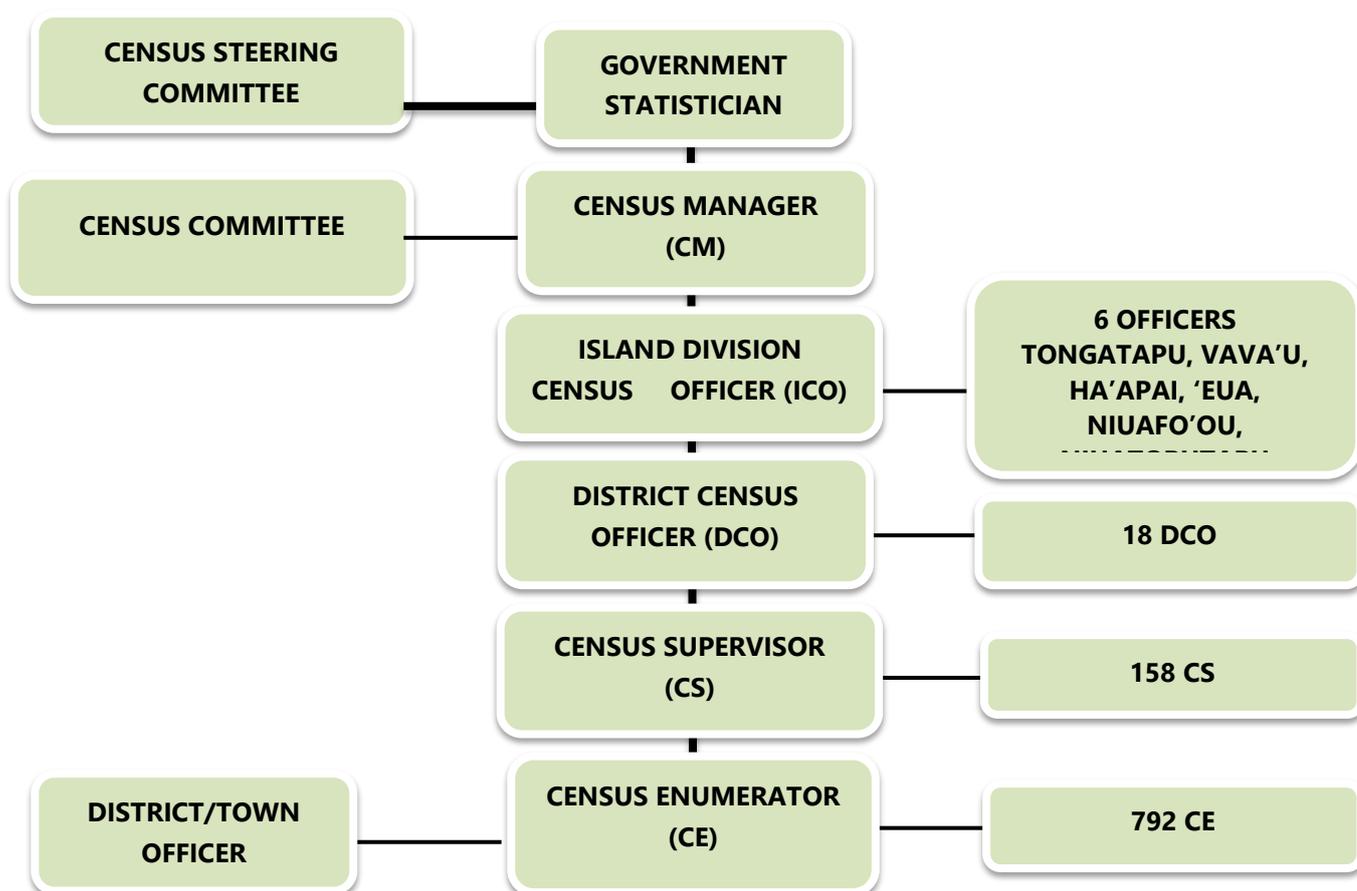
Note: For more details on the roles and responsibilities of Census Enumerators, refer to Chapter 4 of this manual.

I. District and Town Officers

- Ngaahi fatongia ó e Ófisa kolo mo e Pule fakavahe
- Ke fakahoko é he kau ófisa kolo mo e pule fakavahe haánau fono lolotonga á e uike training ó fakamanatu ki he kakai ó e kolo á e teuaki ó e tohi kakai á ia ne ósi tala fanongonongo mei he Potungae Statistics. 1
- Ke feilongaki á e ofisa kolo mo e kau enumerators mo e supervisors tenau ngaue hono kolo, lolotonga á e training mo fakahinohino ai á honau ngaahi fatongia.

- Ke tokoni á e ofisa kolo mo fengaeáki vaofi mo e kau enumerators ki he ngaahi ápi óku faingataá ke aú ki ai ó hange ko eni:
- ngaahi ápi óku tuú ki úta pe tuá kolo,
- Ngaahi ápi óku fakafaingataáia á e fengaeáki mo kinautolu (possible refusal)
- Ngaahi ápi óku nofo tokotaha ai ha tangata, pe ápi óku nofo fakatamaiki etc.
- É ikai ke ngofua ki ha ófisa kolo pe pule fakavahe kene fakaékeéke (enumerate) ha ápi. É ikai ngofua ke hu ki he fale pe fanongo ki hono fakaékeéke ó e ápi (household). Ka óka fiemaú é ha enumerator kena álu ki ha ápi, pea é fiemaú áe ófisa kolo kena/kenau feáo ki he ápi ó fakafeíloaki mo fakahoko á e fatongia.
- Óku malava á e ófisa kolo pe pule fakavahe ke fetuútaki mai ki he ófisi statistics ki ha meá óku ne pehe é ala tokoni ki he ngaue hili haáne femahinoáki mo e field staffs.
- Ka 'i ai ha 'api kuo 'ova he tu'ó 2 'a e 'a'ahi ki ai pea 'ikai ke ma'u, 'e fiema'u ke fetu'utaki 'a e enumerator ki he 'ofisa kolo ki ha'ane fale'i felave'i mo e 'api ko ia mo ha taimi pau 'e ma'u ai kinautolu hili ha fetu'utaki 'a e 'ofisa kolo ki he 'api ko ia.
- Malava pe ke tufa e he ófisa kolo he uike kimuá he tohi kakai ha kíí brochure pe fakamanatu ki he kakai á e mahuínga kenau í honau ngaahi ápi lolotongá e uike tohi kakai ke tohi ai kinautolu.
- Note: Ko e ngaahi motu iiki ó e ótu haápai mo Vavaú, ke fakahoko e he enumerator á e femahinoáki ko eni mo e ófisa kolo kimuá he kamata éne tohi kakai.

3.3 Population and Housing Census 2021 implementation structure/organization



CHAPTER 4: Conduct and Roles of Enumerators

4.1 Roles of the Census Enumerator (CE)

As a CE, we're counting on you to enumerate all residents in Tonga. You are the Statistics Department's direct link with approximately some 20,000 households all over the country. You are THE MAIN PLAYER, and the fundamental contributor in the census. You are placed in a team to carry out your census fieldwork. Your team comprises of 5 to 7 fellow CE and under the supervision of 1 Census Supervisor (CS). All CE and CS are placed under the Statistical Officials and you must keep them update on all activities during your census fieldwork.

Your job is to ask questions about everyone who was in the household on **Census Night (30th November 2021)** and to record the answers correctly. It is the single most important job in the census. The quality of the census data will depend to a large extent on the effort you make and the thoroughness with which you and your fellow Enumerators carry out your tasks. The information you collect becomes the foundation upon which all census results will be based. You must make every effort to obtain complete and accurate answers and to record them carefully and correctly. The census results cannot be better than the data you obtain. The success of the census largely depends upon the public's willing cooperation and it is your job to obtain this by being polite, tactful, and patient at all times.

4.1.1 Your Behaviour is Important

As mentioned earlier, the success of the whole census operation depends to a large extent on how well respondents cooperate in giving the needed information. By the time you approach the people, every effort would have been made already to publicize the census through all the important publicity and education channels such as the Press, Television, Radio, District and Town Officers, to obtain the co-operation of the people. Nevertheless, your success as a Field Officer depends greatly upon your approach.

4.1.2 The clothes you put on matters

Wear respectable clothes, not too revealing. Putting on comfortable shoes during field work will really help.

NOTE: Always wear your census vest, ID card, and a kiekie/ta'ovala.

4.1.3 You must work through to the end of the census data collection

You are expected to work thoroughly to complete work in the area assigned to you in good time. You should not abandon the work before the end of the exercise except for the reason of sickness or Accident. You have to inform your CS on the event of injury or accident on the job, preferably, on the same day. This is necessary in order that the CS can ensure you have taken time to seek treatment following an injury or accident. It would help your CS in making arrangements if needed for the completion of your assignment if the injury is serious and might take time to heal.

In case you become ill or incapacitated while working on the census, you must report this immediately to your Field Supervisor or, in his/her absence, to a higher authority so that he/she can arrange for your replacement.

4.1.4 You must work without the assistance of unauthorized persons

You must not permit anybody, not even members of your family or household, to help you with your work. Only sworn Census Officials are allowed to help you.

4.1.5 You must count every household once and avoid omission and double counting

You must not miss any household in your area or count any household twice to avoid omission and double counting.

4.1.6 You must be a team player the Census operation is teamwork.

If you fail to perform tasks given to you to complete on time the whole process fails as the work of the supervisor, headquarters and the whole census operation will not be successful. Be a team player, play your role to the best of your ability, listen to your supervisor and report issues that hinder or delay your work

CHAPTER 5: Mapping and Census Unit

5.1 What is a Census Unit?

For census purpose villages are divided into **Census Units (CU)**. The CU is the **basic unit area** for census enumeration. Each CU is an area with clearly defined boundary consisting of an average of 30 households. A single CU is assigned to one CE to enumerate all household contained within this area. When referencing to **enumeration area (EA)** this mean the CU.

You will enumerate **on the average 30 households** in a single CU with an **average population of 100 to 200 persons. Usually, one CU is assigned to one CE.** In other situations, more than one CE will enumerate one CU or one CE enumerating more than one CU depending on the workload. In such cases, you will be informed and you will be issued instructions and related documents.

5.2 What is a Census Unit Code (CUC)?

Each CU is numbered into CUC, where CUC is a unique set of numbers, numbering the CU according to its geographic location in a village, district, and island division. Every set of questionnaire relates to a household or institution in a CU. You will number each questionnaire in use with the CUC assigned to you and you must issue a household number to each household you will enumerate in an orderly sequence in relation with the provided CU map and listing. For each set of census questionnaires the CUC is the identifier of a household in the CU.

Consequences due to Wrong CUC You must ensure that correct CUC are written and are correctly copied on the enumeration forms in use. You are required to enter the correct CUC on each questionnaire so that the census forms in use for each household can be identified and correctly linked. Wrong identification numbers will cause serious problems as it would not correctly locate and identify the households in your CU.

You need to ensure that such mistakes do not arise as it will produce other problems such as double counting, no enumeration and confusion in completion of the census questionnaires delaying work between you and your respondents. **Cautionary note:** If you are responsible for more than one CU, be absolutely sure that every questionnaire in each CU has the CORRECT CUC for that CU.

The CUC on Census Questionnaires Your materials should include the CUC of the CU you are assigned to. You will be provided with a CU Map stating the CUC. The example below defines the **CUC** as a combination of 7 digits numbers. The four digits represent the island division, the district and Village, known and referred to as the **Village code** and the last three digits refer to the census block and census unit (CU). For example, **CUC 1101 011** is defined as: **Island Division 1, District 1** within island division 1 hence District 11, **Village 01** in District 11 hence Village code 1101, **Census Block 01** in Village 1101 hence CB number 110101, and **Census Unit 1** in Census Block 110101 hence CUC 1101011. Figure 5.1 clearly illustrates the CUC composition.

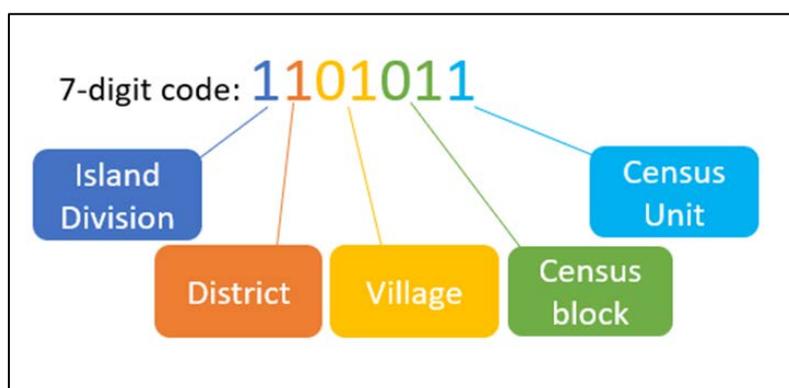


Figure 5.1: structure of CU code

5.3 The Purpose of the Census Unit maps

The CU Map is provided in hard copy to illustrate the boundary to the area where you will be enumerating all households within this premises. This is to help avoid overlapping to neighbouring CU hence double counting. It will also guide and help you plan your beginning and ending point during fieldwork.

Geographical information required to complete the questionnaire is provided in the map such as CUC, village, district and division name and code. Figure 5.2 shows an example of the CU Map.

The CU also displays the household number according to the approximate location collected in the Household Listing 2021. These number correspond to information provided in the head of household list which will be explained later in Chapter 7.

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



Figure 5.2: Sample of CU map

5.4 Supervisor Map

Each CS will also be provided a supervisor map. The purpose of this map is for each CS to be able to identify each CU assigned to his/her enumerator in the team. These maps are provided in the extend each village the CU is located within. Figure 5.3 is a sample of what a supervisor map would look like. Note that not all CU shown in the map is in the responsibility of the CS but only the assigned CU to the enumerators in his/her team. In most cases, the CS will be given only one supervisor map depending on the location of the responsible CUs, on the other hand more than one map may be provided.

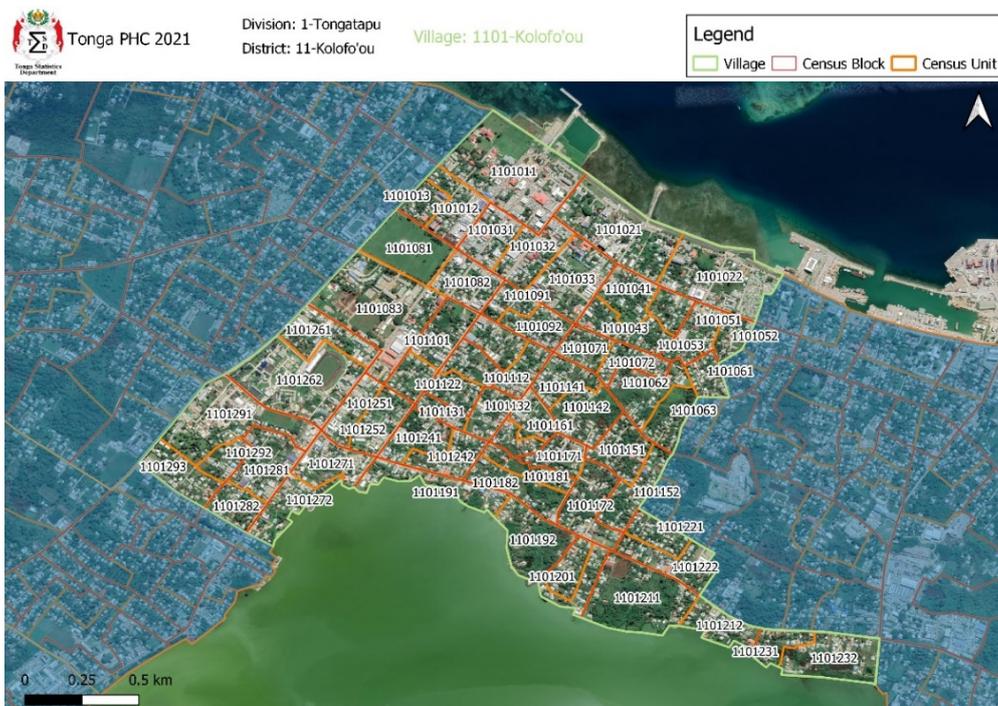


Figure 5.3: sample of supervisor map

CHAPTER 6: Concepts and Definition

6.1 Census Night

The main objective of the census is to record the people in Tonga at one particular point in time, i.e., **the night of Tuesday 30th November 2021 or exactly, the 30th November** before it changes at midnight to 1st December. All enumeration must relate to the **CENSUS NIGHT**. Thus, it is the reference point to which **all enumeration must relate**. All persons alive in Tonga on Census night are to be included. Babies born before midnight on 30th November are to be included and persons who die before midnight on Census night are to be excluded. It is impossible for an Enumerator to visit all households on Census Night, and certainly not just before midnight, so enumeration must spread over a longer period, both before and after the actual Census Night. However, **the aim should be to record the population as if, suddenly, at midnight, everything came to a complete stop and the population stood still ready to be counted**. In reality you should not be disturbing people this late at night.

6.2 Concept of a dwelling unit

A room or groups of rooms normally intended as a residence for one household. For example, single house, an apartment or groups of rooms in a house. Note that one dwelling unit can be shared by more than one household. All dwellings in Tonga would be enumerated during the Census. Therefore, it is important to know what structure to be listed and enumerated so that you do not miss out on any of them. Thus, the principal units of enumeration in the housing Census are dwellings, whether occupied or vacant

6.3 Defining 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 for providing it”**. Normally household members live and sleep in the same building but experience has shown this is not always true, which is why the definition is based on **eating together** rather than on living or sleeping in the same building.

A household may be either:

- a) A one-person household: a person who makes provision for his or her own food or other essentials for living without combining with any other person to form part of a multiperson household or;

- b) A multi-person household: a group of two or more persons living together who make common provisions for food or other essentials for living.

The persons in the group may pool their incomes and may, to a greater or lesser extent, have a common budget; they may be related or unrelated persons or constitute a combination of persons both related and unrelated (OECD).

For purposes of the Census, three important criteria should help you to identify a household. These are that the individual(s) must:

- 1) Live alone or together and catered for as one unit;
- 2) Make common provision for food and other essentials;
- 3) Acknowledge one person as the head of the household.

The persons in the group may be related by blood or marriage, unrelated, or a combination of persons both related and unrelated. It is important to emphasize that not all related persons living in the same house or compound are necessarily members of the same household. For example, two brothers who live in the same house with their wives and children may or may not form separate households depending on their catering arrangements.

6.3.1 Defining Head of household:

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

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

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

6.3.2 Household Situations:

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

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

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

6.3.3 Usual member of a household

A usual member of a household is a person who (whether present or absent on Census Night) has spent at least the last six months with the household or intends to spend at least the next six months with the household.

6.3.4 Respondent

is the person who completes the questionnaire or who provides the information to complete the questionnaire.

6.3.5 Usual place of residence

A threshold of 12 months when considering place of usual residence. The place at which the person has lived continuously for most of the last 12 months (that is, for at least six months and one day), not including temporary absences for holidays or work assignments, or intends to live for at least six months.

CHAPTER 7: Conducting the Listing

7.1 Introduction

The household listing is the part of the first task you will undertake when first discharged into the field or more specifically to your assigned CU area. As you are studying the enumeration area for the first time, part of this is getting to know how many households and institutions within your area that you should enumerate during the census period. The purpose of this is to inform you on what to expect and help you plan your workload accordingly.

Usually, CE and CS 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 embarrassing, to you or to them. If you are in such a case, please inform your CS at your earliest so that your CS could make arrangements for someone else to enumerate that Household.

7.2 Materials required

You will need the 1) **CU Map** and 2) **Form A – Head of Household List** to conduct the listing.

1. The CU Map (chapter 5) will help you identify the boundary of the area you are required to conduct the listing within. Only the households situated within this boundary should be included in your list. Households outside of this boundary should be excluded. Geographical information in the map should correspond to that in Form A. The numbers displayed the map also correspond to the HH No. column 1 in the Form A. Where the numbers are situated on the map provide an approximated location for each household. Figure 7.1 is a sample of the content of a CU map.



Figure 7.1: Example of CU map

2. Form A will provide you with a frame of the number of household and institutions in your CU area where majority is based on the Household Listing 2021 which was conducted in April 2021. This would include the type (household/ institution), status of the household, name of the head of the household or name of

institution/owner, the head of household sex, age and estimated number of people living in the household. One form will be provided for one CU.

Figure 7.2 provides an example of Form A that would be provided to you.

The geographic information (Division, District, Village, CU code) is the designated identification code according to the department's geographical framework. This information should correspond to the geographical information (top section of the map) provided in the CU map assigned to you.

Enumerator's details are the section that should show your information as the designated enumerator for this CU. **You are required to fill in this section** using the ID assigned to you, your name, and the date you conducted your listing.

Codes section gives the meaning for each possible code that could appear or given to specific columns. There are two boxes of codes. The un-shaded code box is specifically for column 2,3 and 5 (Household / Institution, Status, and Name of Head of Household/Institution) which are explained below together with column 4, 6 and 7.

Household/Institution

1- Household: **"Those persons who usually eat together and share the work of preparing the food and/or the cost of work for providing it"**. Normally household members live and sleep in the same building but experience has shown this is not always true, which is why the definition is based **on eating together** rather than on living or sleeping in the same building. Refer to chapter 6 section 6.3.

2 – Institution: **An Institution**, for census purposes may be defined as an organisation providing specified services or performing some general function for a group of residents or inmates who will normally be unrelated to each other. Refer to chapter 10.

Status

1- Occupied is when a physical dwelling is a usual residence for a household.

2- Occupied (Not at home) is when the dwelling is for certain occupied, however after at least 3 visits no one was home.

3- Vacant refers to when the dwelling is in suitable condition for living but has not been occupied by anyone for a year or more.

4- Temporally vacant refers to when the dwelling has not been occupied for quite some time (up to 3 months) but was or intended as a place of residence for a household.

Name of the Household Head / Institution

This is the name of the head of the household if this is a private household or the name of the institution or owner.

Sex refers to whether the head of the household was male or female. Give code 1 if male or 2 if female.

Age of head is the age of the head of household as of the date of April 2021.

Number of household members is the total number of people who reside in the household as of April 2021.

The grey shaded code box is applicable to only column 8 and 9 (Status* and Sex of Head*) which are also shaded in grey. This will be explained in the next section.

The remainder of form A is the table that provide the head of household list. At the top row are the column numbers followed by the headings. The table is split into 2 parts. Columns 1 – 7 actual records for each household that is most likely within your CU boundary. Columns 8 – 10 (shaded in grey) is blank space provided for you to use to update records in column 1-7 that you have identified visiting the household during the listing which will be explained in the next section

Is it possible for a household to change its records as it can have a different head at the time of the listing or the members that use to live there have relocated elsewhere.

Note that for some areas such as small outer islands in of Tongatapu, Vava'u and Ha'apai, the information in Form A is based on 2016 census due to these island not being covered in the Household Listing 2021. You will notice that the codes for the already provided information (Status) is slightly different. The corresponding map for this Form A will also not display any HH no. (numbers).

TONGA STATISTICS DEPARTMENT Form A - Head of Household list										
Geographical Information							Enumerator's details			
DIVISION:	1						ID:			
DISTRICT:	11						Name:			
Village:	1101						Date:			
CU CODE:	1101011									
CODES										
Household/Institution	Status		Sex of head				Status*		Sex of head*	
1 - Private Household	1 - Occupied		1 - Male				1 - Occupied		1 - Male	
2 - Institution	2 - Occupied (Not at home)		2 - Female				2 - Vacant		2 - Female	
	3 - Vacant									
	4 - Temporally Vacant									
1	2	3	4	5	6	7	8	9	10	
HH No.	Household / Institution	Status	Name of Head of Household/Institution	Sex of head	Age of head	Number of household member	Status*	Name of Head of Household/Institution*	Sex of head*	
1	1	1	Soane Fifita	1	81	6				
2	1	1	Mele Tonga	2	85	7				
3	2		Ana's guest house							
4	1	1	Soana Cocker	2	81	3				
5	1	1	Ji Chan	1	45	3				
6	1	2								
7	1	2								
8	1	1	Salome Veikune	1	81	3				
9	1	2								
10	1	1	Yu Gao	2	46	2				
11	1	1	Pauline Tonga	2	60	5				
12	1	1	Tuitamala Moala	2	32	3				
13	1	2	Mele Tu'imana Fihi							
14	2		Jane's Place							
15	1	2								
16	1	1	Penaia Ganilau	1	46	2				
17	1	1	Semisi Fonua	1	30	12				
18	1	1	Melenaite Kivalu	2	48	6				
19	1	1	Pauliasi lvalalu	1	57	1				
20	1	1	Isileli Finau	1	64	5				
21	1	1	Poasi Muli	1	37	8				
22	1	1	Nomani Tei	1	38	4				
23	1	1	Sioeli Holeva	1	80	6				

Figure 7.2: Sample of Form A.

7.3 How to conduct the listing

Step 1:

Check you have the correct CU map and Form A. The geographical information on the map and Form A should be similar. Thus, the census unit code should be the same.

Step 2:

Complete the enumerator’s details section – ID, name and date. An example is provided below.

Enumerator's details	
ID:	1234
Name:	Pita Lolo
Date:	25/011/2021

Step 3:

Study the map and confirm the boundary of your assigned CU. This will require you to take a trip around the CU to identify your working area and confirm which households are included and excluded from your CU.

Step 4:

Study Form A (column 1-7) as this is the list you will update. The HH No. in Form A corresponds to the numbers shown in the map. Location of the HH No. on the map approximates where the household or institution with the exact same HH No. listed in Form A is located. The HH No. may not always begin from 1, however, they are listed consecutively from the least HH No. to the largest.

Step 5:

Find the first HH No. in Form A on the map and use this location to find the actual household/institution in your CU grounds.

Step 6:

Once you have located this household, verify the corresponding information on Form A columns 2-7 to a member of the household. Use column 8-10 to provide the up-to-date information according to the codes in the grey shaded box. You are required to complete all information needed in columns 8-10 even if the information remains unchanged from the list.

In the case where the location on the map is not precise, you are required to mark the precise location on the hardcopy map using the HH No.

Status*

- 1- **Occupied:** is when a physical dwelling is a usual residence for a household.
- 2- **Vacant:** refers to when the dwelling is in suitable condition for living but has not been occupied by anyone for a year or more.

Name of Head of Household/Institution*: here you provide the name of the head if this is a household or the name of the institution or owner if it is a institution

Sex of Head* - biological sex of the head of the household.

- 1- **Male**
- 2- **Female**

Step 7:

Repeat step 5- 6 for the next HH No. and so on. You will follow the sequence of the HH No. provided in Form A with the location shown in the map.

It is possible that in some situations that the HH No. for a household listed in Form A is not shown on the map. In such cases you are required to locate this household in your CU and update its information in Form A given that the household is located within your CU boundary.

7.4 New households and households not in the CU

In the case of a totally new household that is not included in form A and/or the map. You are required to add this household into Form A to the bottom of the list. You can do this by assigning a new HH No. to this household. This should be unique but sequential to the previous HH No. For example, the new HH No. will be 25 if the previous was 24. After doing this fill in the required details for column 8-10.

1	2	3	4	5	6	7	8	9	10
HH No.	Household / Institution	Status	Name of Head of Household/Institution	Sex of head	Age of head	Number of household member	Status*	Name of Head of Household/Institution*	Sex of head*
23	1	1	Sioeli Holeva	1	80	6			
24	1	1	Pita Vi	1	61	2			
25							1	Sione Fonua	1

In the case of a household that is listed in Form A but the physical dwelling found in the CU has been completely demolished whereby it is no longer liveable, or the household is not found within the CU boundary you are required to note on the list in column 8 'Not in CU'. For example, if HH No. 23 Sioeli Holeva's household was completely demolished from a fire you will state Not in CU as the status.

1	2	3	4	5	6	7	8	9	10
HH No.	Household / Institution	Status	Name of Head of Household/Institution	Sex of head	Age of head	Number of household member	Status*	Name of Head of Household/Institution*	Sex of head*
23	1	1	Sioeli Holeva	1	80	6	Not in CU		
24	1	1	Pita Vi	1	61	2			
25							1	Sione Fonua	1

CHAPTER 8: General Guidelines for a Successful Interview

8.1 Make a good first impression

The first impression a respondent has of you is formed through your appearance. The way you dress may affect whether your interview is successful or not, therefore you should dress neatly and simply at all times.

When first approaching the respondent, do your best to make him/her feel at ease. With a few well-chosen words, you can put the respondent in the right frame of mind for the interview. Always open the interview with a smile and greeting and then proceed with your introduction as specified on your questionnaire.

If and when necessary, tell the respondent that the census will help the government in the socio-economic development plans.

****NOTE** - Avoid using your phone at anytime during the interview. It is good practice that you put your phone on silence mode just before you greet a household for an interview. You can check your phone when you leave the household after the interview.

8.2 Gain rapport with the respondent

Try not to arrive at the selected household at an inconvenient time of day, such as mealtimes, or too late or early during the day. Try to arrive when the respondents will not be too busy to answer questions.

Introduce yourself by name and show your identification.

Be prepared to explain what is meant by confidentiality and to convince respondents to participate if they are reluctant.

Make sure that the respondents do not confuse you with others who might be visiting households for other reasons; for instance, for the selling of goods etc

Remain calm and polite at all times.

8.3 Always have a positive approach

Never adopt an apologetic manner, and never approach with such words as "Are you too busy?" or "If you are not too busy?" or "If you don't mind ...". Such questions will invite refusal before you even start. Rather, tell the respondent "I would like to ask you a few questions, please."

8.4 Emphasize the confidentiality of any information collected

Always stress confidentiality of the information you obtain from the respondent. Explain to the respondent that the information you collect will remain strictly confidential and that no individual names will be used without their consent, and that all information will be grouped together and made anonymous when writing the report.

Use a language understandable by the respondent to get this message across. Never mention other interviews or read the questionnaire with other interviewers or the supervisor in front of a respondent or any other person. This will automatically erode the confidence the respondent has in you.

8.5 Probe for adequate responses

You should phrase the question as it is in the questionnaire.

- If you realize that an answer is not consistent with other responses, then you should seek clarification through asking indirect questions or some additional questions so as to obtain a complete answer to the original question. This process is called probing.
- Questions, while probing, should be worded so that they are neutral and do not lead the respondent to answer in a particular direction.
- Ensure the meaning of the original question is not changed.
- Pause and wait if the respondent is trying to remember difficult items.
- Ask the respondent to clarify his/her answer, if necessary, as you may have misunderstood the response.
- Check for consistency between the answers a respondent gives.
- Treat the questionnaires as tools that you are using to converse with the respondent.
- Try to understand and remember the responses, and if there is an inconsistency, ask the questions again.
- However, never point out to the respondent's inconsistencies that you may have identified in a manner that may be understood as if you are testing the respondent's honesty or integrity.

8.6 Answering questions from respondent

The respondent may ask you some questions about the census before agreeing to be interviewed. Be direct and pleasant when you answer. The respondent may also be concerned about the length of the interview. Please be frank to tell him/her how long you are likely to take to administer the questionnaire.

8.7 Handling hesitant respondents

There may be situations where the respondent simply says "I don't know", or gives an irrelevant answer or acts in a manner suggesting he/she is bored or contradicts earlier answers. In all these cases, try your best to make him/her become interested in the question. Spending a few moments to talk about things unrelated to the interview (e.g. his/her town or village, the weather, his/her daily activities etc.) may be useful.

8.8 Adopt a non-judgemental attitude

“Social desirability response bias” is a potential problem in surveys and refers to the tendency for respondents to present a favourable image of themselves to the interviewers. Sensitive questions may lead respondents to adjust their answers so as to appear politically correct or socially acceptable. Questionnaire items with strong social norms (such as adherence to religious or cultural expectations), or adopting attitudes/activities/objects that are widely considered desirable or undesirable tend to elicit “socially acceptable answers” rather than correct and honest answers.

To minimise social desirability response bias, it is very important to adopt a non-judgemental attitude and to not display any of your own attitudes, such as cultural or religious values, political preferences, and the like.

8.9 The success of the Census depends on you

The success of the census depends on how well you carry out your tasks as an Enumerator. Among other things, you must be thorough and honest. Do not hesitate to bring to the notice of your supervisor anything which strikes you as being doubtful. Note that your entries will be carefully checked after enumeration and you will be asked to go back to the field and correct all your mistakes at your own cost.

CHAPTER 9: What to do during enumeration period

9.1 When does enumeration begin?

Enumeration of all persons in households and all dwellings for the 2021 Population and Housing Census starts on the morning of 29th of November 2021. You will start visiting each residential dwelling in the order in which they were listed in each CU and start enumerating all persons who were present at the Census Night in households and institutions (i.e., usual members of household and visitors present on Census Night). Prior arrangements must be made by CE and CS with the institutions. You are allowed 1 week to complete your EA. If it is likely that you might not complete your CU within this period, please alert your CS.

9.2 Who should be enumerated?

Every person who spent Census Night in a household, in an institution in your EA must be enumerated. All usual members of a household and their visitors who spent Census Night in the house must be enumerated. Thus, the following groups of population are to be enumerated:

1. All persons who spent Census Night in a household in Tonga.
2. All persons who spent Census Night in an institution in Tonga.

9.3 Look out for the following who should not be enumerated

The following persons must NOT be enumerated:

1. All persons who did not spend the Census Night in Tonga; for instance, a plane landed in Tonga at 2am December 1st. All passengers arrived on this plane should not be enumerated on the census.
2. All persons born after the Census Night; for example, a baby born at Vaiola hospital at 12:01am, December 1st onwards.
3. All persons who died before the Census Night; persons that passed away on the 29 or 30th of November before 12 mid-nights on census night.

9.4 Arriving at a Household.

Knock at the door and be sure that there is someone inside to answer the door and to receive you. When you introduce yourself, take care to say, “**The census is carried out by the Tonga Statistics Department,**” clearly so that the respondent understands you. You should prepare your introduction, by stating your name and your business for visiting. You should know what you are going to say when the door opens or when you talk to someone in that household.

Example:

"Hello my name is _____, I am a Census Officer from the Tonga Statistics Department (SHOW YOUR ID CARD). My task is to enumerate every person and residential dwellings in this area. The information you will provide will be treated strictly confidential and will not be disclosed to anybody. This information is needed for planning purposes."

9.5 Relationship with the Respondents

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

9.6 Respondents' Rights and Privacy

You must only ask from respondents, questions as required on the prescribed census forms. You have to respect the privacy of the respondents and try not to argue with them.

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

9.7 Conducting the Interview

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

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

- Confine your interviews to the responsible member of the household. For Instance, the head of the Household and adult members of the household should be interviewed if possible. Do not interview children, domestic workers or neighbours of a household about its members except to find out the best time to call back if no responsible member is available on your visits.
- **Never permit the person you are interviewing to examine a form that was filled out for another Household. Keep such forms well out of sight to avoid such possibilities arising.**
- Do not express surprise or disapproval at any answers you may get to the census questions, including the way you look or by the tone of your voice. Your job is to record the facts, as they are reported by the respondents.
- Do not reveal your opinion of the census questions to respondents. The respondent should feel that these are serious matters and that their answers are important. Ask the census questions as if you are confident that you will receive an answer.
- Ask the questions 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.

9.8 Before Leaving the Household.

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

9.9 Enumeration Period and Working Hours

You will have to work outside the normal working hours during the enumeration period. You should work as hard as you can to complete your assignment during the Census Enumeration Period. If it becomes obvious that you cannot finish on time, report the matter as soon as possible to your CS. But, under no circumstance should you stop working before completing enumeration in your Enumeration Area. Working hours will not be fixed for you because, in many cases, you will have to work at very odd periods. Remember that you are performing an invaluable national service. Motivate yourself to give your best in order to finish the enumeration within time.

A Population and Housing Census takes place once in 5 years. Help to make this one a success and you will feel proud thereafter that you made a worthwhile contribution to the success of the 2021 Population and Housing Census of Tonga.

9.10 Need to make appointments

To complete your enumeration on schedule, you must work steadily every day. It is, therefore, important to make appointments so that you will have work to do every day. It is important that you do not miss or late for appointments. You should hand over your work to your CS only after you have finished the task assigned. Your full allowance will be paid only after the satisfactory completion of your work.

9.11 How to deal with difficult respondents

Occasionally, you may come across people who show a suspicious or uncooperative attitude. In such cases:

- a) You must point out to the uncooperative person that all the information you are collecting is confidential and will not be disclosed to anyone.
- b) You may also obtain help from the Town or District Officer.
- c) If he/she still refuses to co-operate, take note of it and report the matter to your CS who will take it up with a higher authority.
- d) If all these approaches fail, then as a last resort, tell him/her that the Statistical Law requires him/her to give answers to your questions. Failure to oblige could lead to the committal of an offence which is liable on summary conviction to a fine or a term of imprisonment or both.

CHAPTER 10: Institutions

10.1 Defining an Institution

Institutions represent the second general framework within which persons, as major units of enumeration, are identified. An **Institution**, for census purposes may be defined as an organisation providing specified services or performing some general function for a group of residents or inmates who will normally be unrelated to each other. Some households will be based in Institutions such as hotels, motels, guesthouses, dormitories, prisons or military institutions.

The following are examples of institutional population:

- a) Religious Institution eg. Kamelaite, Api Taupo'ou
- b) Alonga
- c) Mental Ward at Hospitals (Va'a fakalelei Atamai)
- d) Hotels, motels, hostels, guest houses, bed and breakfast, resort guests
- e) Prisons
- f) LDS Missionary

***Note:** staff members living in private houses in the institutions form household population and must not be considered as part of the institutions.

Arriving at an Institution or Guesthouse You should consult the manager if necessary. You should present yourself at the desk and state your business. You can make an appointment to see the manager later if he/she is not available; particularly in prison camps, the officials will screen visitors. Show your ID to the person in charge to prove the legitimacy of your visit.

Reason for Your Visit. You have to explain to the respondent the reason he/she should answer your questions on the questionnaire.

NOTE: Enumeration of Institution will be done on 30th November and 1st December. Make sure if there is an institution in your CU, that you prioritize it on the 30th Nov and 1st December while there still is a chance to get them in the institution. In cases that it's hard to find them for the interview, you can leave the questionnaire at the institution for guests to fill in but make sure that you go back as soon as possible to collect the filled in questionnaire.

CHAPTER 11: The Population and Housing Census Forms

Overview of each forms

The 2021 Population and Housing Census Questionnaire includes 3 questionnaires, Census Individual Form, Census Household Form and Census Institution Form. The sections included in each questionnaire are as follows:

Census Individual Form:

- Section 1. Person's Profile (All ages)
- Section 2. Migration (All ages)
- Section 3. Civil Registration (Age 0-3)
- Section 4. Health (All ages)
- Section 5. Functioning (Age 5 and above)
- Section 6. Education (Age 3 and above)
- Section 7. Literacy (Age 5 and above)
- Section 8. Internet and Communication (Age 10 and above)
- Section 9. Alcohol and Tobacco (Age 10 and above)
- Section 10. Labour Force Activity (Age 15 and above)

Census Household Form

- Section 1. Dwelling Characteristics
- Section 2. Household Assets
- Section 3. Household Income Sources
- Section 4. Children Deprivation (Age 0-14)
- Section 5. Household Member no longer living in the household
- Section 6. Electricity meter

Census Institution Form:

- ID1. Person's Profile (All ages)

Eligible Respondents

Eligible Respondents for the Household Form.

In each household you visit, you will administer one household form for each household. The enumerator should begin by interviewing a knowledgeable adult member of the household to fill in the Household Form. All sections of the Household Form will be administered to this one person, referred to as the Household Respondent.

For the purposes of the Household Form, an adult is defined as someone aged 18 years and over. Interviewing the household head is not a requirement for the household form and you are not expected to ask for the household head to be interviewed.

There should only be one respondent to the Household Form. Multiple respondents to the questionnaire will undoubtedly lead to an uncontrolled, low-quality interview, and may lead to errors in recording responses. Ideally, the household respondent is not expected to consult other members that may be available in the household. However, you may allow the household respondent to ask other members in order to get more correct information, especially on information such as age, which may affect the eligibility of some members for individual questionnaires, or modules where age checks are important, such as the Education, or the Labour Force Activity.

Eligible Respondents for the Individual Form.

When you have completed the List of Household Members, you will identify the number of household members residing in each household. Eventhough, this form is administered to each household member not all sections will be asked to every household member. A respondent eligible for each section depends on his/her age and whether male or female.

Preferably it is best that each individual in the household answer for their own forms, but practically it won't be the case so any adult knowledgeable of the respondents is acceptable. For the Fertility Section it is best that mothers are interviewed for their own forms. If the respondent doesn't remember certain question, the phone number is collected to also assist in situations similar to this.

Eligible Respondents for the Institution Form.

In the 2021 Census Institution form will be use to interview all members in an institution. An institution form is similar to the Individual form but with less questions. An institution team will enumerate those resides at big institutions in each island division.

All adults residing in institutions should be interviewed for their own form and children under their care. Only when they are unable to be interviewed (left the institution) can a staff at the institution be interviewed for information on their behalf. It is best if you can get a phone contact so that you can interview that person or arrange for a convenient time for the interview.

Skip Instructions

Skip instructions are given in the questionnaires to ensure that you do not ask irrelevant questions to a respondent. For example, in question ID1.5 (Person's Profile, Individual Form), you are required to ask whether the respondent is a usual member of the household. If the response is code "3" - No, Non-Resident, the skip instruction is to continue the interview with the Institution form, so that individual form is not asked to the respondent: The individual questions are only for code "1" Yes, usual household member and code "2" – No, not a usual household member so only these two responses will continue with the Individual form.

Skips are very important, since a failure to take a skip into account may result in:

- a) Asking an inappropriate question to the respondent; and/or
- b) Incorrectly skipping a whole section which should actually be administered

Filling in the Geographic Information for Questionnaires.

For all the questionnaires, the information needed to enter for each Geographic Information will be provided to you together with the map of the Census Unit given to you. Please make sure that you fill in that information correctly

CHAPTER 12: The Census Individual Form

This form consists of 12 sections. The information collected in this form will give us an idea of the Demographics characteristics, education characteristics, health characteristics, economic characteristics and many more.

Section 1. Person's Profile

This section consists of 13 questions that identify the demographic and social characteristics of a household members enabling demographic and social analysis to be conducted. It collects person's information on age and sex distribution of the population, household composition and size, all of which are vital in determining the needs of different segments of the population.

ID1.1 List all persons present at the household on Census Night?

The Household Member List - Who to include in the Household Member List

- Before you list all members of the household, it is important to have a clear understanding on who to include and exclude from the list. The following definitions and clarifications would guide you on this:
- Members of the household – A household may be one person or a group of persons who usually live and eat together. They share the same arrangement for all their household's social and economic expenses and other welfare. List only member that were present at the household during census night.
- **Then probe for household members that are were not present at the household in Census Night due to:**
- Work at Night Shift (for example security, doctors, nurses, police, hotel etc)
- Fishing out in the Sea (one night or more)
- Seafarers (Kau ngaue fefolau vaka tahi fakalotofonua hange koe Otuanga'ofa, Taka I Pomana). Even if they spend one/two night if their household are in outer Island
- Short term travel to outer Island eg. For Census 2021
- Army & Navy in any Army Base (Touliki, Sene and Fua'amotu and outer island base)
- Hospital patient – kau takoto falemahaki mo honau tauhi
- Ako nofoma'u eg. Toloa, Queen Salote, Tikonesi of Sia'atoutai. (Please note that students from the outer island of Vava'u, Ha'apai, Eua and the Niuas, who are in these boarding schools will not be enumerated in their households in the outer island if they have not return. They will be enumerated at the household which they stayed at Tongatapu to attend these schools).
- Quarantine Facility
- Those in Tofua, Kao, Ata or remote islands in Tonga
- Household members absent on Census Night due to Vigil (Funeral or church camp)

How to complete the List of Household Members

Record the full name of each person who spend the census night at this household. Record the first name follow by initials for middle name then the last name.

A household head is a member of the household acknowledged by other members of the household as the household head.

- the person with the primary authority and responsibility for household affairs.
- the person who provides the major source of economic support for the household

Always record the name of the head of the household first. Followed by the spouse of head of household, unmarried children, married children with spouse and children and then other relatives and non relatives.

Write down the first and then the last name of the person. It is preferable that official name be recorded instead of nicknames and middle names to be recorded in initials. For example if the person's name is Katieli Sione Mahe you will record the name as Katieli. S. Mahe. If the person's name is Losi Sulia Nau Mahanga you will record the name as Losi.S.N. Mahanga.

For new born babies that has not been named by the household you can record as "Baby" according to the surname of the head of household. For example, if head of household name is Sione Finau then record the name of the unnamed baby as "Baby Finau".

ID1.2 What is this person's sex?

The disaggregation of data by sex is a fundamental requirement for gender statistics. For many socioeconomic and demographic characteristics that is collected through a census, such as education, economic activity, marital status, migration, disability and living arrangements, there are generally variations by sex. The successful planning and implementation of gender-sensitive policies and programmes requires the disaggregation of data by sex to reflect problems, issues and questions related to both men and women in society.

Sex: - Record "1" for Male and "2" for Female.

Do not try to guess the sex of the household member from the name provided to you, as this can lead to mistakes. When a name is mentioned that can be both males and females, never use your judgement. Have the respondent confirm the sex.

ID1.3 What is this person's date of birth?

Record the date of birth - The day, month and year is recorded on the space provided accordingly for each variable. If there is a respondent who does not remember any one of these due to old age then record accordingly to "9" for the day "99" for month.

It is important that they YEAR of birth is recorded, it will determine modules of the question that this person is eligible for. Year of birth **MUST** be recorded for all persons.

ID1.4 What is this persons age?

Once the date of birth is recorded, record the age in completed years as on the **30th of November, 2021**. For instance, a respondent who is 15 years will turn 16 on the 7th December 2021, the age recorded for this respondent will be 15 years old. For persons who are less than 1 year old must be recorded "00" only.

For some cases such as those who cannot remember their age and birth date then use these following methods to probe for the accurate age of the respondent.

1. Ask the respondent how old he/she was during the most known historic events of the country, for example the year the Coronation of King Tupou IV, the death of Queen Salote etc
2. Ask the respondent how old he/she was when she got married or had her/his first child and then use the date to estimate her/his current age.
3. Relate the person's age to someone else in the household if the respondent knows how many years they are far apart and calculate the respondent current age from that.

ID1.5 Is this person a usual member in this household?

This question aims to identify usual household member from visitors to the household on Census Night

1. Yes, Usual member of household:

Those members of household who lived continuously for most of the last 12 months (that is, for at least six months and over), including temporary absences for holidays or work assignment. Also include those visitors who are intending to stay for at least more than 6 months in this house in the next 12 months.

2. No, Non-usual household member

A visitor to the household who spend the **Census Night** there but his/her total duration of stay with the household is less than 6 months.

3. No, Non-Resident - A person present at household during the Census Night who is visiting Tonga for less than 6 months. For example a foreigner or a visitor entering Tonga before the census night and will spend less than 6 months in total in the Tonga during his/her visits.

ID1.6 Where is this person’s place of birth?

The collection of this information is necessary for Tonga to determine the proportion of foreign-born population. This is important because foreign-born population are not included in the national vital statistics framework of Tonga and most health and rights policy differ for this group.

To record the place of birth, record the village and the island division if this person is born in Tonga. If born outside of Tonga, record the country only.

The place of birth in this question refers to the mother’s usual place of residence when she gave birth for this person. For example, For Tevita’s individual form, Tevita’s mother lives in Tu’anuku, Vava’u but only came to Tongatapu to give birth in vaiola hospital. So Tevita place of birth will be recorded as Tu’anuku, Vava’u. If Tevita’s mother went to New Zealand to give birth and returned back after, Tevita’s place of birth is Tu’anuku.

There are few scenarios listed below that you should be cautious about when recording the place of birth.

- In most cases mothers gave birth in the health center/hospital. Do not record the hospital as place of birth. Health centers and Hospital are place of delivery and not place of birth.
- The village this person’s mother lived when she gave birth to this person is the place of birth.
- For new born babies still at the hospital their place of birth is the place of mother’s usual place of residence.
- For those adopted after birth, their place of birth is the usual place of residence of the mother.
- For people of old age that does not remember their mother’s actual usual place of residence when gave birth, record the village that they can recall.

ID1.7 What is the relationship of this person to the Head of the Household?

Record the corresponding code to how the person listed is related to the head of the household.

- | | |
|----------------------------|----------------------|
| 1. Head | 7. Parent of head |
| 2. Spouse | 8. Parent of spouse |
| 3. Biological son/daughter | 9. Child of spouse |
| 4. Adopted son/daughter | 10. Other relatives |
| 5. Brother/Sister | 11. No relation |
| 6. Grandchild | 12. Refuse to answer |

Be particularly careful in doing this if the respondent is not the head of the household. Make sure that you record the relationship of each person to the household head. Make sure that you record the relationship of each person to the household head, not the relationship to the respondent.

For code 7 and 8 applies if Father and/or Mother of the head or spouse is present at the household.

- For example, if the respondent is the wife of the head of the household and she says that Sola is her brother, then Sola should be coded as "10", Other relatives, not as "5" ("Brother/Sister"), because Sola is a brother in law of the head of the household.
- Be very careful in obtaining this information correctly, since respondents naturally tend to provide the relationship of the person to themselves, rather than to the head of the household

ID1.8 Who lives with this person in this household?

This question is a multiple selection question where the respondent currently being interviewed can have more than 1 answer and the enumerator to select all corresponding codes accordingly. The answers provided is dependant on the respondent and their relationship to other members in this household. The corresponding relationship are as follow:

- | | |
|--|-----------------------|
| 1. Live Alone | 6. Grandparent(s) |
| 2. Wife or husband, partner or defacto | 7. Other relative(s) |
| 3. Mother and/or father | 8. My friend(s) |
| 4. Biological/Adopted daughter(s)and/or son(s) | 9. Domestic worker(s) |
| 5. Sister(s) and/or brother(s) | 10. Other (specify) |

It is important to know that one code can be used for more than one member in the household. If there is a relationship that is not identified in the codes below, select code "10" and specify on the space provided. When you specify you can provide more then one member that is not identified.

Listed below are scenarios that you will come across so the instruction provided below in dealing with it.

- If the respondent currently being interview has 3 daughters and 4 sons in that household, code "4" - Daughter(s) and/or son(s) is used to capture all 7 children. Code 4 also covers adopted sons/daughters.
- If there is a case when the person currently being interviewed has his parents and his wife's parents in the same household that he lives in. His own parents will go under code "3" - Mother and/or father and will select code "7" – other relatives for his wife's parents.
- In-laws will be coded in "Other Specify"

ID1.9 Is this person's biological mother living in this household?

Select code "1" - Yes if the biological mother lives in this household, then *skip to question ID1.9*. Code "2" - No is when the biological mother does not live in the household.

ID1.9a What is the name of the biological mother?

Type in the name of the mother if she is a member of this household.

ID1.9b Is this person's biological mother still alive?

Select code "1" - Yes if the biological mother of the respondent is still alive. Code "2" - No is when the biological mother has passed away. But there will be cases where the respondent does not know if the biological mother is alive or not then select code "3" – Don't know.

ID1.10 Is this person's biological father living in this household?

Select code "1" - Yes if the biological father live's in this household then *skip to question ID1.9*. Code "2" - No is when the biological father does not live in the household, enumerator will continue to the next question.

ID1.10a Is this person's biological father still alive?

Select code "1" - Yes if the biological father of the respondent is still alive. Code "2" - No is when the biological father has passed away. But there will be cases where the respondent does not know if the biological father is alive or not then select code "3" – Don't know.

Cases where respondent don't know their biological father, will go under code "3" - Don't know. This is a sensitive situation, so enumerator needs to make sure they are professional in of conducting their interview.

ID1.11 What is this person's marital status?

Despite the changing nature of marriage, marital status remains a useful demographic variable. The direct relationship between marriage and fertility is still recognized, as is the indirect relationship with other demographic, social and economic characteristics. Numerous variations exist in Tonga but it is important that marriage be defined in terms of the laws and customs of Tonga.

Every person of all age must have a marital status.

According to Tonga's legislation anyone of the age 15 and above can get married. But persons age 15 – 17 can only be eligible to get married with the consent of their parents. Until an individual is age 18 and above, they are eligible to get married without consent. Since that is the case, this question will open to all household members in a household. But members age 0-14, enumerators will not ask this question to them. The enumerators will only start asking to members age 15 and above and record the corresponding codes list below.

1. Never married - person who has never been married.
2. Legally Married – those who are legally married with a marriage certificate in the legal system. Regardless of whether his/her spouse is living in that household or not.
3. Defacto or marital union- refers to person who lives with a person in a marital relationship, but is not legally married in any legal system.
4. Widowed - persons whose spouse has died and has not remarried.
5. Separated – persons who are married, but no longer living together. This is usually the first stage before divorce.
6. Divorced – persons who were officially married, but have currently officially (e.g., by notifying government) divorced.

There will be cases in the field that you need to be aware and address accordingly.

- If the respondent is legally married to someone but they are separated living in different households give this the code "5" – Seperated.
- If the respondent is separated with her husband but is currently in a marital union, then record the current relationship provided by the respondent.

Reminder it is possible that a enumerator will come by very serious and sensitive situation so make sure you practise being professional in the field while conducting the interview.

ID1.12 What is this person's church congregation or religious affiliation?

The person's religion is an indicator of lifestyle and community affiliation. It is often associated with attitudes, believes and behaviour that have demographic, social and economic implications. Record one answer only.

Select which religious affiliation this household member is associated with according to the following:

- | | |
|-----------------------------------|------------------------------|
| 1. Free Wesleyan Church (FWC) | 12. Mo'ui Fo'ou 'Ia Kalaisi |
| 2. Roman Catholic | 13. The Salvation Army |
| 3. Latter Day Saints (LDS) | 14. Jehovah Witness |
| 4. Free Church of Tonga (FCOT) | 15. Bahai faith |
| 5. Church of Tonga (COT) | 16. Buddhist |
| 6. Assembly of God | 17. Islam |
| 7. Tokaikolo/Maama fo'ou | 18. Hinduism |
| 8. Constitutional Church of Tonga | 19. Other Pentecostal |
| 9. Gospel Church | 20. Other (Specify) |
| 10. Anglican Church (AC) | 21. No religious affiliation |
| 11. Seventh Day Adventist (SDA) | 22. Refuse to answer |

ID1.13 What ethnic group does this person belong to?

The person's identity (ethnicity) is one important background characteristics as it is always associated with the person's customs and behaviour and how to make decisions in his/her life.

This question is a multi-select question where a respondent can provide more than one answer and the enumerator must select all corresponding codes applicable. A respondent can belong to more than 1 or 2 ethnic group so enumerator select the following responses.

1. Tongan
2. European
3. Fijian
4. Samoan
5. Indian
6. Chinese
7. Other Pacific Islander (specify) _____
8. Other Asian (specify) _____
9. Other (specify) _____

NOTE: Persons who responded as American, Australian and New Zealander will be recorded under "European" unless responded with a different ethnic group.

ID1.14 What type of citizenship does this person have?

Information on citizenship is particularly important for foreign citizens. It is important to record country of citizenship as such and not to use another concept to indicate citizenship, since some of those concepts may also be used to designate ethnic groups. Being a citizen of Tonga means having certain entitlement or right to do in Tonga such as the right to live, work, vote and right to have access to services and others. The information collected from this question would allow the estimation of the total citizens and non-citizens of the country.

1. **Tonga born citizen** – These are respondents that were born and raised in Tonga, they are automatically Tongan citizens. Persons born overseas, but father or mother is a Tongan citizen, they are also eligible to be Tonga born citizen.
2. **Tonga by naturalized citizens** – Persons that are not Tongan but have lived in Tonga for many years. When they apply for citizenship, they are given the "Tonga by naturalized citizenship". These are applicable for Chinese, Fijians, Indians etc that have lived for long years in Tonga. Also, for persons of foreign citizens who get naturalized Tongan citizens through marriage to a Tongan born citizen.

3. **Dual citizenship** – Persons of Tongan born citizenship that has another country citizenship. If a respondent has dual citizenship but both citizenships are not Tonga citizenship, they will not be recorded in code 3.
4. **Other country citizenship** – This is for persons with no Tongan citizenship. Even persons that has dual citizenship or more but none are Tongan citizenship they will be recorded here in code 4.

Enumerators are expected to understand each response and probe the respondent for the accurate responses. There will be scenarios that enumerators need to be cautious of such as:

- When a person looks full Tongan but is possible to have dual citizenship of Tonga and another country.
- Tongans that terminated their citizenship but when legislation of Tonga changed allowing people to have more than one citizenship (one of them being Tongan) and re submitted their citizenship to be a Tongan citizen they will be coded in code "2" – Tonga by naturalized citizens.

**Do not assume but rather ask and record accordingly.

Section 2. Civil Registration

These set of questions is to be administered to children Age 0 to 5 years old in the household. Those age 6 and above will not be asked this section. The primary caretaker can answer or an adult in the household that is knowledgeable about the child. This section can capture data on the coverage of local-born children that are registered in the civil registration of Tonga.

When a child is registered in the government of Tonga, and is a Tongan citizen they have rights to education, health, vote etc benefits of the country. Being able to identify the coverage of registered children in tonga, allows space for improvement and development in policy and decision making.

ID2.1 Is there a copy of this child's birth certificate?

Select code "1"- Yes, if the child has a birth certificate, *then skip to the Migration section*. If the child does not have a birth certificate, then select code "2" – No and go to the next question.

This question aims to provide the coverage of children born in Tonga that are registered in the civil registration office of the Ministry of Justice. If the child has a birth certificate that is proof that he/she has been registered.

Enumerators must take note of the following when asking this question

- That it is not necessary to ask to provide the birth certificate. This is a simply yes and no question and record the appropriate response accordingly.
- This question will not be directly asked to the child but the primary caretaker or any adult that is knowledgeable about the child.
- This question will only be asked for children 5 years of age and below.

ID2.2 Has the child's birth been registered in the civil registration?

Select code "1"- Yes, if the child has been registered in the civil registry *then skip to the Migration section*. If the child has not been registered in the civil registry, then select code "2" – No and go to the next question.

Since this child does not have a birth certificate in question ID2.1, it is possible that the child has been registered but simply lost, misplace or have not receive a copy his/her birth certificate after registration.

ID2.3 Do you have a copy of your child's notification of Birth from the Ministry of health?

Select code "1"- Yes, if the respondent answering on behalf of the child knows that there is birth notification from any hospital in Tonga. If the respondent does not have birth notification, then select code "2" – No.

Section 3. Migration

This section concerns the movement of household members within Tonga or abroad. It collects data on the usual place of residence, together with local and international migration status of this household within 1 year or 5 years along with the reason of movement.

Usual Place of Residence

A threshold of 12 months when considering place of usual residence. The place at which the person has lived continuously for most of the last 12 months (that is, for at least six months and one day), not including temporary absences for holidays or work assignments, or intends to live for at least six months.

- Persons that cannot identify their place of usual residence because they move around often will be enumerated where they are found at the time of enumeration.
- Persons who live in more than one country during a year, if they are present in the country on Census night, their usual place of residence is the village they are currently residing.

ID3.1 Does this person usually (6 or more months) live in this village?

Usually live means a household member that has stayed here for 6 months or more. If not, probe and identify if this person aims to live here for the next six months. If answered "Yes", select code "1" - Yes, then skip to ID3.2. If answered "No" then select code "2" – No and continue to the following question.

NOTE: New born baby still at the hospital will be recorded to the village of birth mother in this question.

ID3.1a Where did this person usually live?

This is a follow up to ID3.1 simply asking for the village this person usually live in before he/she moved here. Record the village and islands division if the past usual residence was within the country. If the person's usual residence is outside of Tonga, please record the name of country on the space provided.

Usual Place of Residence one/five years ago

ID3.2 / ID3.3 Did this person live in this village one year ago/five years ago?

These two questions have similar instructions and responses, but with different time reference. Enumerators are expected to treat the same but still will need to be asked differently.

- one year ago (ID3.2) one year ago was (November 2020 – November 2021)
- Five years ago (ID3.3) five year ago was (November 2016 – November 2021)

Simply select code "1" – Yes if the person did (ID3.2) live here one year ago and skip to ID3.3/ (ID3.3) five year ago and skip to Health section. If the respondent did not live in this village one year ago, select code "2" – No and continue to the following questions

ID3.2a / ID3.3a What village did this person live one/five year ago?

This is a follow up to ID3.2/ID3.3 simply asking for the village this person usually live in before he/she moved here. Record the village and islands division if this person's past usual residence was within the country. If the person's usual residence is outside of Tonga, please record the name of country only name on the space provided.

For persons that move places a lot during the past 1 year of 5 years, it is the place that they spend most time that should be recorded.

Note that the list of villages in Tonga to select from are the official village name only. For example, Hala'ovave, Longolongo, Sopu, Isileli are not official as villages so it should be recorded as Kolomotua. Matangiake, Mapelu, Lomaiviti, Kahoua will be recorded as Pea. Talihau in Vava'u is to be recorded as Nga'unoho.

ID3.2b / ID3.3b Why did this person move to this country or village?

These are two different questions with the same understanding and responses. But are follow up questions for two different time reference question. It is asking for the main reason this person moved to his/her usual village/country.

1. Family reunifications – When a person moved to reunite with family. This could be outside of Tonga, in another island division in Tonga etc. Includes marriage or family formation.
2. Education and Training – When a person moved to pursue his/her studies in another country or a different island division or for those return after studying. Students with spouse and children accompanying them while on education and training will be classified in code 1.
3. Employment – when a person moved due to employment opportunity or returning after employment opportunities. Persons with spouse and children accompanying them while on education and training will be classified in code 1.
4. Temporary Labour Mobility Scheme - When a person moved for a job opportunity at seasonal work in Australia or New Zealand.
5. COVID-19 – moved places due to COVID related reasons.
6. Medical Reasons – The person moved for medical treatment. For example, moved overseas for treatment, moved to a village close to Vaiola for medical treatments. Persons accompanying persons (family or friends) on medical reasons will be classified in code 1.
7. Forced Displacement – The person was forced to move location due to unforeseen disasters such as cyclone, fire, tsunami etc. Includes conflicts, refugees, asylum seekers, temporary protection etc.
8. Resettlement – The person moved to a new location to settle into that village due to buying a new house, renting a new apartment etc (long term/permanent stay).
9. Missionary – persons moved due to religious work. For example, LDS missionaries, Patele, kau faifekau ngaahi siasi. Spouse and children of church ministers on mission will be classified in code 1.
10. Other (specify) – any other type of reason that does not fall in one of the above categories.

Section 4. Health

The next set of questions concerns the health characteristics of household members. The questions in this section, captures information on non-Communicable disease, the use of Public Health services, the COVID-19 vaccination, and victims of illicit drug consumption.

ID4.1 Has this person ever been told by a health professional that he/she has any of these ongoing NCD or chronic illness?

This question is a multiple selection and all disease are asked to all household member of all ages. Read out the list of NCD (Non-Communicable Disease) to the respondent and select accordingly.

- | | |
|---|---|
| 1. Cancer (Kanisa) | 8. Hypertension/High blood pressure (Toto mau'olunga) |
| 2. Diabetes (Suka) | 9. Gout (Kauti) |
| 3. Heart disease (Suka) | 10. Obesity (Fu'u sino) |
| 4. Asthma (Mahaki hela) | 11. Mental disorder (Palopalema faka'atamai) |
| 5. Chronic bronchite (Mahaki 'o e ma'ama'a) | 12. Stroke (Pa kalava) |
| 6. Liver Disease (Mahaki 'ate) | 13. Other |
| 7. Kidney/renal disease (Mahaki 'o e kofua) | |

Health professional refers to doctors, medical officers and nurses in a hospital, health center, clinic etc.

ID4.2 Did this person have any illness or injury during the last two weeks?

Select code "1" - Yes, if this person had any kind of illness or injury. If the person did not have any kind of illness or injury code "2" – No *then skip to ID4.3.*

It is important for enumerators to clarify to the respondent that any kind of illness or injury. Whether it was small, severe etc it will be given a code "1" – Yes.

The enumerators must be aware of the time reference of two weeks and emphasize this to the respondent.

ID4.2a Where did this person seek care?

This question is a follow up question for persons that did have injury or illness and aims to identify how the person handled injury or illness. The enumerator will select accordingly to the responses below.

1. Did not seek – person did not seek help for injury or illness
2. Hospital – person went to the hospital due to his/her illness or injury.
3. Village Health Center – person seek care at the village/district health center
4. Private Clinic – person seek care at private clinics
5. Traditional Healer – person seek care from someone using traditional methods (vai kahi, vai tonga, la’l nonu etc).
6. Self-treated with modern medicine – person attempts to treat themselves with modern medicine (Panadol, paracetamol, etc). This modern medicine can be bought in the local shops or pharmacy.
7. Self-treated with traditional medicine – person self treats illness or injury with leaves, tongan oil etc
8. Other– any other response that cannot be identified in the responses above will be classified here.

If the respondent provides any response from *code "2 – 8" the skip to ID4.3*

In cases where a person seek helps to more than 1 places, please provide the place that was most effective in cure of illness or injury.

ID4.2b Why did this person NOT seek care?

Please provide the main reason for person not seeking care.

1. Not ill enough – person believe her illness and injury are not serious enough.
2. Cannot afford treatment – person cannot afford the treatment for injury or illness. Reminder that services offer at the hospital is free. Probe to make sure that you understand well of what the respondent meant.
3. Too far to travel – too far to get help
4. Service at provider is poor – Not satisfied with public health services.
5. Bad weathers – Did not seek care due to bad weather.
6. Other (specify) – any other response that cannot be identified in the responses above will be classified here.

ID4.3 Has this person experience any of these behavioural or mentally illness?

This question is asked to all household member age 5 and above. It is simply to identify if the respondent experiences any behavioural or mental illness at any given time in their life. This is a multi-select question so enumerator is required to all responses to the respondent.

- 1. Affected mentally – TAHA NA’E UESIA PE PUKE PE ‘OKU LOLOTONGA UESIA PE PUKE FAKA’ATAMAI?**
FAKAMATALA: Ko e fehu’i (1) kene malava ‘o kapui/ma’u mai (capture) e ngaahi mahaki faka’atamai lalahi (major Psychiatric disorders).

Ka 'e fakatefito ia he mahino ki he taha tali fehu'i 'ae uHINGA e lea "uesia-affected mentally" pea mo e puke fakaatamai - mentally ill. He 'oku iai e kakai ia 'oku 'ikai kenau tali e lea "puke" kaa nau tali e lea "uesia". 'Aia 'oku 'uhinga ia ki he Va'a Fakalelei 'Atamai ko e tokotaha koia 'oku puke faka'atamai kapau 'oku uesia.

'Aia 'oku uHINGA ki ha taha pee 'oku uesia 'ene fakakaukau (thinking), ongo (emotion) mo e to'onga (behavior) 'o kehe mei he angamaheni, pea loloa 'o uike e 2 pe laka hake. 'E malava pe ko 'ene hoko tu'o taha he kuohili pea 'ikai ke toe hoko mai, pee 'oku toutou hoko.

Ko e haa e ngaahi fakailonga?

Criteria pe ko hono fakatu'unga'i - Ko 'ene ma'u pe ha faka'ilonga 'e taha pe lahi ange 'i loto taki taha he ngaahi me'a 'e 4 mo e tolu lalahi e ngaahi me'a na 'e 4 (ABCD), 'oku uesia ia he mahaki faka'atamai lalahi.

- A. Ko e Fe'amokaki e To'onga: Ko ha taha kuo lahi nofo toko taha pe ia. 'Ikai ke toe fa'a lea mo talanoa ki ha taha 'i 'api. Liliu hono fofonga mo e fotunga. 'Ikai ke toe tokanga ki hono tokanga'i fakaema'a (hygiene) hono sino, Li'aki 'ene ngaue maheni, Malava pe ke uesia 'ene mohe (si'isi'i pe lahi), Uesia e kai (si'isi'i pe lahi), ongo'i 'ikai ha ivi. Taimi 'e ni'ihiki ko e taha mahaki 'oku tu'u pe tangutu ma'u 'o fakalolongo pe ia ha feitu'u pe 'e taha 'o ikai ke toe fie ngaue 'o 'alu pe 'unu ki ha fetu'u kehe. 'Aia ko e fa'ahinga anga tangutu pe anga tu'u (posture) 'oku haa mai 'oku to'onga kehe hono natula (bizarre) 'aupito pea 'asi fakaoli he taimi 'e ni'ihiki, 'oku 'iloa ko e "catatonia". Taimi 'e ni'ihiki 'e to'onga fakatamaiki vale (child-like silliness) pea a'u 'o hoha'a tu'u holo 'ene to'onga ta'e langa'i atu.
- B. Ko 'ene ma'u pee a'usia e ngaahi "Tui 'oku hala" pe "Tui – Hala" (delusions) 'aia 'oku ma'utangii mo piki-a-feke ki he'enu fakakaukau, 'ikai tukulolo ki ha uHINGA lelei 'oku taau mo fe'unga 'oku ne pole'i 'ene Tui-hala. 'Oku 'ikai hohoamalie e tui 'oku ne ma'u mo e tu'unga fakaepoto pe ivi 'oku ne ma'u totonu. 'Oku 'ikai tui pehee e toenga ia e sosaieti 'i hono 'aataakai. Ngaahi tui hala hange koe:
1. Tui hala 'oku ngeia 'ia (delusion of grandiosity), sipinga- 'oku ne tala 'e ia ko e 'Otua ia pe ko e Tu'i ia 'o Tonga ni. 'Oku ne ma'u ha mafai lahi faufaua fakapolitikale, malohi fakaesino pe fakaepa'anga.
 2. Tui hala 'oku fakatanga'i (delusion of persecution), sipinga – 'oku ne tala 'e ia 'oku feinga e kakai (tokotaha he famili pe kaungaa'api pe ha taha pe 'i mamani) ke tamate'i ia pe faka'auha ia.
 3. Fakakaukau 'aia 'oku tui kiai ko e "Fakakaukau Fakamafolalea" (thought broadcasting), sipinga – 'oku ne tala e ia ko 'ene fakakaukau pe lea pe tohi ha me'a 'oku fakamafola ia 'o 'alu he TV, Letioo, telefoni, uaea 'uhila ki mamani kotoa.
 4. Fakakaukau 'oku pule'i ia 'e ha mafai kehe aia ko e "Fakakaukau 'oku pule'ia "
 5. Fakakaukau fakatoo ki tu'a (thought withdrawal), sipinga- 'oku tala he taha mahaki ia 'oku 'iai e ivi ia 'oku ne to'o pe fetuku 'ene fakakaukau ki tu'a pea oku ne fa'a tukuaki'i ma'u pee ha taha 'i 'api pe ko honau feitu'u
 6. Fakakaukau kuo fakatoo ki loto (thought insertion)
- C. Ko e ngaahi ongo 'oku hala pe ko e "Ongo-hala" (hallucination) 'aia 'oku ngaue'aki he taha mahaki e ngaahi ongo'anga maheni 'o hangee ko e sio (seeing or visual), fanongo (hearing or auditory), nanamu (smelling or olfactory) , tau he me'a ki he ifo hoto 'elelo (taste or gustatory) mo e tau hame'a ki hoto kili (touch or tactile) ke tala 'aki ha me'a 'oku ma'u ia 'e hono ongo, kaa 'oku 'ikai ke 'iai ha me'a pehee ia 'i tu'a he 'aataakai kene langa'i atu hono ngaahi ongo'anga maheni (sio, fanongo, nanamu, ifo ki he 'elelo, tau ki he kili) pea ongo'i 'e he ngaahi ongoanga. Fakataataa: Ko ha taha 'oku uesia 'e he Avanga Motu'a (Schizophrenia) 'oku lahi fanongo ki he le'o (hear voices) kaa 'oku 'ikai fanongo kiai ha taha ia 'i hono tafa'aki. 'Aia ko e mo'oni e me'a ni 'oku fanongo mo'oni pee e taha mahaki ia ki he ongo koia kaa 'oku hoko pe ia 'i hono 'uto he ko e 'uto 'oku ne toki fakahoko e me'a kotoa ketau 'ilo'i 'aia na'e ha'u mei tu'a 'i he 'aataakai. Kaa 'oku malava pe e 'uto ia 'o fakatupu ha fo'i ongo pe ia iate ia, pea te ongo'i 'e kita kaa na'e 'ikai langa'i ia mei tu'a he 'aataakai 'o hangee ko e fanongo

ki he le'ō, sio ki ha me'a pe tevolo, nanamu ha me'a kovi, ifo makehe ha me'a pe ko 'ete ongo'i 'oku kaka ha me'a hoto kili kaa 'oku 'ikai ke 'iai ha me'a pehee ia he 'aatakai koia.

- D. Ko e Fe'amokaki e fakakaukau 'o haa sino he lea [also known as disorganized thinking (speech) or formal thought disorder or abnormal process of thought]. 'Ko e fakataataaa-i) 'oku talanoa pe e taha mahaki ia kaa 'oku ko 'ene tali fehu'i 'oku tele holo pe he tafa'aki kaa 'oku 'ikai ke tali patonu e fehu'i (tangentiality). Kapau ko e fehu'i ki he taha mahaki- "Na'a ke 'alu ki kolo" tali e taha mahaki "Na'a ku pehe mai pe au 'o 'alu nai ki kolo pe ki fale kia Sione he ko e me'a faingata'a 'a e 'alu ki kolo, peau ha'u au". ii) Ko hono hoko ko e derailment 'aia 'oku tali he taha mahaki ia e fehu'i tatau pe "Na'a ke 'alu ki kolo" tali 'a e taha mahaki "Ko kolo foki ko e kolo ia e kau kaupoe pea 'oku fa'a heka hoosi ai e tama 'eti faiva he 'oku 'ikai ke ma'a e kolo he lahi e fanga hoosi." 'aia 'oku ne tali e fehu'i kae fou mai ia he fungavaka kehe. iii) Ko e hoko ko e "Faleta e lea "incoherence 'aia 'oku matu'aki ta'e mahino 'aupito pe 'a e lea ia 'a e taha mahaki hange ko hono tali e fehu'i pe na'e 'alu ki kolo. Ko e hohoko 'a e lea ia 'oku hangee 'oku movete 'o palai holo 'o 'o'ikai ma'opo'opo. Fakataataa : "Na'e 'iai koe kaa ko Sione 'oku 'ikai mahino hahaha fo'i lole nai , Sifa Sifa, ko e tahi ee ha'u a tuku ia he ko e konifelenisi tama kaupoe ia " ko e faleta mo'oni 'ena e lea. iv) Ko e "Fokoleta e lea" (flight of ideas) 'oku hoko 'eni 'i ha taha 'oku puke he 'Avanga motu'a (Schizophrenia) he taimi 'oku nau lotopunopuna (manic) ai kaa 'oku hoko lahi atupito 'i ha taha 'oku lolotonga uesia 'e he Avanga Femaleleaki (Bipolar Affective Disorder) 'i he taimi 'oku lotopunopuna ai.

2. Sick due to spirit or possessed by evil or no evil – TAHA NA'E PUKE PEE 'OKU LOLOTONGA PUKE FAKATEVOLO/ULUISINO HE FA'AHIKEHE PE PUKE FAKAMAHAKI FAKAE'ATAMAI.

- Na'e 'iai e taimi na'e mamata ai ki ha taha kuo 'osi mate pe ko ha taha peia 'oku ngalingali kia ko e fa'ahikehe kaa 'oku 'ikai ko ha taha maama (ongo hala 'ene sio-visual hallucination).
- Na'a ne ue'ia e taha mahaki ke lele ki ha faitoka pe 'uta pee ko 'ene lele ki tahi pe ko'ene nofo loki pe.
- 'E malava pe kene talamai 'oku na mohe fakataha, kai fakataha mo e fa'ahikehe 'o meimei feohi ma'u pe.
- 'Oku fa'a mole 'ene manatu ki he ngaahi me'a na'e hoko mo'oni 'i hono 'aatakai lolotonga 'a 'ene puke kaa 'oku ne manatu'i lelei pe 'a 'ene feohi mo e faha'i kehe.
- 'E malava ke uesia 'a 'ene fakakaukau, ongo, mo e to'onga 'o haa sino mai e ngaahi faka'ilonga kehekehe, kaa ko e tefito'i 'ulungaanga 'ena 'o e puke faka'atamai ko e uesia pee "uluisino" 'e he fa'ahikehe

3. Mental retardation or intellectual disability – HA TAHA 'OKU 'ATAMAI VAIVAI PE FAINGATA'A'IA FAKA'ATAMAI.

Ko e fehu'i ko 'ena kene lava 'o kapui kotoa e si'i fa'ahinga 'oku nau uesia pe puke faka'atamai pe mei manava pee na'a nau toki uesia pe puke faka'atamai 'osi 'a hono faa'ele'i 'o lahi hoko ki mu'a 'oku te'eki huu e ki'i tamasi'i pe ki'i tahine koia ki he Ako Lautohi.

Fakatokanga'i ange 'oku lahi e fa'ahinga kehekehe ia e puke faka'atamai 'i he kulupu ko 'eni kaa 'oku 'uhinga ki ha tokotaha 'oku lahi 'a hono ta'u motu'a fakaesino (chronological age) kae kei fu'u si'isi'i hono ta'u motu'a faka'atamai (mental age).

'Aia 'e malava pe ko e tomui 'a 'ene tutupu mo lalaka 'i he mo'ui 'o tatau pe he mala'e 'o e 'uhinga (reasoning), vete palopalema (problem solving), palani (plan), (Abstract thinking), fakamaau'i pe poa ki ha me'a (judgment), 'ako faka'atamai (academic learning) mo e ako mei he maheni he mo'ui (learning from experience).

'Oku hoko e toonounou 'i he tutupu mo lalaka 'o 'ene mo'ui ke uesia ai 'a e malava ke ofe'i 'a 'ene to'o fatongia (adaptive functioning) 'i he mo'ui 'o hangee ko e malava kene mo'ui tau'ataaina ange 'o fakatatau ki hono ta'u motu'a pea fai hono

ngafa fakaesosiale 'i he taha pe lahi ange he ngaahi 'elia e mo'ui fakae'aho 'o kau ai e fetu'utaki, kau he ngaahi me'a fakaesosiale, ngaue fakaeako, ngaue he ngaue'anga, mo e ngaahi ngafa angamaheni 'i he nofo 'i 'api.

4. Thinking, emotion and behaviour affected by drugs consumption- TAHA NA'E UESIA PEE 'OKU UESIA 'ENE FAKAKAUKAU, ONGO PE TO'ONGA TUPU ME HE'ENE NGAUE'AKI E FAITO'O KONA.

Ko e 'uhii ko e lahi e palopalema 'i he fonua ni 'oku fakafekau'aki hangatonu mo hono ngaue tamaki'aki e faito'o kona pea mo e hoko e uesia pe puke faka'atamai, 'oku fai ai e fehu'i ko 'eni.

Ko e fehu'i ko 'eni kene ma'u mai e fa'ahinga 'oku nau too 'i loto tatau 'i he ngaahi tu'unga (criteria) 'o e "Mahaki'aki e ngaue tamaki'aki e Faito'o kona" (Drugs dependence or Addiction).

Ko e ngaahi tefito'i faka'ilonga pe 'ulungaanga 'e fitu (7) 'aia kuo hoko 'one uesia (maumau'i pe fakavaivai'i) 'a e to'onga 'a e tokotaha koia. Ko 'ene hoko pe ha tolu pe lahi hake he ngaahi faka'ilonga ni 'i he vaha'a taimi tatau 'o e mahina 'e 12 'oku 'uhinga ia 'oku uesia e tokotaha koia 'e he "Mahaki'aki e ngaue tamaki'aki e faito'o kona" (Dependence pe Addiction).

Faito'o kona 'o kamata pe he Tapaka, Kava –Tonga, 'olokaholo, maliuana, kokeini. Meth-amphetamine, mihi (glue, penisini, kalasini, mortein etc), fakamalu 'a Tevolo (mushroom) mo e Fafangu (Scopolamine).

Makaataki'i Tamaki (Tolerance)- a) 'Oku fiema'u 'e he sino ia (u'a kene ma'u e faito'o kona) ke hikihiki e lahi hono ma'u (inu, folo, huhu, mihi mo ha ngaahi founa kehe) e faito'o kona koia ke fakanonga e tokotaha koia. 'Aia, kapau na'e nonga pe hono ifi ha fo'i sikaleti 'e 3 he 'aho kaa 'i he 'osi pe ha mahina ia 'e taha kuo hiki ia 'o ifi ha fo'i sikaleti 'e 6 he 'aho. –b) Lolotonga 'ene kei ifi e fo'i sikaleti 'e 3 he 'aho kuo ne ongo'i 'e ia kuo 'ikai nonga pe fiemalie hono sino 'o'ona hono ifi e fo'i sikaleti 'e 3 he 'aho kaa kuo pau ke hiki hake ki hano ifi e fo'i sikaleti 'e 4, 5 pe 6 he 'aho.

Faka'ilonga 'oku fisiki pe fakatoo ki tu'a tupu mei hono ta'ofi hono ngaue'aki e faito'o kona anga-maheni ki he tokotaha koia (Withdrawal). 'Oku hoko 'eni 'i hono ta'ofi hono angamaheni'aki 'a hono ngaue'aki (ifi, inu, folo etc) e faito'o kona. a) 'I he tokotaha 'oku ifi tapaka kuo 'osi pe ha houa ia 'e 2, 3 pe 4 'i ha fa'ahinga 'e ni'ihii kuo nau ongo'i vivili ke fai mo ifi ha fo'i sikaleti, 'aia kapau he'ikai ma'u ha fo'i sikaleti kuo kamata ke a) pupuha'ia, tau laka holo, tete e nima, 'ikai nonga e sino pea 'ite'ita kaa ko 'ene ifi pe ha fo'i sikaleti kuo ongo'i nonga ia. b) Ko hono pau ke kumi leva 'e he tokotaha koia 'a e faito'o anga-maheni 'oku ne ngaue'aki ke fai mo ma'u (inu, folo, ifi, huhu etc) ia he vave taha ke nonga hono sino.

Ko hono ma'u lahi e faito'o kona koia he taimi loloa 'aia na'e 'ikai ke 'uhinga ke ma'u lahi pehe'i mo taimi loloa pehee.

Kuo tu'o lahi 'a e toutou feinga 'a e tokotaha koia ke ta'ofi 'ene ngaue'aki pe ko hono ma'u e faito'o kona koia kaa 'oku 'ikai malava.

Ko e taimi lahi 'oku fakamoleki 'e he tokotaha koia ke kumi ke ma'u mai e faito'o kona kene ngaue'aki pea 'i he taimi tatau ko e taimi lahi 'oku feinga ke ake- lelei (ongo'i melie aa) mei he uesia hono sino (ninimo, langa'ulu, felangaaki etc) 'e he faito'o kona 'oku ne ngaue'aki (hoko lahi 'eni he inu kava –tonga mo e 'olokaholo).

Kuo lahi e ngaahi ngafa pe fatongia mahu'inga ia kuo fa'a li'aki 'o 'ikai fai pe fakasi'i si'i hono fai ko e 'uhii ko e taimi 'oku fakamoleki ki hono ngaue tamaki'aki e faito'o kona. Hoko lahi 'eni he inu kava-tonga mo e 'olokaholo.

'Oku ma'u hohoko mo kei ngaue'aki 'e he tokotaha koia e faito'o kona neongo 'oku ne 'ilo'i 'oku kovi kiate ia fakaesino mo fakae'atamai. Ko e fakataataa, ko ha taha 'oku puke pe he mahaki –hela (Asthma) ka e ifi tapaka pe neongo 'oku ne 'ilo'i pau 'oku fakautuutu ange 'ene hela hono ifi e tapaka kaa 'oku 'ikai malava ke ta'ofi 'ene ifi tapaka.

5. Thinking, emotion and behavioural have degenerate/deteriorate due to being elderly - TAHA VAIVAI KUO HOHOLO TAMAKI 'ENE FAKAKAUKAU, ONGO MO E TO'ONGA.

Ko e alanga mahaki ni 'oku lahi 'ene hoko ki he kakai 'oku ta'u motu'a 'o fa'a kamata he ta'u 65 'o fai ai ki 'olunga, kaa 'oku malava pe ke hoko kimu'a he ta'u 65 'o hangee pe ko e ta'u tolungofulutupu ki he ta'u onongofulutupu si'i.

'Oku lahi 'a hono ngaahi tupu'anga kaa ko e peseti 'e 60% ki he 90% 'o e hoholo tamaki 'oku fakatupu ia 'e he mahaki 'oku ui ko e Alzheimer's diseases 'aia kuo lahi 'ene 'asi mai 'i hotau fonua ni.

Ko e ngaahi tupu'anga kehe e hoholo tamaki 'e malava pe ke hoko tupu me he paa kalava (stroke), lavea e 'ulu (head injury), ngaahi faito'o kona (substances / medications) 'o kau ai e 'olokaholo, 'eitisi (HIV infection), Mahaki tete (Parkinson's disease), mo ha ngaahi mahaki kehekehe.

Reminder for enumerators

This question is a very sensitive question so reminder for enumerators to remain professional when asking this question. It is possible that there will be children age 5 and above have some of the responses above from genetics.

ID4.4 In the last 7 days, how often has this person experience stress, anxiety, depressed or hopelessness due to COVID-19?

This question is asked to persons age 5 and above, if he/she ever felt anxious, depressed, or hopelessness during the last 7 days due to COVID-19.

- a. No, not at all – No experience of stress, anxiety, depression or hopelessness
- b. Yes, several days – persons felt stressed, anxious depressed or hopelessness for 3 days or less in a week.
- c. Yes, more than half the days – persons felt stressed, anxious depressed or hopelessness for 4 days in a week.
- d. Yes, nearly everyday – persons felt stressed, anxious depressed or hopelessness almost everyday

This question is not that person's **experience stress, anxiety, depressed or hopelessness** for the whole days but just for a moment of the days.

ID4.5 Have you been given the COVID-19 vaccination?

Since the COVID-19 in Tonga is only given to adults age 18 and above this question will only be asked to adults age 18 and above. Select the appropriate code,

1. No, for persons that has not been given the COVID – 19 vaccinations.
2. Yes, first dose only, for persons that have been given the first done of COVID 19 vaccine
3. Yes, second dose, for persons that have been fully vaccinated with COVID 19 vaccine *then skip to Functioning section.*

ID4.5a What is the reason for this person not getting the COVID-19 vaccine?

This question is a follow up for persons that are not COVID-19 vaccinated, asking to provide the reason for not getting vaccinated.

1. Vaccine not available – This is for persons in remote islands or villages that the vaccine may not have reached their location.

2. Concerned about possible side effects – persons who did not get vaccinated because they were concerned about possible side effects of the vaccine.
3. I do not trust the vaccine – This is when respondents have assumptions that the COVID-19 will cause them more harm (death, paralysis, bedridden etc) or believe conspiracy theories about the vaccine.
4. I generally do not believe in vaccines – persons who does not believe that vaccines are essential for them.
5. I do not know if the vaccine will work – persons that have doubts whether the vaccine will work
6. Not eligible for the vaccine – persons that may or may not want to get the COVID-19 vaccine **BUT** cannot be given due to pregnancy and other medical condition prohibiting them from getting vaccinated.

Section 5. Functioning

This Section is asked for persons ages 5 and above. Disability as an umbrella term refers to problems, such as impairment, activity limitation or participation restrictions that indicate the negative aspects of functioning. The following questions were adopted from the UN Washington Group in identifying persons who are at greater risk than the general population of experiencing restrictions in performing tasks (such as activities of daily living) or participating in roles (such as working).

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

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

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

There are four main responses that will be used throughout this whole section from question ID5.1 – ID5.6. They are: **"1" - No, no difficulty, "2" - Yes, some difficulty, "3" - Yes, a lot of difficulty, "4" - Yes, cannot do at all.** Ask each question professionally and select the appropriate code accordingly.

ID5.1 Does this person have difficulty seeing, even if wearing glasses?

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

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

ID5.2 Does this person have difficulty hearing even if using hearing aid?

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

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

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

ID5.3 Does this person have difficulty walking or climbing steps.

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

ID5.4 Does this person have difficulty remembering or concentrating?

Remembering refers to the use of memory to recall what has happened around them. It means the individual can bring to mind or think again about something that has taken place in the past (either the recent past or further back). Included are problems finding one's way around, being unable to concentrate on an activity, or forgetting one's whereabouts or the date. Also included are problems remembering what someone just said, or becoming confused or frightened about most things. We do not intend to capture difficulties remembering or concentrating because of common everyday situations such as high workload or stress, or as a result of substance abuse.

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

ID5.5 Does this person have difficulty with self-care, such as washing all over or getting dressed?

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

ID5.6 Does this person have difficulty communicating using their usual language?

The purpose of this item is to identify persons who have problems with talking, listening, or understanding speech such that it contributes to difficulty in making themselves understood to others or understanding others. **Communicating** refers to a person exchanging information or ideas with other people through the use of language. Communication difficulties can originate in numerous places in the exchange process. It may involve mechanical problems such as hearing impairment or speech impairment, or it may be related to the ability of the mind to interpret the sounds that

the auditory system is gathering and to recognize the words that are being used. Included is the use of the voice for the exchange or using signs (including sign language) or writing the information to be conveyed. Included are problems making oneself understood, or problems understanding other people when they speak, to try to communicate in other ways. Example Stuttering, mute (inability to speak – tokotaha oku noa ikai lava o lea pea fangataa ke lea pe talanoa).

Section 6. Education

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

Ever Attended School

ID6.1 Has this person ever attended school including pre-school?

This question aims to identify those who have ever attended any formal education (pre-school is a formal education in Tonga known as Early childhood education) in the lifetime.

Select code "1" - Yes, for persons who have attended any formal education in his/her lifetime. If the respondent has never attended any formal education in his/her lifetime select code "2" – No *and skip to ID6.8.*

There are scenarios where enumerator need to understand when:

- If the respondent has ever attended education whether the respondent completed the level or not, they will be recorded in in code "1" – Yes.
- Whether the respondent was only in the formal education for a very short period of time but was enrolled for education they will still be coded "1" – Yes
- There are cases of respondents that are homeschool at their own household or someone else's household with a formal education syllabus, they will be coded "1" – Yes
- If the respondent did attend any formal education, regardless of level but overseas, they will also be given a code "1" – Yes.

ID6.2 What is the highest level of schooling this person attended?

The idea of this question is to find out what the highest level this person has ever attended, enumerator take note and record the **highest level they attended not completed.**

In this question enumerator are expected to select the corresponding code for the highest level they attended. If the respondent replied university 4 years enumerator will select code "6" – Tertiary or University and select "Year 3 or more" for 4 years provided by the responded.

Listed below are the corresponding levels and class, forms or years

1. **Pre-school (Year 1 to Year 3 or more)** – When the highest level this person reached was Early childhood education. An early childhood education has many programs known as kindergarden, pre-school, day care, kindy etc.
2. **Primary (Class 1 to Class 6)** – persons attended any class from class 1 to class 6, will be categorized in Primary level. That is the term used in Tonga for class 1 – class 6, other countries are called elementary.
3. **Lower Secondary (Form 1 to Form 4)** – persons attended any form in form 1 to form 4.
4. **Upper Secondary (Form 5 to Form 7)** – persons attended any form in form 5 to form 7.

5. **Technical or Vocational (Year 1 to Year 3 or more)** - persons attended any Technical or vocational education. Institution similar to Fokololo, 'Ahopanilolo, Monfort, TVET etc. Respondents may not provide a response technical or vocational they will provide the name of the institution.
6. **Tertiary or University (Year 1 to Year 3 or more)** - persons attended any Tertiary or University education institute. Institution similar to University of the South Pacific, Auckland Uni etc. for university and Nursing School, Police Academy, TTI, TIHE etc will go under Tertiary. Respondents may not provide tertiary and university they will provide the name of the institution.

Enumerators should take note if come across situations

- where elderly respondents say they reached lower fifth and upper fifth. Enumerator will give these situations a code "4" and select "form 5" for the lower fifth response.
- If provide a response overseas elementary, give it a code "2" – Primary. Elementary level of schooling is primary level in other countries.
- If provided a response Year 9 – 10 overseas, then code them in code "3" - Lower Secondary, Form 3 and Form 4 respectively.
- If provided a response Year 11 – 12 overseas, then code them in code "4" - Upper Secondary Form 5 and Form 6 respectively.

ID6.3 What was the highest qualification did this person attained?

Here we are asking for the qualification attained from the highest level attended.

1. **No qualification** – When the highest level reached is the primary education or class 1 to form 4.
2. **High school qualification** – When the highest level reached is high school education or form 5 to form 7. Persons who have sat for National or Regional Examinations and awarded a passing grade.
3. **Certificate** – persons with any certificate attained from post secondary education. It is strictly certificates only recorded here.
4. **Diploma** – persons with any diploma attained from post secondary education is recorded on this code. It is strictly diploma only recorded here.
5. **Bachelor's degree (BSc, Bcom, LLP, MBBS etc)** - Any bachelor degree attained by persons from a university. It is strictly bachelor only recorded here whether medical bachelor (general practitioner) lawyer with a bachelor etc.
6. **Postgraduate certificate/diploma** – Any postgraduate certificate or diploma attained by persons from university.
7. **Master's degree** - Any master's degree attained by persons from a university is recorded on this code. It is strictly master's only recorded here no matter what field.
8. **Doctorate degree** - Any doctorate's degree also known as PHD attained by persons from a university is recorded on this code. It is strictly PHD's recorded here no matter what field.
9. **Other professional** – These are respondents with other professional qualification that are not identified in the codes above. Honorary PHD's will be classified in this code, along with other professional such as bar exams for lawyers, charter accountants, Fellowships for Doctors etc.

Current School Attendance

ID6.4 Is this person currently attending school/pre-school?

This question aims to identify those who are currently attending any formal education (pre-school is a formal education in Tonga known as Early childhood education).

Select code "1"- Yes, for persons currently attending formal education. Select code "2" for persons not currently attending school – No *and skip to ID6.8.*

****NOTE** – Some schools might already be closing for end of the academic year like the LDS schools. Students that attended school up to school closing will be recorded as currently attending school. Persons attended school at the beginning of the school year but dropped out for whatever reasons before the end of the school year should NOT be recorded as currently at school.

ID6.5 Which level is this person attending during 2021

The idea of this question is to identify the current level of education for persons currently attending school.

1. Pre-school (Year 1 to Year 3 or more) – When the highest level this person reached was Early childhood education. An early childhood education has many programs known as kindergarden, pre-school, day care, kindy etc.
2. Primary (Class 1 to Class 6) – persons attended any class from class 1 to class 6, will be categorized in Primary level. That is the term used in Tonga for class 1 – class 6, other countries are called elementary.
3. Lower Secondary (Form 1 to Form 4) – persons attended any form in form 1 to form 4.
4. Upper Secondary (Form 5 to Form 7) – persons attended any form in form 5 to form 7.
5. Technical or Vocational (Year 1 to Year 3 or more) - persons attended any Technical or vocational education. Institution similar to Fokololo, 'Ahopanilolo, Monfort, TVET etc. Respondents may not provide a response technical or vocational they will provide the name of the institution.
6. Tertiary or University (Year 1 to Year 3 or more) - persons attended any Tertiary or University education institute. Institution similar to University of the South Pacific, Auckland Uni etc. for university and Nursing School, Police Academy, TTI, TIHE etc will go under Tertiary. Respondents may not provide tertiary and university they will provide the name of the institution.

ID6.6 What tertiary program or field of study is this person currently studying?

This question is to identify the current level of tertiary program the respondent is currently attending at technical or vocational institute, or a tertiary or university institute.

1. Certificate
2. Diploma
3. Bachelors' degree (BSc, Bcom, LLP etc)
4. Postgraduate certificate/diploma
5. Master's degree
6. Doctorate degree
7. Other professional

ID6.7 What type of school is this person currently attending?

Select the appropriate code accordingly:

1. Government School – For government schools such as GPS and MGS in the villages and for highschool level it is Tonga Side School, Tonga College (Atele) and Tonga High school, TIOE, TIHE etc. There is also early childhood education that are government schools.
2. Church or Private school – These are school that are not government schools such as ACTS (Atenisi) Ocean of light, Liahona, Apifo'ou, Tailulu etc. There are also early education programs that are privately owned and are private or school.
3. Other (specify) – These are for school that cannot be elsewhere classified, such as USP (regional)

If the enumerator comes across situation where the respondent doesn't know and only provide the name of schools. Then note name of school and advice supervisor for accurate answer.

ID6.8 Why is this person not attending school?

This question is asked only to persons of education age 3 – 18 years old.

We are interested to know the reason why persons of education age are not currently at school.

1. Too young (parents view) – When the respondents parents believe the respondent is too young to attend school. This also applies for respondent that are children eligible to be in early childhood education but are not in school for this reason.
2. Too far from school/ no school at where I live – For the level of education applicable for this person. There is no school of that level at the respondent's village for the respondent to be able to enroll to.
3. No transportation – When there is NO form of any transportation, no bus in that area, no boat, no car
4. Medical reason – persons illness or injury that prevents them from going to school.
5. Disability – persons physical or mental disability that prevents him/her from attending school.
6. Family problems – family obligation or family issue prevents persons from attending school.
7. Closest school is full – nearest school to this person cannot take in any more student.
8. No interest in school – persons who see no good reason to be at school.
9. Dismissed from school – persons expelled from school.
10. Financial reasons – persons facing financial hardship or cannot afford school fees
11. Other (specify) – Any other reason that cannot be identified above will go here and provide the reason why the respondent is not currently at school.

Enumerator must be aware that some respondents will provide a detail story or explain the circumstance. Enumerator must listen and select appropriately if the enumerator is still confused then advice supervisor for clarification.

Section 7. Literacy

Literacy has historically been defined as the ability to read and to write, distinguishing between "literate" and "illiterate" people. A literate person is one who can read and write, with understanding, a short, simple statement on his or her everyday life. An illiterate person is one who cannot read and write such a statement. Hence, a person capable of reading and writing only figures and his or her own name should be considered illiterate, as should a person who can read but not write as well as one who can read and write only a ritual phrase that has been memorized.

ID7.1 Can this person read a simple sentence in Tongan?

This question aims to identify persons that can read a simple Tongan sentence similar to "Ko hoku hingoa ko 'Ilaisaane Naitoko" or "Oku ou nofo i Havelu". If the respondent claims that they can read a simple Tongan sentence similar to these. Then select code "1"- Yes, if the respondent claims that they cannot then select code "2" – No.

ID7.2 Can this person read a simple sentence in English?

This question aims to identify persons that can read a simple English sentence similar to "My name is Samantha Jacobs" or "I come from Sydney Australia". If the respondent claims that they can read a simple English sentence similar to these. Then select code "1"- Yes, if the respondent claims that they cannot then select code "2" – No.

ID7.3 Can this person read a simple sentence in another language?

This question has the **same concept and responses in question ID7.2** only difference this is asking if respondents can read those similar simple sentences in a different language other than Tongan or English.

Enumerators are expected to **follow the instruction in question ID7.2** with the understanding this question aims to capture other languages it can be one language or more than one language.

NOTE: A person that can read but now have difficulty with his/her vision that hinders reading should be recorded as able to read.

ID7.4 Can this person write a simple sentence in Tongan?

This question aims to identify respondent that can write a simple Tongan sentence similar to “Ko hoku hingoa ko ‘Ilaisaane Naitoko” or “Oku ou nofo i Havelu”. If the respondent claims that they can write a simple Tongan sentence similar to these. Then select code “1”- Yes, if the respondent claims that they cannot then select code “2” – No.

ID7.5 Can this person write a simple sentence in English?

This question aims to identify respondent that can write a simple English sentence similar to “My name is Samantha Jacobs” or “I come from Sydney Australia”. If the respondent claims that they can write a simple English sentence similar to these. Then select code “1”- Yes, if the respondent claims that they cannot then select code “2” – No.

NOTE: A person that can write but now have difficulty with his/her hands that hinders writing should be recorded as able to write. An old person that can write but hands are shaking thus unable to write should be recorded as YES. Those with mental disability that is currently unable to read or write should be recorded as NO.

ID7.6 Can this person write a simple sentence in another language?

This question has the **same concept and responses in question ID7.5** only difference this is asking if the respondent can write those similar simple sentences in a different language other than Tongan or English.

Enumerators are expected to **follow the instruction in question ID7.5** with the understanding this question aims to capture other languages it can be one language or more than one language.

ID7.7) What language does this person speak at home?

This question aims to identify if Tongan language is used in the respondent’s household.

1. Yes, Tongan language only – Strictly Tongan language used by this person in the household.
2. Yes, Tongan and a different language(s) – Both Tongan and any other language is very commonly used in the household. It is minimised to only Tongan and English language it can be Tongan and another language, or Tongan and English and other languages.
3. No, Tongan language is not used at home. – Strictly a different language from Tongan used at home, no Tongan.

****NOTE** – Persons that are mute will be recorded using the language the majority of the household members use at home. For example, a mute person at a household using Tongan language only will be recorded the same.

Section 8. Internet and Communication

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

ID8.1 Does this person have a working mobile or cell phone? What service provider does this person use?

This question is to find out whether the person have or own a working mobile phone/cell phone and what provider use. Having a mobile is a good indication of the person’s ability to communicate and reach out to other people as well as other places locally and internationally.

1. Select code “1” No, if this person has no working mobile phone and *skip to ID8.3*
2. Select code “2” Yes, if there is working mobile phone using TCC sim card
3. Select code “3” Yes, if there is working mobile phone using Digicel sim card
4. Select code “4”, Yes, if there is working mobile phone using both TCC and Digicel sim card

NOTE: A working mobile phone with NO sim card will be recorded as Code 1, No. ****Note** – Tablets with sim card use for calling should be recorded as a Yes.

ID8.2) Does this person use mobile/cell phone for internet and what provider?

This question is to find out whether the person uses mobile/cell phone for internet and the provider of internet service.

1. Select code "1" No, if this person does not use mobile internet
2. Select code "2" Yes, if this person uses mobile internet using TCC
3. Select code "3" Yes, if this person uses mobile internet using Digicel
4. Select code "4", Yes, if this person uses mobile internet using both TCC and Digicel.

****Note** – Tablets with sim card use for internet services should also include here.

ID8.3 Did this person use the internet from any location in the last 3 months?

The purpose of this question is to find out if the respondent accesses the internet in the last 3 months from any location. If the answer is "Yes" then continue to the next question. But if the answer is "No" then the system will allow you to go to [ID 9.1](#)(Alcohol and Tobacco Section).

ID8.4 Where did this person use the internet in the last 3 months?

This question is aiming at finding out the location or the place where this person accesses the internet. This is a multi select question. Record all that is applicable to the respondent.

1. Home – this person uses the internet from home
2. Commercial internet access facility – use the internet from any commercial area eg. Internet café, restaurant, hotels, airport
3. Employment facilities – use the internet from place of work. For a teacher using the internet from a school it will be recorded here since school is her place of work.
4. Education facilities – use the internet from place of education
5. Someone else's home – use the internet from home of friends or relatives
6. Other (specify)

ID8.5) What does this person use the internet for?

The main purpose of this question is to determine the activities that this person primarily use the internet for. Record the 3 main reasons for this person use of internet.

1. Education – For educational purposes only such as Assignments, Exams, Projects etc
2. Social-media – For social media only such as Facebook, Twitter, Instagram, Whatsapp etc
3. Entertainment – Youtube, Netflix, Viki, using facebook for entertainment etc
4. Work/business – For the respondents' employment purposes only, this also applies for a respondent who is a teacher and uses the internet for educational research for work
5. Communication (including email)
6. Information gathering - research
7. Shopping/product information – Using of facebook for garage sale shopping or online shopping.
8. Others (specify)

Section 9. Alcohol and Tobacco Use

The purpose of this module is to collect information on the use of tobacco and alcohol for persons age 10 years and above.

ID9.1 How frequent does this person drink alcohol in an average week?

In this question we are aiming to identify persons who drink alcohol and how much alcohol they usually consume. We count one drink of alcohol as one can, one bottle of beer, one glass of wine, or one shot of cognac, vodka, whiskey or rum etc.

1. Never, 0 drinks per week
2. Rarely, 1-2 drinks per week
3. Occasional, 3-7 drinks per week
4. Some, 8-14 drinks per week
5. Regularly, 15-21 drinks per week
6. Frequently, 22+ drinks per week

ID9.2 How frequent does this person drink kava Tonga?

This aims to identify persons who drink kava Tonga. This is counted by number of times a person drinks Kava Tonga in a week. The question captures this information in the number of times the respondent goes to a Kava Tonga and drinks Kava Tonga.

1. Never – persons who does not drink Kava Tonga at all in the reference period.
2. Special occasions – persons who drinks when there is a function that has kava Tonga, such as birthdays, weddings, funeral, Kalapu raising etc.
3. Once a week (average) – persons who drinks Kava Tonga on average once a week.
4. 2-3 times/week – persons who drink Kava Tonga 2 to 3 nights in a week.
5. 4-6 times/week - persons who drink Kava Tonga 4 to 6 nights in a week.
6. Every day/week – persons who drink Kava Tonga every day of the week from Monday to Sunday

ID9.3 How many cigarettes does this person usually consume (smoke) on average?

This question is looking at persons who smokes cigarettes.

1. Never – persons who does not smoke cigarettes
2. Little, 1 pack/week -persons who smokes about 1 pack of cigarette in a week
3. Occassional, 5 cig/day – perosns who smokes about 5 cigarettes in a day so in a week about 35 cigarettes in total
4. Regular, 1 pack/day – persons who smokes 1 pack of cigarette per day
5. Heavy, 1+ packs/day - persons who smokes more than 1 pack of cigarette per day

ID9.4 How many rolls of Tongan Tobacco does this person usually consume (smoke or/and chew) on average?

This question is looking at persons who smokes tapaka tonga.

1. Never – persons who does not smoke cigarettes
2. Little, 1 pack/week -persons who smokes about 1 or 2 cigarettes in a week
3. Occassional, 5 cig/day – perosns who smokes about 5 cigarettes in a day so in a week about 35 cigarettes in total
4. Regular, 10 cig/day – persons who smokes 10 cigarette per day
5. Heavy, 15+ cigs/day - persons who smokes 15 cigarette per day

Section 10. Labour Force Activity

This section on Economic Activities should be completed for all persons aged 15 years and over. For those persons less than 15 years of age, just simply leave the columns blank. One of the main purposes of this section is to determine the size of the supply of labour (work force) in the country. This refers to those people who are employed, unemployed people and those people who are categorised as not in the labour force. The data is very crucial to manpower planning and other users who have interest in a summary picture of the country's labour force as well as different activities undertaken in the country. In order to obtain these data, the following questions in this section related to the person's economic activities are being asked.

Activity is defined or refers to any work that the person is involved with that concerned with providing the necessities of his/her life, his/her family or household or producers. This includes all the activities the person is undertaking whether it is a paid job or not.

BE MINDFUL: Most questions (unless specified differently) ask about the main economic activity of the person. One may do one or several of the above listed categories. A well-paid executive of a hotel may be an employee, but also an employer of a household-help. One may be working in a paid job and attending courses at a university. Or one may plan to start their business while doing some voluntary work for an organisation. It must be up to the person to decide which of the multiple activities they consider their MAIN activity. The formulation of the questions also supports this concept: we ask how the person would characterise what they MAINLY do at present.

Main Activity

ID10.1 Which of the following does what this person mainly do at present?

The purpose of this question is to classify persons by their main activity, as self perceived also this question is part of sequence to classify persons by their labour force status.

The question should reflect which category the respondent feels best describes what they mainly do. It could be the activity they spend most time on or the activity they feel is most important but should in general e reported based on the respondents' self perception. The intention is to capture the situation 'at present'. A specific reference period should not be defined. If the respondent indicates that they are temporarily away from their main activity (e.g., on holidays or due to illness) then they should be asked what they normally do.

If the respondent indicates that a number of categories are relevant ask them to select which they consider to be main. As much as possible the respondent should identify this themselves but if not, the interviewer can remind them that this is about what they mainly do or about the category which they think best relates to them.

1. Working for someone else for pay –an employee working as a salary/wage earner. Can be a for Government or Private sector including NGO and International Agencies. Select code "1" and skip to ID10.6.
2. Working in any kind of business activity - Persons who are self-employed or an employer who owns a business. Select code "2" and skip to ID10.6.
3. Working in own farming or gardening, raising animals or livestock, fishing and Handicrafts – persons involved in agriculture, livestock (cows, pigs, chickens etc) and handicraft making of traditional tapa (ngatu, fala, kiekie, etc) or fishing for sale or own consumption. Select code "3" and continue to the next question.
4. Studying – students who are doing fulltime or part-time studies as their mani activity. Select code "4" and skip to ID10.3
5. Household duties – persons who do not have any work and are mainly involved in household duties and chores, eg. Washing, cooking, cleaning, gardening, fetching firewood, cutting grass etc. Select code "5" and skip to ID10.3
6. Working in family business without pay - persons working in a family business without getting paid. For example, the household own a shop and members of the household work as shopkeepers. Individually they are not getting paid for their work. Select code "6" and skip to ID10.3
7. Working apprenticeship, internship – the position of a student or trainee who works in an organization, in order to gain work experience or satisfy requirements for a qualification. Select code "7" and skip to ID10.3
8. Working voluntary without pay, community, charity work. - person doing charity work without pay, or doing community work or voluntary work at religious organization for no pay. Select code "8" and skip to ID10.3
9. Looking for Work – person not working but currently looking for work. This does not apply to those that are currently working but also looking for other work. Select code "9" and skip to ID10.3

10. Retired or pensioner/ Old age – persons who have retired or pensioners (old aged) and are not involved in any work mentioned above. Select code "10" and skip to ID10.3
11. With long-term illness, injury or disability – persons with long-term illness, injury or disability and currently not working. Select code "11" and skip to ID10.3

ID10.2 Are these products intended mainly for sale or for family use?

This question is asked only to persons who select code 3 from ID10.1. Those are persons working in own farming or gardening, raising animals or livestock, fishing and handicrafts. We would like to know

The products produced can be agricultural products grown, fisheries products captured or farmed, and even handicraft products etc. Select according from the list below:

1. Only for sale – persons with products intending for sale. For example, growers of squash intending to export to overseas market. Growers of crops or watermelon intending to sell in local markets. Select code "1" and skip to ID10.6
2. Mainly for sale- persons with products intending mainly for sale but some are for own consumption. Select code "2" and skip to ID10.6
3. Mainly for family consumption – persons with products intending mainly for the family consumption but can also sell some. Enumerator should select code "3".
4. Only for family consumption - persons with products intending only for family consumption. Select code "4".

ID10.2a What are the main products produced?

This is a follow up question from question ID10.2, we want to determine what is the main product produced.

1. Livestock (pigs, cattles, sheep, goats, poultry)
2. Fisheries (Fish, crabs, sea urchin, octopus, etc)
3. Farming (Crops, Vegetables, Fruits, Hiapo, lo'akau, fau etc)
4. Handicraft (Fala, ngatu, kiekie, taovala etc)

ID10.3 Last week, did this person?

This question is asked to persons who answered code "3 – 10" in ID10.1. Purpose of this question is to recover persons with small, casual jobs, on temporary absence from a job/business and persons helping in family business. **Read out each response category and wait for a YES/No answer.**

Irregular Job. Those who are doing self-consumption agricultural activities or are looking for a job or are in a category outside of the labour force (retired, studying, too sick to work, etc.) it is clarified if they have been involved, even for only as much as for an hour, in any economic activity.

1. Have a paid job or business activity, but (were/was) temporarily absent. – persons with a paid job or business but who were sick, on maternity or study leave, holidays, bad weather. Only persons that expect to return to their existing job or business should be included.
2. Do any (other) work to generate an income, even for 1 hour- refers to persons who did any work with the intention to generate an income for at least 1 hour in the reference week. Casual, part-time, odd jobs, making things to sell, offering services for pay. Example fea he tokonaki
3. Help without pay in a family business – persons that engages in any family business or business operated by household without receiving pay.
4. Did not do any income generating activity, not even for one hour – persons that did not do any work to generate income not even for one hour in the reference week.

Unemployment

ID10.4) Did this person look for paid work in the last 4 weeks or start own business activity?

The question clarifies if they were actively looking for work (either through a job or as a business they plan to start) over the past 4 weeks or not.

Any activity to seek a paid job or to start a business should be recorded as YES, even if the activity was performed only for a few hours or if the job sought was a casual job.

Activities to seek a paid job may be through formal or informal means. This includes applying to job postings; taking a test or job interview; applying directly to employers; posting or updating CVs in online job matching, professional or social networking sites; checking for jobs at factories, work sites; seeking help from relatives, friends, others; registering with public or private employment centres when the aim is to get matched with a job.

Typical activities to start a business would include applying for loans, looking for land, buildings or equipment or applying for a licence to start a business. It includes activities which take place up to the point where the business is operational and ready to take customers or produce goods or services. Looking for clients once the business is operational is part of the work in a business and should be classified as employment.

Select code "1" - Yes and *skip to ID10.4b*. If the respondent did not look for paid work in the last 4 weeks, then Select code "2" - No.

ID10.4a) What is the main reason this person not look for a job?

1. Don't want to work
2. Studying
3. Physically/psychologically disabled
4. Believe no paid work available
5. Discouraged (stopped looking cannot find anything)
6. Waiting for family/friends to find work for me
7. Home duties
8. Too old
9. Reliant on family and relatives overseas
10. Reliant on family and relatives here in Tonga
11. Waiting to go on Temporary Labour Mobility Scheme
12. Other (specify)

ID10.4b) At present is this person want or willing to work for pay or start own business activity?

1. Yes, for persons who want or willing to work for pay or start own business activity
2. No *and skip to ID10.10 (Household Member Source of Income)*

ID10.5) If a paid work or business opportunity became available, is this person willing to start work?

The purpose of this question is to identify respondents who are available for work, whether or not they were looking for work. The respondent should not be required to consider any type of job or pay. He/She should reply in reference to their time availability and not on the basis of the characteristics of the job or business.

1. Yes – for persons willing to start work if paid work or business opportunity became available.
2. No - for persons NOT willing to start work if paid work or business opportunity became available.

Both code "1" and code "2" will skip to ID10.10 (Household Member Source of Income)

ISCO and ISIC

ID10.6 In that Job/work what was this person occupation?

Occupation refers to the type of work done in a job by the person employed (or the type of work done previously if the person is unemployed). Type of work is described by the main tasks and duties of the work.

a. Main task/Duties

Enumerators to describe the tasks and responsibilities that this person usually conducts in his/her day-to-day work.

Record a response that makes it possible to code the occupation according to an international system (ISCO – International System of Coding Occupations) that has hundreds of categories. Coding and the verification of the codes you give will only be possible, if you keep some important points in mind:

- Always try to capture the job or how they refer to the job at the workplace. For example: Head of Department. This is necessary, but rarely enough.
- Always try to capture what the occupation is specifically about. It is not enough to capture that someone is for example a 'driver': in the ISCO system there are 8 different categories for drivers, depending on what they drive. So, you need to clarify what they are mostly driving and add that, for example that they are bus drivers. Or, the head of department example, it must be noted down what kind of department are we talking about, for example Head of the PR department at the Tax Authority.
- If the respondent says he/she is a teacher, the interviewer should inquire further as to what type of teacher- primary school, vocational school, subject matter taught, language, etc and then record both the title and the tasks and duties reported.
- examples of occupational titles (e.g., long-distance truck driver, police officer, office cleaner etc) and mains task and duties associated with that occupation (e.g., transporting goods between villages) to highlight the type of information required for detailed coding.
- Always try to understand and record if the job involves supervision of others. One can be a plumber (coded as Plumbers and pipe fitters), but one can also call himself a plumber, but can lead a small team and organise their daily work. This is a different occupation, and he should be coded under Construction supervisors.
- Vague descriptions like 'assistant', 'manager', 'worker', 'helper', 'director' will almost certainly will not yield in a usable code, these always need to be further precised.
- ISCO four-digit code

NOTE: Supervisors are to code the for the Main task/duties

ID10.7 What is the main activity/product/services of that business or employer?

This refers to person's main activity only in which the person spends most of his/her time doing of that employer or working place. There could be more activities involved by the person, but you must only choose one main activity only.

- a) Main activities of the industry
- b) Main Goods/Main Services

The main service of the industry this person works for. What type of goods do they provide and what type of services they are also providing?

- c) ISIC four-digit code

ID10.8 How many hours did this person work in this main activity last week?

Information about working time is essential for studies of its relationship with income, underemployment and productivity; for some national account's measures; and for assessment of new working time arrangements and the extent to which excessive hours are worked. It is recommended that working time for all economic activities, main as well as secondary, be recorded for all employed persons and not just for paid employees.

This question refers to the number of hours the person works in his/her main activity/job. Ask the question clearly and record the total number of hours in the space provided.

ID10.9 Does this person work as a.....?

1. **Employment Relationship** of the respondent in the main job/activity. The aim here is to distinguish between dependent and independent workers. Status in employment refers to the type of relationship, or employment arrangement, between the respondent and the unit they work for. The question is to capture the status in employment of the respondent as self-declared, meaning as the person reports it. This question is for the employed respondents to identify the nature of their jobs if he/she is a:
 2. Employee – refers to persons working for someone else for pay. This is typically a wage or salary but may also be a commission from sales or in kind pay such as products, housing and meals. It includes formal and informal employees with permanent, fixed-term, casual, temporary contracts, or agreements, whether written or verbal.
 3. Paid apprentices, internship – persons hold a paid job on a temporary basis to acquire workplace experience or skills. It includes formal and informal paid apprentices, interns, trainees, etc. It excludes employees on probation periods or on training assignments required by their job, which should be coded 1.
 4. Employer (with hired employees) – person works in his/her own business activity and hires paid employees on a regular basis. Employers may hire employees on a formal or informal basis, for long or short durations, including casual employees. Employers hire one or more employees on a frequent basis.
 5. Own-account workers without hired employees - person works on his/her own account, without hiring employees on a regular basis. Persons working on their own account may have business partners or family helpers, but do not hire employees.
 6. Working in a family business or family farm without pay – person helps without receiving direct pay in business activity of a household member or a family member living elsewhere. It also includes cases of respondents helping a family member with their paid job.

ID10.9a What best describes this person's business or place of work?

INSTITUTIONAL SECTOR of employees. The question identifies the institutional sector of the main job/activity. The question helps in the classification of employed persons by institutional sector, including public/private sector employment. This is important for developing reliable estimates for use in the National Accounts (to calculate GDP). The question is also used in the identification of the informal sector.

The question is asked only for respondents with a dependent employment relationship in their main job (employee, apprentice/intern, helping a family member who works for someone else). It will not be asked of persons who work in their own business or in a business run by a family member. The institutional sector for all self-employed persons is the private sector.

1. Government, a public institution, or state own enterprise
2. An international organization or a foreign embassy
3. An NGO, non-profit or religious institution – includes charities
4. A private business or institution (non-farm) – includes also self employed of non-farm products
5. A farm – Private farms producing mainly for the market.
6. A household(s) as a domestic worker – examples include fisi ngaue, babysitter, old age care-taker etc

Household Member Source of Income

ID10.10 In the last 12 months, has this person earn income or beneficiary from?

Income is one important component of any measure of access to social and economic resources such as education, health, good housing facilities and so forth. Therefore, the information collected from this question would provide further understanding of the status of the households and its members. The time reference is restricted to the last 12 months.

Enumerators are expected to read out this list and select according to respondent's answer.

1. Wage, salary, etc, paid by my employer
2. Own business
3. Self-employment (handicraft, fishing, etc)
4. Interest, dividends, rent, other investments – interest from savings, dividends from shares, rent from assets (land/house) and other investment income.
5. Pension
6. Elderly allowance
7. Disability allowance
8. Poverty assistance
9. Remittances
10. Scholarship Allowances
11. None

ID10.10a From all the sources of income/beneficiary, what was the total income be, that this person received?

- | | |
|------------------------|-------------------------|
| 1. Loss | 8. \$25,001 - \$30,000 |
| 2. Zero income | 9. \$30,001 - \$35,000 |
| 3. Below \$5000 | 10. \$35,001 - \$40,000 |
| 4. \$5001 – 10,000 | 11. \$40,001 - \$45,000 |
| 5. \$10,001 - \$15,000 | 12. \$45,001 - \$50,000 |
| 6. \$15,001 - \$20,000 | 13. \$50,001 and above |
| 7. \$20,001 - \$25,000 | |

ID10.11 Does this person have an individual or shared bank account or any other financial institution in the last 12 months?

SDG Indicator 8.10.2 Proportion of adults (15 years and older) with an account at a bank or other financial institution or with a mobile money service provider. Access to formal financial services such as savings, insurance, payments, credit and remittances is essential to the ability of people—regardless of income level, gender, age, education or where they live—to manage their lives, build their futures, and grow their businesses. Having access to an account is an important starting point for people to access range of financial services.

Account at a financial institution includes respondents who report having an account at a bank or at another type of financial institution, such as a credit union, microfinance institution, cooperative, or having a debit card in their own name. In addition, it includes respondents who report receiving wages, government transfers, or payments for agricultural products into an account at a financial institution in the past 12 months; paying utility bills or school fees from an account at a financial institution in the past 12 months; or receiving wages or government transfers into a card in the past 12 months.

1. No
2. Yes, A Commercial Bank (BSP, ANZ, MBF, TDB) – Any commercial bank excluding the Reserve/Central Bank
3. Yes, Other financial institution - (Any financial institution such as Retirement Fund Board, Credit Unions, Co-operatives, Microfinance, Money Transfer Operators (SPBD, Western Union, Tonga Post, My Cash – Digicel,)
4. Both Commercial bank and other financial institution – Persons with accounts in both commercial banks and Other financial institution.

Adult Deprivation (Age 15 and above)

ID10.12 Does this person have enough money to replace worn-out clothes. If no, why?

The main concern is not just to have enough money, but that enough money is enough for the replacement of the worn-out clothes to buy some new clothes. Not all clothes must be new, some can be second-hand as long as money was spent on better clothes than the worn-out clothes. The variable refers to worn out clothes, not old-fashioned ones. Then select code 1 for yes and move to the next questions.

If the respondent answers that clothes are given for free to replace these worn-out clothes, the enumerator will ask again if the respondent has enough money to replace worn out clothes. This is important because being given new clothes to replace worn out clothes is not what we are trying to capture here. Select code 2 and clarify what reason.

The enumerator must select a code that is most applicable to the respondent's response.

1. Yes
2. No, does not want - has money but does not want to replace her/his worn-out clothes.
3. No, cannot afford - does not have money to replace the worn-out clothes

ID10.13 Does this person have enough money to buy presents for friends or family once a year? If no, why?

Questions want to capture the capability of the respondent to buy presents for family and friends once a year. Once a year could also mean Christmas, someones birthday or when visiting someone in the hospital that gave birth and you buy a present and give it to them or any other festivity or function that the respondent believes he/she buys presents for others once a year. As long as the respondent believe that he/she has enough money to do these even if the respondent is buying presents more than once a year. If the respondent reply is similar to this, then select code 1 and move to the next section.

If the respondent believes that he/she does not have enough money to buy presents for friends and family not even once a year. Select code 2 and clarify what reason.

1. Yes
2. No, does not want – has money but does not want to her/his friends presents once a year.
3. No, cannot afford – does not have money to buy presents for his/her friends even for once a year.

Temporary Labour Mobility Scheme

The Pacific Labour Scheme (PLS) includes a wide range of sectors including horticulture, meatworks, tourism & hospitality, aged care and trades. In Tonga there are 3 Labour mobility programmes, the:

1. Seasonal Worker Programme – People that travel out of Tonga to Australia and join the fruit picking (horticulture) seasonal work programme for pay.
2. Recognized Seasonal Employer Scheme People that travel out of Tonga to New Zealand and join companys for fruit picking (horticulture) paid jobs. This scheme also has a meatworks and construction streams but is predominantly for horticulture. Can work up to 9 months.
3. Pacific Labour Scheme includes a wide range of sectors including horticulture, meatworks, tourism & hospitality, aged care and trades. Can work up to 3 years.

ID10.14 Were you employed in temporary labour mobility schemes in Australia or NZ at any time between January 2020 and November 2021?

This question ask to respondents age 15-64, if he/she has joined any of the PLS programme explained above in January 2020 to November 2021? If the respondent did join any of these programs probe to identify which country did, they join.

1. No – for persons who did not join PLM program or joined but not during the reference period.

2. Yes – Australia – for persons joined the PLS during the reference period in Australia
3. Yes – New Zealand – for persons joined the PLS during the reference period in New Zealand
4. Yes – both Australia and New Zealand - for persons joined the PLS during the reference period in New Zealand and Australia.

Section 11. Electoral Vote (Age 21 and above)

A compelling use of census data is in the redrawing of electoral constituency boundaries in most countries. This is often enshrined in the country's constitution and provides a legal basis for census-taking.

ID11.1 Has this person registered to vote in the election?

This question is asked if this person registered to vote in this year's election.

If the respondent did register to vote Select code "1" - Yes *and go to ID11.2*. If the respondent did not register to vote select code "2" – No and continue to the following question.

ID11.1a Why did this person's not register to vote in the election?

This question is asked to persons who did not register to vote. It aims to identify reasons for not registering to vote.

1. Was away overseas – person was out of the country during the time of the election.
2. Very old – physically unable to go and vote due to body deteriorating of old age.
3. Sick – unable to register to vote due to sickness
4. Physically disabled – Physically disabled thus unable to register.
5. Not interested – not interested in the election or not finding it important, some may say don't care
6. Don't know where to register – the respondent has no knowledge of where and how to register to vote.
7. Other reasons (specify) – any other reason that cannot be classified above will go under here.

After recording response for this question then Go to Fertility and Mortality Section.

ID11.2 Which constituency did this person register to vote from in this year's election (2021)?

There are 17 constituency in Tonga. A voter can only register to vote from one. Select which one.

- | | |
|----------------|------------------|
| 1. Tongatapu 1 | 10. Tongatapu 10 |
| 2. Tongatapu 2 | 11. Eua 11 |
| 3. Tongatapu 3 | 12. Ha'apai 12 |
| 4. Tongatapu 4 | 13. Ha'apai 13 |
| 5. Tongatapu 5 | 14. Vava'u 14 |
| 6. Tongatapu 6 | 15. Vava'u 15 |
| 7. Tongatapu 7 | 16. Vava'u 16 |
| 8. Tongatapu 8 | 17. Ongo Niua 17 |
| 9. Tongatapu 9 | |

ID11.3 Has this person voted in this year's election?

This question is asked if the respondent voted in this year's election.

If the respondent did vote Select code "1" - Yes *and go to Fertility and Mortality section*. If the respondent did not vote select code "2" – No and continue to the following question.

ID11.3a What is the main reason for this person not voting in this year's election?

This question is only for those who did not vote. It aims to identify what is the most common reason for the population not voting in the election.

1. Was away overseas – person was out of the country during the time of the election.

2. Very old – physically unable to go and vote due to body deteriorating of old age.
3. Sick – unable to register to vote due to sickness
4. Physically disabled – Physically disabled thus unable to register
5. Not interested – not interested in the election or not finding it important, some may say don't care
6. Don't know where to register – the respondent has no knowledge of where and how to register to vote.
7. Other reasons (specify) – any other reason that cannot be classified above will go under here.

Section 12. Fertility and Mortality (Female 15 years and above)

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

ID12.1 Has this person ever given birth to a live child, even if the child died soon after birth?

This question serves two purposes; to introduce the section and to learn whether the respondent has ever given birth or not. It is also a filtering question to differentiate those women who had given birth and those who have had not given birth yet. For those women who have had given birth, they will be asked all related fertility and mortality question. For example, if the woman's response is 'Yes' meaning that she has ever given birth then just simply select 'Yes'.

ID12.2 At what age did this person have her first child?

This question will be available only to aged 15 – 51. This is the age that a woman can still produce a child. The age of the woman refers to the age when she had her first child and not her current age at the time of the interview.

ID12.3 / ID12.4 How many boys/girls has this person ever given birth to, that were born alive?

The information regards the total number of total children the woman has ever born alive by sex (boys/girls) is very crucial in the calculation of fertility level. They are two important input data in the fertility analysis and therefore you are required to make sure to collect the right total number of children the woman ever given born to that were born alive. In questions ID12.3a, ID12.3b, ID12.3c, and ID12.3d ask about the total number of boys born alive, how many of them live in this household, live in another household in Tonga and those who have died. Ask each individual question tactfully and make sure to record the right answer in the space provided as shown below:

ID12.3abc / ID12.4abc How many boys/girls has this person ever given birth to, that were born alive and live in this household/live in another household in Tonga/live overseas?

The question refers to the total number of boys children that the mother has given birth to who born alive. Note that this number should include those boys' children who were born alive earlier but have died.

BOYS/GIRLS BORN ALIVE - LIVING LOCATION? – How many boys/girls has this person ever given birth to that were born alive and live in this household?live in another household in Tonga?.....live overseas. These questions refer to the total number of woman's sons who are currently alive living in this household, those living elsewhere in Tonga and those living outside Tonga. Ask the question and record the answers correctly.

ID12.3d / ID12.4d How many boys/girls has this person ever given birth to, that were born alive who have passed away?

These questions on children who have died/not alive are extremely important for calculating mortality level. They are among the most difficult questions to administer on which to obtain accurate data. Some women/mothers may fail to mention children who died very young, so if a woman answers NO, it is important to probe by asking, "Any baby who

cried or showed signs of life but survived only a few hours or days?" Some women/mothers may be reluctant to talk about this subject and may become sad or upset that you are asking such questions. Be sympathetic and tactful in such situations. Ask the question politely and record the answers correctly.

ID12.5 This person last child born was born on which MONTH, even if the child died soon after birth?

Is this person's last child male or female? Information on date of birth (month and year) of the last child born alive and on the sex of the child is important for estimating the current level and pattern of fertility. Note birthdate records only the MONTH and YEAR of birth

ID12.6) Is this person's last child a male or female?

1. Male
2. Female

ID12.7) Is this person's last child still alive?

Remember that this question refers to the last child of the woman. Ask if the last child of the woman is still alive or not. The information collected in this question is useful for the analysis and estimate of mortality (infant, child and adult mortality). Record the answer correctly. If the last child is not alive continue with question ID12.8

ID12.8) Which MONTH did this person last child pass away?

The information collected in this question is of most important to provide accurate estimate of mortality. As an interviewer, you should try to obtain the most accurate date of death of the last child of the woman. Misreporting the date could great impact on the mortality level. Ask the question politely and record the date of death in the space provided. Note deathdate records only the MONTH and YEAR of death.

CHAPTER 13: The Census Household Form

The Census Household form is asked to every household. One household will be asked one Census Household Form.

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

Section 1. Dwelling Characteristics

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

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

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

HH1. What is the best way to describes this dwelling/building?

The purpose of this question is to obtain the information about the building that the household is living in. You will come across different types of buildings or housings arrangement that the household is residing in during your work.

The description of the building in which the household is living in provides a better understanding of other related health, social and economic background of each individual member of the household. Make sure to observe the building

or the house that the household resides in and ask to confirm if there are other houses close by which could also belong to the same household.

1. A One-family house detached from any other house - refers to one single house/dwelling that is not joined to other dwellings by one or more walls and is not also in the building used for a shop or other commercial related activities.
2. A One-family house made up of multiple structures - refers to a living quarter which has several houses or dwellings. Note that for the follow up questions, the main house out of the multiple structures will be use to answer the questions.
3. A building with two or more apartment - refers to block or flats, an apartment or town houses.
4. Dwelling attached to a shop or other non-resident building - refers to a dwelling that shared a common wall to shops or other commercial related activities.
5. Other (Specify)- You will select this option if the building does not fall in any of the above description. Examples can be a boat, yatch, trailer.

HH1.2 What is the tenure of this house/dwelling/apartment?

This question collects information about the house ownership and whether the household is paying rent or not while occupying this building.

1. Owned with a mortgage or loan - The head of household or any member of this household owns the house through mortgage or loan that the household is still repaying
2. Own the house outright - The house is owned by the head of the household or any member of the household without any outstanding loan or payment.
3. Rented (with any payments) - The house is rented from any public or private bodies with payment arrangement
4. Occupied without payment – household occupying the house without making payments (relative, friend own the house etc)
5. Occupied without payment (from employer) – household occupying a house provided by the employer of one of the household members. Eg Faifekau’s residence in local churches.

HH1.3 - HH1.5 Main material of the floor/roof/wall?

This question asks about the main material used for the foundation of construction of the main building. The main building refers to the building where the households used mostly for their household daily activities. These 3 questions ask for the material mainly used to construct the floor, roof, and wall differently. But each 3 questions have the same responses listed below.

1. Wood - refers to the material being of wooden or similar type of material. Koe papa kuo fahi fakalelei.
2. Metal/iron/aluminium - refers to the main material being of any metallic material.
3. Concrete/cement/bricks - refers to the main material being of any concrete or similar related materails.
4. Traditional materials - refers to the main material being of any local or traditional type of materials such as coconut midribs, bamboo etc.
5. Other (Specify) - any other type of material used for the floor that does not fall in one of the above 4 categories.

****NOTE** – For the floor, there is no need to specify ‘Other’, for roof and wall please specify ‘Other’.

HH1.6 How many rooms do you have in this house/apartment?

For this question, you need to count the number of rooms in the house. Note rooms refer to living rooms, dining rooms, kitchens, and bedrooms, but do NOT include bathrooms, balconies, foyers, or halls.

If the rooms are separated by curtains, these are counted as one room. A room can be only counted differently if there is a wall that separates that room from another room.

HH1.7 Where in this household does cooking usually occur?

This question collects information on the location where the household do their everyday cooking. This information is important in providing an indicator of the air quality inside and around the dwelling. Enter one answer only in the space provided. If the household use more than one place for cooking, ask for which place the household mostly used for cooking and record it as an answer.

1. Inside the dwelling - separate kitchen area: There is a room inside the household known as the kitchen that is mainly used for the cooking and eating.
2. Inside the dwelling – no devoted kitchen: This is a space inside the house that is used for cooking but also used for other activities of the household. Households that have a living room but also do their cooking and eating inside the living room.
3. Outside - open cooking area – This could be a little unit (poles and a roof) outside the dwelling but still inside the household yard. That this household uses for cooking. A similar scenario would be a “palepale ‘umu” that they also do their everyday cooking there.
4. Outside - close cooking area - This is a fully built closed unit (walls and a roof) that is not connected to the main dwelling but is still within the yard that is used for their everyday cooking.
5. Other (specify) - any other type of cooking area that does not fall in one of the above 4 categories.

HH1.8 What is the main source of drinking water for members of your household?

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

1. Piped water supply (tap water) – refers to households whose main drinking water is tap water.
2. Own water tank - refers to household whose main drinking water comes from a cement water tank or plastic water tanks that is owned by this household.
3. Neighbour/community water tank – The public water point from which community members may collect water. A standpipe may also be known as a public fountain or public tap. Public standpipes can have one or more taps and are typically made of brickwork, masonry or concrete. Pipe connected from the public water to a neighbour
4. Bottled water (purchased water) - The water that is bottled and sold to the household in bottles.
5. Boiled water – The water that the household collects (however way) and boils to drink.
6. Other (specify): any other type of source of water used for drinking that does not fall in one of the above categories.

HH1.9 What is the main source of water used by your household for cooking and personal hygiene?

The intention of the question is to find out about the source of water the household used for cooking and other personal hygiene related activities. Ask the question as it is written and use the list of answer categories provided. Similarly, if the household uses more than one source, try to obtain the one source that the household mostly use.

1. Piped water supply (tap water) - refers to the Pipe connected with in-house plumbing to one or more taps, e.g. in the kitchen and bathroom. Sometimes called a house connection.
2. Own water tank - refers to a cement water tank or plastic water tanks that is owned by this household only.
3. Neighbour/community water tank – cement or water tank own by neighbour or community.
4. Own well – the household has its own well (drilled to the ground or not drilled)
5. Other (specify): any other type of source of water used for drinking that does not fall in one of the above categories.

HH1.10 What type of fuel does your household mainly use for cooking?

Information on the type of fuel used for cooking is collected as another measure of the socioeconomic status of the household. The use of some cooking fuels can also have adverse health consequences. If the household uses more than one fuel for cooking, find out the fuel used most.

1. Electricity – The source of cooking is electricity similar to an electric stove, electric pan etc
2. Propane gas (LPG) - The source of cooking is a stove is connected to the propane gas
3. Bio gas - The source of cooking is a stove is connected to the bio gas
4. Kerosene – use of kerosene as major fuel for cooking e.g kerosene stove
5. Solar power – use of solar power from the sun for cooking
6. Wood and coconut husks/shells
7. Other (specify)

HH1.11 What is the main source of lighting?

1. Public power supply – households connected to the Tonga Power Grid
2. Solar
3. Own generator
4. Kerosene/Benzene
5. Other (specify) eg. Neighbour’s generator, community generator, maama fakamaka, teelango etc

HH1.12 What kind of toilet facility do members of your household mainly use?

The main purpose of this question is to obtain a measure of the sanitation level of the household, since toilet facilities are important for disease control /and health improvement. Below are some definitions for the terms used in the codes for this question:

1. Flush to piped septic tank - refers to a toilet that flush to a septic tank
2. Pour to piped septic tank – uses water poured by hand for flushing to a septic tank.
3. Flush or pour–flush to elsewhere – A flush or pour-flush toilet that is not flushed to a septic tank. Can be an uncovered drainage channel or an open area.
4. Pit latrine with slab – is a dry pit latrine whereby the pit is fully covered by a slab or platform that is fitted either with a squatting hole or seat. The platform can be made of any type of material as long as it adequately covers the pit without exposing the pit content other than through the squatting hole or seat. **Fakamalolo keli 'i ai hono tangutu'anga mo hono tapuni**
5. Composting toilet – is a toilet into which excreta and carbon – rich material is added (vegetable wastes, straw, grass, sawdust, ash) and special conditions maintained to produce compost that is safe to handle and reuse. **Falemalolo fakapopo**
6. Pit latrine without slab or open pit – uses a hole in the ground for excreta collection and does not have a squatting slab, platform, or seat. An open pit is a rudimentary hole in the ground where excreta is collected. **Falemalolo keli 'ikai ha tangutu'anga mo ha tapuni**
7. Bucket, hanging toilet or hanging latrine – refers to the use of bucket or other container for the retention of faeces (and sometimes urine), which is periodically removed for treatment or disposal
8. No facilities (bush or field)

NOTE: When code 8 is selected “No facilities”, Go to HH1.16

HH1.13 Where is this toilet facility located?

1. In own dwelling – The toilet is inside the dwelling, if it is a separate unit but connected to the main dwelling then it is still under in own dwelling.
2. In own yard – It is not in the dwelling, but in a separate unit that is not connected to the main dwelling but is still in the household own yard or plot.
3. Elsewhere – toilet facility is not within the household plot but located elsewhere

HH1.14 Do you share this toilet facility with other households?

The purpose of this question is to establish whether the toilet facilities used by this household are shared with one or more households.

If the household does share this toilet facility with other households, select code "1" – Yes. But if the household does not share this toilet facility, select code "2" – No and *skip to HH1.16*

HH1.15 How many households use this toilet facility, including your own household?

This is a follow up question from question HH1.14 if the household shared the toilet facility with one or more households. Now we want to find out exactly how many households including this household.

NOTE: The number of households recorded here should never be 1 or zero.

HH1.16 How does your household mainly dispose of its waste?

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

1. Public collection – the household trash is collected every once in a week by the public waste collectors.
2. Take to dump yourself – the household takes rubbish to the tapuhia themselves, or to authorized dump locations.
3. Burn it – the household collects the rubbish into one pile and light it into fire until it disappears or most of the rubbish is gone.
4. Compost – the household recycles their rubbish and compost the organic material that can be compost.
5. Bury in yard/bush – the household fills up a hole in the household with the rubbish or they dig up a new hole to fill it with the rubbish.
6. Ocean or other body of water – the households dump their rubbish in the ocean, lake or any near water place.
7. Private business collection – When households pay a business to collect their waste weekly or monthly or how ever often.
8. Other (specify) - any other type of disposal that does not fall in one of the above categories.

HH1.17 Is this household prepared for any natural disaster emergency, such as tropical cyclone, tsunami, earthquake, flooding, or any natural disaster? With:

1. Kato ke mo'ui 'aki he 'api he houa 72 ('aho 'e 3). A 72-hour bag ready for household
2. Feitu'u ofi taha ke hao ki ai? Know where their closest evacuation centre or the closest assembly point/ area?
3. 'Ilo'i 'a e hala ki he feitu'u ke mou hao ki ai. Know their evacuation route to the assembly point/area
4. 'Ilo'i 'a ho'omou 'Ofisa kolo mo 'ene ngaahi fakaikiiki hange ko e telefoni to'oto'o? Know your Town Officer's details
5. Mou 'ilo e ngaahi fika telefoni ke mou fetu'utaki ki ai, 'I ha taimi faingata'a? Know the emergency numbers to contact in case of emergency

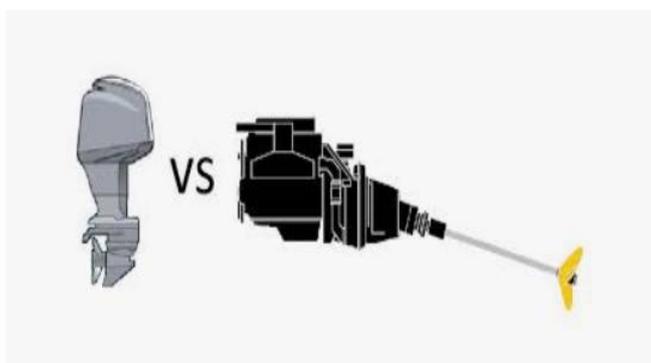
Section 2. Household Assets

This section aims to identify certain assets own by the household; this will provide a general measure of the socioeconomic of this household. Since the Census is a user driven data collection, stakeholder is involved and some assets not all will be asked follow up questions.

HH2.1 Does this household own any of the following goods?

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

- | | |
|-----------------------------|---|
| 1. Mobile phone | 16. Canoes – kayak not included here |
| 2. Landline telephone | 17. Bicycles – record only Bicycles for adults use for transportation |
| 3. Tablets/Ipads | 18. Boats |
| 4. Desktop/laptop computers | 19. In-board Engine |
| 5. CD/DVD players | 20. Out-board Engine |
| 6. Battery powered radio | 21. Car |
| 7. Television screen | 22. Truck |
| 8. Electric Kettle | 23. Van |
| 9. Electric frying pans | 24. Van |
| 10. Refrigerator | 25. Bus |
| 11. Freezer | 26. Stove |
| 12. Sewing machine | 27. Water Heater |
| 13. Washing machine | 28. Plastic water tank (eg. Rotomould tanks, Green tanks – only if use for human use) |
| 14. Air conditioner | 29. Cement/Other water tank |
| 15. Generator | 30. Solar System |



An Inboard And An Outboard Motor ...



Outboard vs Inboard motors | Mu...

NOTE: Households in dwellings they do not own but have the assets above will be recorded as if they own those assets. Laptops/vehicles etc that provided by household member's employers for work purposes should not recorded here.

HH2.3 What year did your household install the solar system?

Write down the year in which the solar system was installed. If don't know the year, fill in 9999

HH2.4 How much did this household pay for the purchase and installation of the solar system?

If respondent does not know the exact amount a smart estimate is required. If really don't know the amount please record 9999. If the solar system was provided through AID and no household expenses, record 0 and comment "AID".

HH2.5 – HH2.10 What source of energy is being used for this car/truck/van/motor bike/stove/water heater?

These are 6 questions, and each question is a followup question for households that has a car (HH2.5), truck (HH2.6), van (HH2.7), motor bike (HH2.8), stove (HH2.9), or a water heater (HH2.10) in their house. These questions are strictly asking for the source of energy used for each asset. Listed below are the source of energy used and which asset it is applicable for.

1. Petroleum – car, truck, van, motor bike
2. Diesel – car, truck, van,
3. Electrical – car, stove, water heater
4. Hybrid - car
5. LPG – stove, water heater
6. Solar – water heater

All these follow up questions are multi-select for a household may have more than 1 car, truck van etc. Enumerator should select all responses provided by respondent for each question

Enumerators are expected to read out all questions to respondent and record answer.

NOTE: Water heater that connects to both gas and electricity will be recorded in GAS because it uses mainly gas.

HH2.11 What is the purpose of this boat?

This is a follow up question for households that has a boat (HH2.1), asking the household what they use the boat for. This is a multi-select question.

1. Fishing – household use the boat for fishing
2. Commercial – used for business activities, fishing to sale fish, tourism business, hire boat etc
3. Transportation – household travels to and from the main island
4. Pleasure – household use boat for pleasure or leisure activities
5. Other (specify) - any other type of of reason that does not fall in one of the above categories.

Household Internet

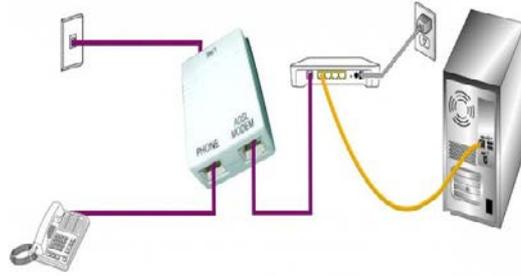
HH2.12 Does your household have internet?

If the household does have internet select code "1" – Yes and if the household does not have internet select code "2" – No and *skip to Household Income section.*

HH2.11a What type of internet access is this?

This question is only for households that have access to the internet, to identify the type of internet they have in their household.

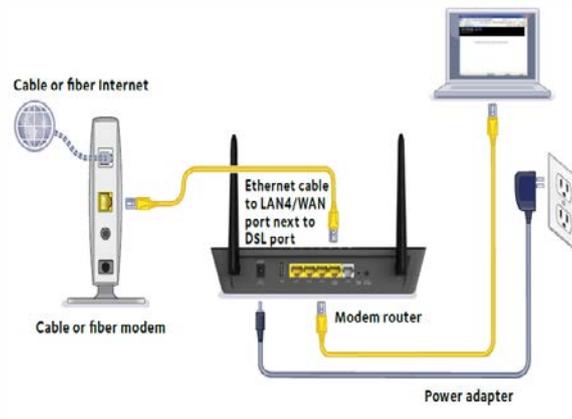
1. ADSL/DSL - Internet uses telephone lines to transmit data (internet) along copper cables from your nearest telephone exchange to your home or office.



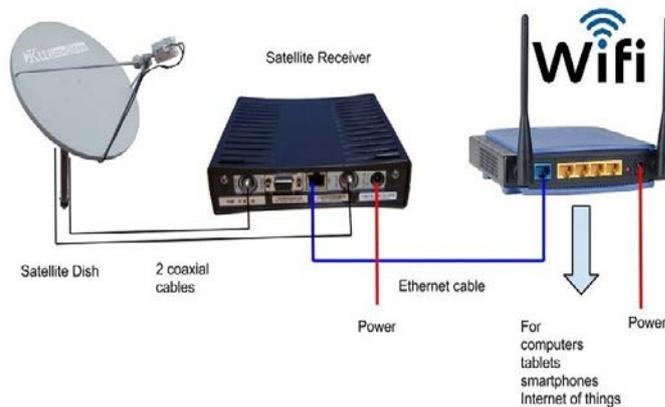
NOTE: Households with no Landline phone should not select Option 1 for Home internet connection.

2. Fiber - Internet uses fibre optic cable to transmit data (internet) from your nearest telephone exchange to your home or office.

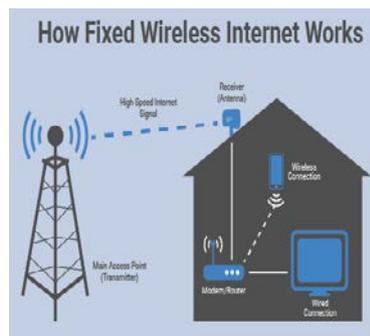
SZADP



3. Satellite - Internet uses satellite terminals (dish) to transmit data (internet) through radio waves to your home or office.



4. Fixed and Wireless Cellular - Internet uses cellular modems to transmit data (internet) through radio waves to your home or office.



5. Mobile Cellular - Internet uses mobile cellular phones to transmit data (internet) through radio waves to your mobile phones. Eg mifi, uflash



HH2.11b What is the name of the internet service provider?

1. TCC
2. Digicel
3. Wantok
4. Other

Section 3. Household Income Sources

The difference between the income source on the household questionnaire and the individual questionnaire. Because this is asking for the main income for the household as a whole.

Income is one important component of any measure of access to social and economic resources such as education, health, good housing facilities and so forth. Therefore, the information collected from this question would provide further understanding of the status of the households and its members.

HH3.1 In the last 12 months, what is the main source of income for your household?

This question aims to identify the main source of income for the household. A household can have more than one type of source of income but the questions is asking for the main source of income.

1. Regular salary – income earned by household member (s) from regular salary.
2. Income from own business - income from family business or a household member with her/his own family business. If it is a business of a family member but outside of this household it is not applicable in this section.
3. Sale of products (fish, handicrafts, agriculture etc) – income earned from selling of household products from fishing, agriculture and handicrafts.
4. Rental income from land lease – income earned from leasing of household land
5. Rental income from house rented out – income earned from household house rented out.
6. Remittances from anyone not in this household – Money received from anyone not in this household.
7. Pension or retirement fund – pension or retirement fund of a household member
8. Other (specify) - any other type of of reason that does not fall in one of the above categories.
9. None – this household has no income earned or received in the last 12 months.

HH3.1a How many household members received a regular salary in the last 12 months?

This is a followup question from HH3.1 if selected code 1 main source of income is regular salary to identify how many household members that make a regular salary. Enumerators to write the number provided by responded, a respond that proveds a zero is impossible.

HH3.2 In the last 12 months, did this household receive money or goods from anyone not in the household?

1. No – Household did not receive money or goods in the last 12 months. *After selection skip to HH3.3*

2. Yes, from within the country only – Households that received money or goods from friends or relatives within Tonga. *After selection skip to HH3.2b*
3. Yes, from outside the country only - Households that received money and goods from friends or relatives outside of Tonga.
4. Yes, both within and outside the country - Households that received money or goods from friends or relatives within Tonga also from outside of Tonga.

HH3.2a Is the main source of remittances from temporary labour mobility scheme in Australia or New Zealand?

For households that received money or goods from overseas in the last 12 months. This question aims to capture if the person sending money or goods, is earning income from a job that he/she got in the temporary labour mobility scheme.

Select "1" if the money is income earned from a temporary labour mobility scheme employee, if not select code "2"-No.

HH3.2b How often?

This question continues from HH3.2 and HH3.2a to identify how many time does this household receive remittances. Select code accordingly to response provided.

1. Every 2 weeks
2. Every month
3. Every 2 - 3 months
4. Twice a Year
5. Once a year
6. Occasionally – remittances send to the household on occasion such as birthdays, wedding, funeral, mothers' day.

Temporary Labour Mobility

HH3.3 Has any member of this household ever been employed in a temporary labour mobility scheme in Australia or New Zealand?

This question is similar to question **ID10.14 in the individual form**. It aims to identify any member in the household that were employed in the PLS programme at any given point of time. Enumerators are to **follow the instruction and responses in ID10.14** with the understanding that this question has no time reference.

HH3.4 Has any member of this household been employed in any temporary labour mobility scheme in Australia or New Zealand at any time since January 2020?

This question is similar to question **ID10.14 in the individual form**. It aims to identify any member in the household that were employed in the PLS programme since January up to now November 2021. Enumerators are to **follow the instruction and responses in ID10.14** with the understanding of the specific time reference.

HH3.5 Has any member of this household achieved any one of these goals because of participation in temporary labour mobility scheme in Australia and New Zealand?

This question continues from question HH3.3 when the household did confirm there was/is a member in the household that join the temporary labour mobility scheme. This question wants to identify if the households were able to buy or pay for these goods and services from the opportunity provided in the labour mobility scheme. The listed below.

This is a multiselect question, enumerators are to read out the list and select all answers provided.

1. Purchase land allotment – Able to buy land regardless of the size of the land and its purpose.
2. Built/renovated home – Built a new house or renovate existing home
3. Purchase vehicles – Buy a vehicle regardless if secondhand or brand-new vehicle.
4. Pay school tuition – Pay for any school tuition regardless of what level of school, whether university, high school etc.

5. Started a business – Able to start a business whether it's a household business or someone in the household started a business with this money.
6. Provide for family daily needs – These are groceries shopping, monthly expenses (electricity, water)
7. Other (specify) - any other type of spending that does not fall in one of the above categories.

HH3.6 In the last 12 months, has any member of the household experienced any social problem because a household member participated in temporary labour mobility schemes in Australia or New Zealand?

This question continues from question HH3.3 when the household did confirm there was/is a member in the household that join the temporary labour mobility scheme. This question wants to identify if the households faced any social problems due to household member being away from this household because of being part of the temporary labour mobility scheme.

Select code "1" – Yes if the household face social problems, if the household did not select code "2" - No.

Section 4. Household Children Deprivation

The next questions are asked about all the children age 0-14 living in this household. It is preferable that these questions are ask to a knowledgeable person of the household. Respondents are asked to think of all children living in the household when answering these questions. Cases may arise, however, where one child 'has' and one cannot afford or one 'doesn't want' and one cannot afford. In these cases, priority coding is necessary. The priority will ALWAYS be cannot afford, therefore in the above two examples, 'cannot afford' should have been coded. Following this, if one child 'has' and one 'doesn't want' interviewers should code 'doesn't want'.

Therefore, the priority order is: The variable holds for the whole group of children aged under 14 and above 1. Even if only one child does not have the item, the whole group of children in the household are assumed not to have the item. Even if only one child does not have the item because the household cannot afford it, then the answer category should be "No, because the household cannot afford it".

HH4.1 Do children of this household have three meals a day? If no, why not?

All children of the household don't have to eat their three meals at the same time; they don't have to share the same food. The three meals can be eaten at different time and/or place. Three meals a day should be understood as the breakfast, the lunch and the dinner. These meals can be either cooked or bought from restaurant.

The meal does not need to be cooked necessarily. If the children are able to have three meals a day, then select code "1" – Yes. If no then probe for what reason and select accordingly.

1. Yes
2. No, does not want - has money but does not want to have three meals a day.
3. No, cannot afford - does not have money to buy or make the three meals a day.

HH4.2 Do children of this household have celebrations on special occasions such as birthdays, Christmas or religious festival? If no, why not?

All children of the household are able to celebrate their birthday during the year. The birthday does not have to be extravagant to be included in this question, any form of celebration done by he family for the childrens birthday is included. It is also included if they are able to celebrate special occasions in the church similar to fakame including Christmas or new years. Again the celebration does not have to be extravagant, if its traditional or modern celebration it is included.

It does not necessarily mean they have to celebrate all occasions, but at least all children birthdays are celebrated and some special occasion. If they miss one birthday or combine two birthdays but mostly celebrate still select code "1" – Yes. If no then probe for what reason and select accordingly.

1. Yes
2. No, does not want - has money but does not want to celebrate the birthday or special occasions.
3. No, cannot afford - does not have money to celebrate birthdays and occasions

HH4.3 Do children of this household have fresh fruits and vegetable at least once a day? If no, why not?

This refers to having vegetables and/or fruits at least once a day. It can be taken as part of the meal or snack during the day. They can have this fruit or vegetable at any time of the day, as long as the fruits and vegetable are made available for the child to eat record it as yes, regardless if the children eat it or not.

1. Yes
2. No, does not want - has money but does not want or have time to buy the vegetables and fruits.
3. No, cannot afford - does not have money to buy fruits and vegetables.
4. No, not available – when the outer islands they want to buy fresh fruits and vegetables but is not sold or available where they live.

HH4.4 Do children of this household have a suitable place to study or do homework? If no, why not?

A suitable place to study or do homework, is defined as a space in the house with table and chair(s) that children use to study or do homework. If they study in their bedrooms with no tables or a chair this is counted as a no. If there is a room with a table but they sit on the floor this is counted as yes, they have a suitable place to study.

1. Yes
2. No, does not want - has money but does not want to buy table and chair for study room or spent money in renovation a room properly for the children study.
3. No, cannot afford - does not have money to afford buying the necessity to make a study room for children.

HH4.5 Do children of this household have books at home suitable for their age? If no, why not?

This refers to books owned by the households for their children, and not any books that had borrowed from the library or anywhere else. These books must also age-appropriate which parents are providing for the children. These are educational books for the development of the children, coloring books, puzzle books are also educational books appropriate for children age 0-3.

1. Yes
2. No, does not want – does not want suitable books for children
3. No, cannot afford – cannot afford suitable books for children

HH4.6 During the last 7 days, how many times per day does this household usually eat foods high in fat, such as corned beef, BBQ, fried chicken, mutton, or turkey tails etc?

Eating a diet high in fat can increase the risk of developing cancer, particularly cancers of the colon and breast. These questions can help study eating habits among households in Tonga.

"Time" in the response codes is interpreted as having chewed and swallowed any of these high in fat food, corned beefm BBQ, fried chicken, mutton (sipi), turkey tail (muipipii) etc. Any food that the respondent is knowledgeable that is high in fat.

Junk food are food also considered high in fat, if a respondent eats a whole packet of junk food that is considered a "one time" in this question. If the respondent finished one can, bottle of fizzy drinks that is considered "one time". Enumerators are expected to understand the question and response and select accordingly.

1. No food high in fat – Always eat healthy in the last 7 days.
2. Less than one time per day – Have food high in fats every other day during the last 7
3. One time per day - Finish a high fat meal, a packet of junk food a bottle or can of fizzy drink in one day.
4. Two times per day - Finish two high fat meals, a packet of junk food a bottle or can of fizzy drink in one day.
5. Three or more times per day - Finish three high fat meals, a packet of junk food a bottle or can of fizzy drink in one day.

Section 5. Household Members No Longer Living in the Household

This Section asks for those household members who are no longer living in the household for the last 12 months. Information collected from this section is important as we could determine the mortality indicators for those who have died as well those who have migrated internationally or locally for various reasons.

HH5.1 In the last 12 months, has any member of the household no longer living here?

For the respondent to identify if there were any members in this household that have lived here for 6 months or more but moved out to another country or locally in the last 12 months. This will identify if this household is applicable for the questions of this section or will move to the next section.

This question is also applicable to those that lived in this household but have passed away. This question also does not include those that are away from the household for a short period of time, for example to work in quarantine areas for 21 days. They are not counted in this section.

Select "1" – Yes if this household have usual household members that moved out in the last 12 months and continue to the following questions. If there were none select code "2" – No *and skip to the next section*.

HH5.2 How many household member(s) no longer living here?

Every question in this section will be asked to each person that moved out of the house. This question allows to identify the number of persons so each question can be asked individually. Simply record accurately the number of people that moved out in the last 12 months.

HH5.3 What is this person sex?

Sex: - Record "1" for Male and "2" for Female.

Do not try to guess the sex of this person from the name provided to you, as this can lead to mistakes. When a name is mentioned that can be both males and females, never use your judgement. Have the respondent confirm the sex.

HH5.4 What is this person's age?

Age of persons who no longer live in this household.

HH5.5 What is the reason for this person moving out?

Provided in this question are a list of reasons why the person moving out of this household.

1. Passed away – when that person passed away regardless of cause of death.
2. Employment – when the person got an employment opportunity that required him/her to move out of the household.
3. Education and Training – When a person left the household to pursue his/her studies in another country or a different island division.
4. Family reunifications – When a person left the household to reunite with family. This could be outside of Tonga, in another island division in Tonga etc.

5. Temporary Labour Mobility Scheme - When a person left the household for a job opportunity at seasonal work in Australia or New Zealand.
6. COVID-19 – persons no longer with household due to border lockdown or covid-19 related reasons
7. Forced Displacement – person as forced to move out of their household due to unforeseen disasters such as cyclone, fire, etc.
8. Resettlement – person moving out of household dues to buying of new house, land or settle in new area
9. Medical Reasons – The person moved outside of this household for medical treatment. For example, moved overseas for treatment, moved to a village close to Vaiola for medical treatments.
10. Missionary – persons that are away because they are currently working as missionary at the church, beliefs, community etc. For example, LDS missionaries moe kau faifekau fakakolo ‘a e ngaahi siasi
11. Other (specify) – any other type of reason that does not fall in one of the above categories.
99. Don't know – the respondent does not know the reason of moving out of the household.

HH5.6 What month and year did this person move out?

Provide the month and year this person moved out of this household. If the person moved out in February, this year. Then record 02 (month) 2021 (this year). Also provide in the same format for the month and year if that person passed away then *skip to the Electricity meter & GPS section*. The next question is not applicable for persons that passed away.

HH5.7 Where did this person move to?

If the person passed away this question is not applicable for them. For enumerators to record the village and island division if this person moved out of the household into another household inside Tonga. But if this person moved out of the country, enumerators are expected to record only the county this person moved to.

Section 6. Electricity Meter and GPS

This is the last section of the questionnaire which you have to do when you have completed interviewing the household. It allows you to take a photo of the household's electricity meter and capture the geographical location of the household.

Electricity Meter

HH6.1 Does this household have its own electricity meter?

This question allows to identify if the household has its own electricity meter. A house that has electricity but is connected to a different household's meter they will be recorded as No.

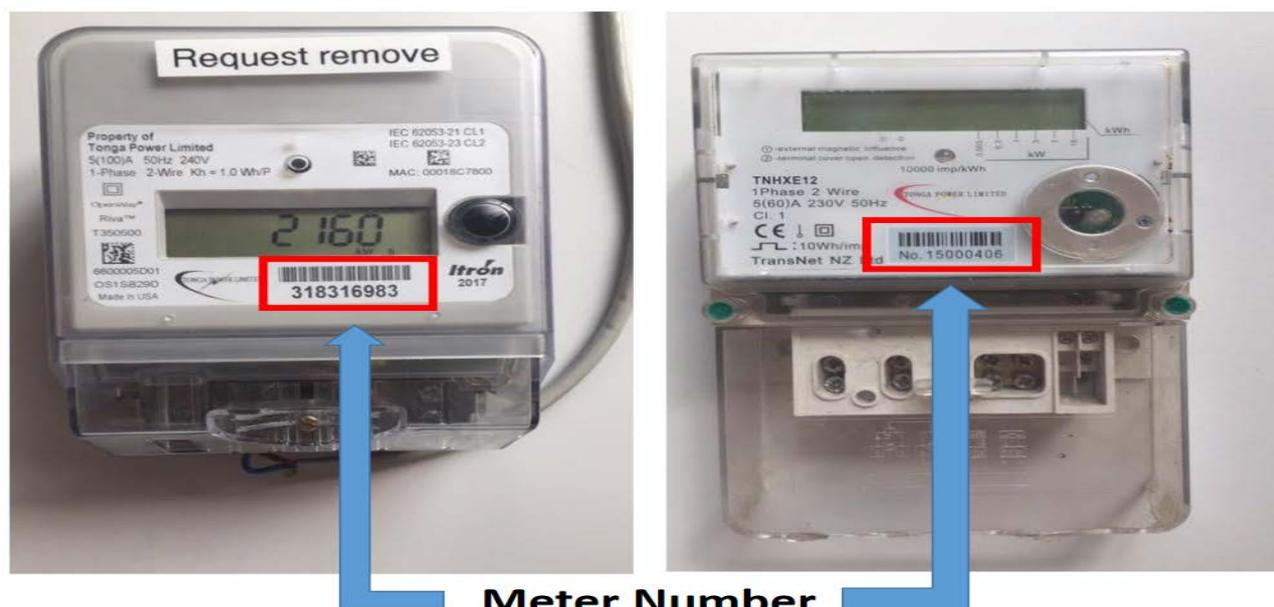
Select "1"- Yes if the household does have an electricity meter, if not select code "2" – No *and skip to HH7.2*.

HH6.1a How many electricity meter?

Record the number of electricity meter provided by the respondent.

HH6.1b Please can I take a photo of the electricity meter of this house?

Enumerators are expected to professionally ask permission to take a photo of the electricity meter of this household. Enumerators are to take photo of the whole electricity meter where the barcode is easily seen and not blurry. The safety of enumerator is also very important so make sure to take a clear photo from a good distance. The bar code is what we are interested in so make sure to take a good pic that includes the bar code.



Enumerators may face different scenario listed below; they are expected to follow as instructed.

- If this household has many electricity meters enumerators are expected to take a photo of all of them.
- When scenarios it is apartments with many electricity meters identify which meter belongs to which household and take picture of that meter. If it is impossible to determine which meter take picture of all meters in that apartment
- If the electricity meter is saved in a different name from the head of household or a household member, enumerator will record this name in the comment section.

HH6.2 Please can I take a photo of this house?

Enumerators are expected to professionally ask permission to take a photo of front of the house.

Enumerators must follow the instructions below for better photography of the household that can be utilized.

- Make sure the photo shows the whole house from the front, most of the house if it is not possible to capture the whole house.
- Take photo of the front of the house and make sure the front door or entrance can be seen
- For Apartment, take the photo of the entrance to the block. Each apartment in the building should have a photo each.
- For prison and hotels/motels, take the photo of the front entrance
- The supervisor should be able to identify this household by looking at the photo. This must be captured in the photo.
- Photo of just a wall or part of the house where the house cannot be identified by looking at it, must be rejected and enumerator are to retake a better-quality photo.
- Take the photo of the house at day time not at night time.
- Please refrain from taking selfies and/with household members as this uses up your data, battery and storage space in the tablet.

Please mark the location of the household in the map.

This is a geography question that has been included in the questionnaire to alternate the GPS question. Here the interviewer will manually locate the location of the household on an offline map that has been assigned.

A map will show after tapping on the '**Tap to edit area**' button. Click on **ACTIVE MAP** located on the left corner of the screen and a list of available maps will appear. Select the map of the CU where you are working in. A map of the CU will should appear.

To verify you are in the right area, click on the target button  to display your current location. A blue dot displayed on the map should appear on the screen if you are located within the map extent given the interviewer has selected the right map for the CU. If this is not the case a message should display that your location is outside the boundaries of the map.

To manually plot the household location on the map, point with your finger on the screen to the household location on the map and a red dot should appear on the map representing this location. click SAVE to record this location.

Please take a photo of the front of this household or institution.

This question allows you to take a photo of the house you have just completed interviewing. The following rules applies for taking the photo:

CHAPTER 14: Leadership of the Census Supervisor

14.1 Introduction

Good supervision is a critical part of the census process since the success of the census will to a large extent depend on the quality of data that will be collected from the field. It is important to put in place measures that will ensure the collection of good quality data and also achieve complete coverage. Therefore, the supervisors' role before, during, and after fieldwork is critical in the 2021 PHC. It is therefore important for CS to be on the field till the end of field work. CS are the first-level monitors on the field and for that matter must be on the field with their enumerators from the beginning till the end of the field work.

14.2 Main task of Census Supervisor (CS)

As a CS, your main task will be the supervision of a number of Enumerators, who will work directly under you during the Census. Enumerators' main assignment is to enumerate, during the Census period, all persons alive and all residential dwellings on Census Night in their EAs. It is your duty as CS to ensure that this assignment is carried out efficiently. To be effective as a CS, you must take note of the following:

14.2.1 Mastering the Field Officer's Manual

Every CE and CS has been given a copy of the Field Officer's Manual which contains detailed instructions on how CE should conduct the actual enumeration in the field. The instructions are preceded by general background information concerning Population and Housing Censuses. To supervise these CE and help them conduct the Census well, you must understand very clearly what the CE are being asked to do. This means that you must read and master the Field Officer's Manual before starting your supervisory work. It is only when you know the functions being performed by the CE very well that you will be able to help them when they approach you with their problems.

14.2.2 Commanding the Confidence of your Enumerators

You must always try to command the confidence of the CE who are working under you. Remember that you are their leader to whom they will turn whenever they come across any difficulties. If they have no confidence in your ability, they will always be reluctant to approach you with their problems. Your work as a CS will be challenging if CE find that you cannot help them to solve their problems.

14.2.3 Contacting the DCO in Case of difficulties

Whenever you are in any doubt concerning any part of your assignment, you must consult the District Census Officer (DCO). This officer should be able to help you overcome your difficulties.

14.2.4 Giving Approved Directives to the Enumerators

CE will be instructed on how they should conduct the enumeration. Do not confuse them by giving wrong directives. Whenever you are in doubt, explain to them that you are not sure yourself, and that you will obtain the necessary explanation from your DCO. It is always better to admit your uncertainty rather than to offer wrong answers.

14.2.5 Cooperating with the Enumerators

Throughout the census enumeration, you must cooperate with the CEs working with you. Remember that you are working as a team. If they fail, it means that you yourself have failed. If they succeed you will share the honours of success equally with them.

14.2.6 Completing Enumeration in the Supervisory Area (SA)

You and your CEs will have to work outside the normal working hours during the enumeration period. You should work as hard as you can to complete your assignment during the enumeration period. If you cannot complete it on time, report the matter as soon as possible to your DCO. But, under **NO** circumstance should you stop before completing enumeration in the whole SA. Your work will be considered incomplete if ALL the EAs assigned to you have **NOT** been completed. Working hours will not be fixed for you because, in many cases, you may have to work at very odd periods. Remember that you are performing an invaluable national service. Encourage each of your CEs to perform their best in order to finish within time.

14.2.7 Ensuring that Enumerators check their Census Unit (CU) boundaries

Before listing of residential dwellings, CEs should check their CU boundaries. You should help them read their maps and find the boundaries of their CUs on the ground. You should accompany all the CEs during the checking of boundaries. Try to go in groups of two or three, so that neighbouring Enumerators know their common boundaries and agree on them. If during the field check of the boundaries, you come across any discrepancies or errors, which you cannot resolve yourself, seek the advice of your (DCO). You must ensure that the checking is carried out thoroughly, and if necessary, more than one visit should be arranged. It is important to do all you can to ensure that CEs have a thorough knowledge of the location of boundaries as well as the areas in which they will be working.

14.2.8 Completing the Field Supervisor's Materials Receipt Form

You must complete the appropriate part of the Field Supervisor's Materials Receipt Form whenever you receive any materials from your DCO, who will, in turn, do the same whenever you hand over any materials to him/her. Remember that some of these materials would have to be returned after the census period. These include:

- Tablets and accessories
- Census Unit map
- Listing Form
- Identity Card
- Vest
- Census Bag

You and all CEs under your supervision at the end of field work should submit to your DCO all the materials listed above who will then submit to the Census Coordinator. You must fill the appropriate form whenever you receive materials from your CEs and whenever you submit materials to your DCO for proper records keeping. Note that you will be surcharged for failure to submit all returnable items.

14.3 The role of the Census Supervisor during enumeration

The CS is expected to ensure that quality data are collected from the field by doing the following:

14.3.1 Keeping in touch with your Enumerators

To ensure a successful and complete enumeration, you should keep in constant contact with your CEs so that you check their work, encourage them and at the same time help them to resolve problems they may have. Know that you are their leader and note that your actions or inactions can affect the quality of data positively or negatively. Among your responsibilities are to:

- Plan for the execution of the Census in your SA;
- Ensure that you know your CEs by the time the enumeration starts;
- Ensure that your CEs are in the field and perform their duties as expected;

- Become familiar with the performance of your CEs;
- Be familiar with difficulties in each of the EAs and ensure that you visit the problematic areas, ASAP
- Ensure that each CE receives enough visits from you.

****NOTE: Please ensure the safety of enumerators especially female enumerators under your supervision during the fieldwork. You, the town officer and your enumerators should work together to ensure that census work is complete without putting anyone's life in danger.**

14.3.2 Maintaining effective control over enumeration

You need to maintain effective control over the enumeration. In this regard, you need to take all aspects of the work seriously and be confident on the job. When your Enumerators notice how conscientiously you approach your duties, they will also emulate you.

14.3.3 Conducting spot checks in your Supervisory Area (SA)

You are required to visit all your CEs in your SA. To do this, you need to plan and systematically execute the plan. These visits should be more regular after the start of field work and more attention should be devoted to CE you consider needed assistance or are in difficult areas.

What to do during field visits:

- As a supervisor, you should carry out thorough checks during enumeration. The aim is to limit errors as much as possible during enumeration. During field monitoring, ensure that the following activities are performed:
- Sit in and observe interviews, and be sure that the right translations and interpretations are being given to the questions.
- Check coverage of houses listed and members of households enumerated to ensure that no houses or persons have been omitted.
- Check to ensure that entries are consistent, i.e., they agree with each other and make sense.
- Check entries on the total number of persons enumerated in dwellings in the listing form with the entries on the questionnaires for corresponding dwellings.

14.3.4 Taking action after unsuccessful visits

CEs have been instructed that if after 3 visits no enumeration takes place, they must make a note of the house and report it to you. Whenever you visits/call on an CE, obtain all the houses which (s)he has not been able to enumerate (because of refusals or unavailability of respondents) after making several visits. Do not allow the CE to "write off" some households simply because he did not meet anybody to interview on such visits, he/she made. Remember every person must be enumerated. This means that you and the District or Town Officer must make every effort to contact every household during enumeration. Sometimes, visits may have to be done by you and the CE at odd times, e.g., early in the morning or late in the evening. Such visits could be very inconvenient but could help to achieve our goal. When you have exhausted all possible means of trying to contact a household in a particular dwelling, report to your DCO.

14.4 The role of the Supervisor after enumeration

After a CE has successfully completed the enumeration of all persons and dwellings in his/her assigned EA, the CS is required to collect tablets and accessories, EA maps, Completed Listing forms, Census Bag and Vests to your DCO. Only at the complete and safe returns of the census materials for all CE in your SA that your role as a CS has been fully completed.

CHAPTER 15: How to achieve complete coverage

15.1 Ensure complete coverage

The primary aim of the 2021 Population and Housing Census is to obtain a complete count of dwellings, households, and persons in Tonga. This means that all dwellings must be listed, all households and persons and other population groups such as institutional population, in your EA must be enumerated.

Therefore, ensure that:

- Each dwelling is listed on the listing form before enumeration.
- Within each dwelling unit in your EA, ensure that all households are identified and enumerated.

15.1.1 Households absent during listing but present on Census Night

The issue of some households being absent during the listing period but present on Census Night have widely been reported. If the said household is alone in a particular dwelling unit, that dwelling unit would have been recorded as vacant during the listing period. Once the household was present on Census Night, it is required of you to modify the listing information and enumerate the household.

15.1.2 Merging of households

Some field officers may claim to have listed all the households in the structure but may not have probed very well enough because either they did not explain the concept of household well to the respondents or the field officers did not understand the concept well, which normally result in merging of households. When this happens, though all the persons in the structure would have been listed, the unit of enumeration, which is the household, would have been compromised, resulting in under listing of the number of households in the structure.

For each identified household, you must enumerate all persons who qualify (i.e. were present on Census Night) as well as all dwellings. Make sure you also enumerate all new-born babies (born before 12:01 a.m. on Census Night). Remember to enumerate all those who were present on the Census Night but died after the Census Night.

