



# Interviewer training manual

Tokelau Census of  
Population and Dwellings  
Tuesday, 18 October 2011

Name:

## Using the interviewer training manual

This handbook contains a description of your job as an interviewer, along with explanations and definitions that you must fully understand before you begin the process of interviewing respondents.

It is important that the instructions in this manual are followed so that all interviews around Tokelau consistently follow the same procedures.

You must become familiar with your manual to learn how to find the answers you need. There will always be a lot of 'what ifs'. Dealing with these in a consistent way is essential to the collection of accurate statistics. If you are unsure about anything, ask during interviewer training.

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## Welcome from the Government Statistician

Welcome to the 2011 Tokelau Census team, and thank you for joining us.

On Tuesday, 18 October we will count around 1,500 people and 250 households.

It is a big and important job.

Information from the census helps determine how government funding is allocated in the community.

It can be used to help make decisions about which services are needed and where they should be located, such as medical clinics and schools. It also helps determine future water and electricity needs.

International organisations also use census information. This includes the Secretariat for the Pacific Community, the United Nations, and the New Zealand Government. These agencies monitor and fund Tokelau for specific projects, like the Millennium Development Goals.

Your role is vital in gathering this information. We rely on you to help us reach people, gain their trust, and ensure their participation.

My thanks once again for joining us and for helping to make the 2011 Tokelau Census an outstanding success.

Kele Lui  
**Government Statistician**

## 2011 Census Project Manager foreword

The census is an exciting and unique event that touches everyone in Tokelau. Welcome to the team, and thank you for joining us.

New Zealand has a special relationship with Tokelau. Statistics New Zealand has an obligation and a desire to develop a greater local understanding of statistics and promote their importance in Tokelau's future planning and policy development.

The core Statistics NZ project team that reports to me is Charlie Russell and Kiri Saul. The three of us are committed to the Tokelau census, and relish any opportunity to promote the importance and usefulness of census information.

The census team has worked hard to make the Tokelau census forms easier to understand for both interviewers and respondents.

Working on the 2011 Tokelau Census project is a special experience for the three of us, both professionally and personally.

I look forward to working with you all throughout the collection period. The 2011 Tokelau Census will inform us all about who Tokelauans are, and where they live. Thank you for joining us on this exciting project.

Michael Berry  
**Project Manager 2011 Tokelau Census**

# 1 Statistics New Zealand, the Tokelau Statistics Unit, and the 2011 Tokelau Census

## CHAPTER 1

Statistics New Zealand, the  
Tokelau Statistics Unit, and the  
2011 Census

## 1.1 Statistics New Zealand and the Tokelau Statistics Unit

Statistics New Zealand is New Zealand's national statistics office. Statistics NZ is helping the Tokelau Statistics Unit (TSU) carry out the 2011 Census.

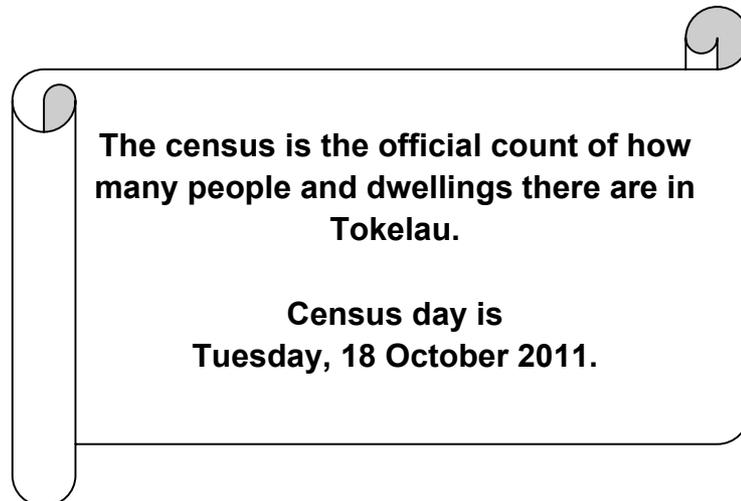
Statistics NZ has worked closely with the TSU in all phases of the 2011 Census.

New Zealand's Statistics Act 1975 lays down the duties and responsibilities of Statistics NZ, and Tokelau's Census Act 1961 governs the TSU in the running of the Tokelau Census.

For further information about Statistics NZ or the TSU, see:

- [www.stats.govt.nz](http://www.stats.govt.nz)
- [www.spc.int/prism/country/tk/stats/](http://www.spc.int/prism/country/tk/stats/)

## 1.2 What is the census?



Information from the census provides an overall view of the people of Tokelau and the places where they live.

Census information is used to plan vital public services, such as education, health, housing, and transport. It is also used to help understand how society changes over time.

The census is held once every five years. By law, everyone in Tokelau on census day must be counted in the census. Tokelau public servants and their immediate families are counted in Apia, Samoa, on census day.

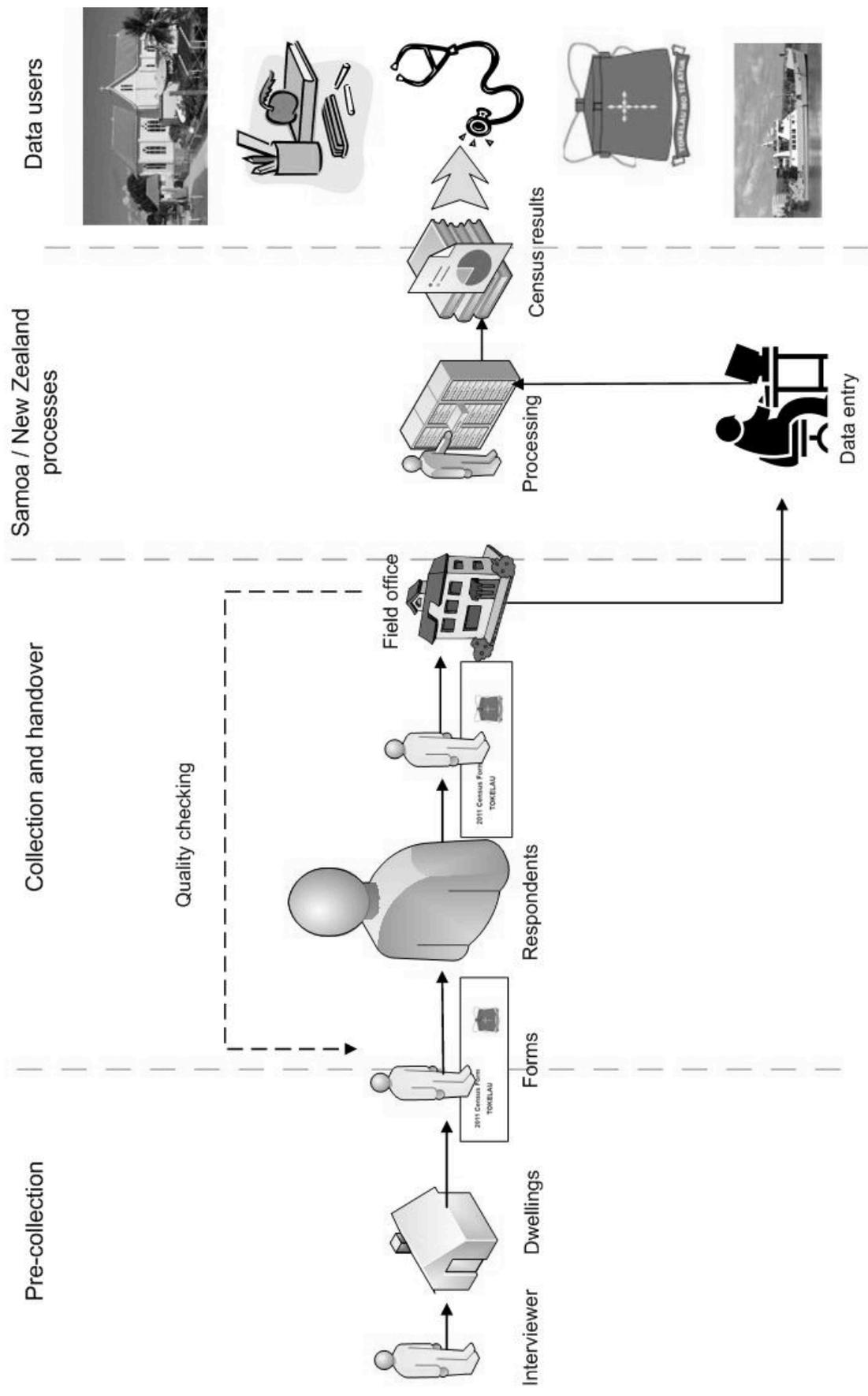


Figure 1.1 Overview of the 2011 Census process

### **1.3 Why is census information important and how is it used?**

Information from the census helps determine how government funding is allocated in the community.

It can be used to help make decisions about which services are needed and where they should be located, such as medical clinics, schools, as well as future water and electricity needs.

Census information is also used by international organisations. This includes the Secretariat for the Pacific Community, the United Nations, and the New Zealand Government. These agencies monitor and fund Tokelau for specific projects, like the Millennium Development Goals.

### **1.4 How is people's information kept confidential?**

Statistics NZ and the TSU are committed to protecting the confidentiality of the information we collect.

The information provided is protected by New Zealand's Statistics Act 1975 and Tokelau's Census Act 1961, and must be kept confidential and secure at all times. When census information is published, it must be in a way that cannot identify a person through their private details.

The only people who have access to personal identifiable information are those authorised by the Census Act 1961. You are one of these people as you have signed a declaration of secrecy. This means you cannot reveal to anyone else the personal information you have access to. If you do, you can be prosecuted.

The declaration of secrecy that you have signed is applicable for the rest of your life.

Other people with access to completed census forms are:

- supervisors, who check the forms out in the field
- data processors, who enter the data into the processing system
- the 2011 Census project team, who oversee the operation and perform quality checks.

### **1.5 Who is included in the census?**

#### **People in Tokelau on census day**

By law, every person in Tokelau on census day, Tuesday, 18 October 2011, must be counted in the census. This includes babies and visitors to Tokelau.

Each person in Tokelau on census day must be interviewed for the census.

### **People who are temporarily overseas**

People who are temporarily overseas will be counted. This includes the following:

- students who are attending secondary school overseas (eg Education Scholarship System students)
- people normally living in Tokelau who are travelling on official duties
- people who are away from Tokelau to get medical treatment either as:
  - medical patients under the Health Referral Scheme
  - private funded medical patients
  - family member(s), caregiver(s) or guardian(s) who have accompanied a medical patient overseas to get medical treatment
- people visiting other countries who are away for less than 12 months.

People from Tokelau who work at the National Tokelau Public Service (TPS) office in Apia, Samoa, and their immediate family members (spouse, and/or children), do not need to be included as absentees as they will be counted in Samoa.

## **1.6 What are the different populations counted in the census?**

### **The population counted on census day**

Everyone who will be in Tokelau on the night of Tuesday, 18 October 2011 will be counted. This includes anyone on the MV *Tokelau* (or other transport boat) and temporary visitors to Tokelau.

By law, every person in Tokelau on census day, Tuesday, 18 October 2011, must be counted in the census. This includes babies and visitors to Tokelau.

Each person in Tokelau on census day must be interviewed for the census.

### **The usually resident population**

The usually resident population count is different from the population counted on census day. The usually resident population is made up of all the people who normally live in Tokelau. This includes people who are present on census day, and those who were temporarily overseas.

To be counted in the usually resident population, people must:

- have lived in Tokelau for three months or more
- not be away from Tokelau for more than 12 months.

### **Visitors to Tokelau**

Short-term visitors to Tokelau are not included in the usually resident population count (eg the team from Statistics NZ). However, they are included in the census day count.

## 1.7 What does the census form ask?

The census form is in five parts:

- part 1
  - identifies the island the respondent lives in and creates a unique identification code for their home
  - this section is completed by the interviewer
- part 2
  - a list of all the people present in the dwelling on census night
  - this is answered by the head of the household
- part 3
  - questions H1 to H20 are about the respondent's dwelling and household
  - these questions are answered by the head of the household
- part 4
  - questions Q1 to Q46 are for the individual occupants of the dwelling
  - these questions are answered by each individual, or the head of the household if someone is unable to answer
- part 5
  - questions A1 to A7 are about absentees, that is, people who usually live in the dwelling but are not there on census night
  - these questions are answered by the head of the household.

## 1.8 Why are the questions in the census asked?

### **Questions about the houses people live in**

These questions are about the different types of houses people live in and the facilities they have available at their houses. These questions are important because they measure the quality of housing in Tokelau, and how housing needs change over time. It is important to find out about resources households are using, such as water and electricity, to help plan for the future.

### **Questions about where people are on census night and where they have lived**

Information about where people live and have lived helps to measure the migration and movements of people in and out of Tokelau. This helps to project future population numbers. These questions also measure how many people are visiting Tokelau from overseas.

### **Questions about peoples' name, address, age, and sex**

These questions are the main reason why we hold a census. Names are needed to ensure we count everyone on census day, as well as to ensure people have been grouped correctly into households and families. Age and sex are key population indicators. They determine the structure of the population and help to estimate fertility and mortality. This information is also used to help project future change.

### **Questions about peoples' ethnic origin, religion, and citizenship**

These questions help people understand the differences and similarities between groups of people living in Tokelau. Different groups sometimes have different needs, and knowing about these groups ensures that people receive the support and services they need, e.g. from government or community groups.

### **Questions about peoples' education, qualifications, work, and literacy**

Employment, education, and literacy are important measures of living standards and the educational needs of the Tokelauan people. Information about the work people do is useful for measuring paid employment, growing job opportunities, and showing how people's work and day-to-day activities contribute to their community, and to Tokelau.

### **Questions about fertility and children**

Information about fertility and children is used to help project changes in the population of Tokelau. It is used to calculate how many people are expected to live in Tokelau in the future. It also helps the government and community to plan and allocate resources, such as those for health and education services.



## 2 2011 Tokelau Census form

**CHAPTER 2**  
2011 Census form

## 2.1 Chapter summary

This chapter has described four key tasks that an interviewer must be able to remember and perform as an interviewer. These are:

1. how and when to attach ID stickers
2. how and when to mark a dwelling as private or non-private
3. how and when to use a continuation form
4. how you can keep track of respondents as you mark their responses in the forms.

## 2.2 What does the form look like?

This section shows what the front cover of the form looks like.

There are two very important things you need to know about the front cover. You must:

- place an ID label in the space indicated
- indicate if the dwelling is private or non-private

Figure 2.1 2011 Census form

 <p><b>TOKELAU STATISTICS UNIT</b></p>	
<p><b>Pepa Fehili mo TOKELAU</b>          Tuhiga Igoa a Tokelau 2011 mo te Aofaki o Tagata ma na Fale Aho Lua, 18 Oketopa 2011</p>	<p><b>TOKELAU Form</b>          2011 Tokelau Census of Population and Dwellings          Tuesday, 18 October 2011</p>
<p><i>Ko to fakatahi ki te tuhiga igoa e manakomia i lalo o te tulafono, e tuha ai ma te Tulafono mo na Tuhiga Igoa 1961.</i></p> <p><i>Ko na fakamatalaga o te tuhiga igoa e taua lahi lele mo te peleniga o na tautuaga taua mo tagata lautele e ve ko na akoga, ola malolo, fale, ma felakuakiga. E mafai foki ke fehoahoani ke fakamatala mai ai na huiga ki na nofonofoga mai te ia taimi ki te ia taimi.</i></p> <p><i>Ko te malu puipuia o na fakamatalaga e tau tonu kia te koe e puipuia e te tulafono. Oioti lava na tino e fakataga ke kikila ki tau pepa fehili ko ki latou e fakamafai e te Tulafono mo na Tuhiga Igoa 1961 ma ki latou kua hainia te tautoga mo te puipuia o na fakamatalaga.</i></p> <p><i>Ko tagata e i luga o Tokelau i te po o te tuhiga igoa Aho Lua, 18 Oketopa 2011 e tatau ke faitau. Ko na tino Tokelau e faigaluega i te Kaufaigaluega Tautua a Tokelau i Apia, Samoa ma o latou kaiga tafapili e faitau foki.</i></p>	<p><i>Participation in the census is required by law, according to the Tokelau Census Act 1961.</i></p> <p><i>Census information is used to plan vital public services, such as education, health, housing, and transport. It is also used to help understand how society changes over time.</i></p> <p><i>Your privacy is protected by law. Only people authorised by the Census Act 1961 and who have signed a declaration of secrecy can see your form.</i></p> <p><i>Everyone present in Tokelau on census night Tuesday, 18 October 2011 must be counted. Tokelau Public Service employees and their immediate family members in Apia, Samoa are also counted.</i></p>
<p>Tuatahi / kogafenua o tenei fale:          Address / location of this dwelling:</p> <div style="border: 1px dashed black; padding: 20px; width: fit-content; margin: 10px auto;"> <p style="text-align: center;">Fakapikipiki te fakailoga i kinei              Attach sticker here</p> </div> <p style="text-align: right; border: 1px solid black; padding: 2px;">Place the ID sticker here</p>	
<p>Ko te fale nei e koe lava pe e he o koe? Fakamolemole lio mai he tali e fokotahi:          Is this dwelling private or non-private? Please circle one of the following:</p> <div style="display: flex; justify-content: center; gap: 20px;"> <div style="border: 1px solid black; border-radius: 50%; padding: 5px; text-align: center;">             E O OKU              PRIVATE         </div> <div style="text-align: center;">             E HE E O OKU              NON-PRIVATE         </div> </div> <p style="text-align: right; border: 1px solid black; padding: 2px;">Use a circle to mark if a dwelling is private, or non-private</p>	

## 2.3 ID stickers

The forms for each household require a unique identification number. You will be provided with a supply of identification stickers (ID stickers).

### The sticker

Each atoll will have a different colour sticker.

For each household there are three stickers with identical ID numbers on them.

The ID number in the example below is shown as 'ID xx XXXX'.

- ID stands for identification
- xx relates to the first two letters of the atoll name
- xxxx is the randomly assigned number for each house.

**Figure 2.2 ID sticker**



### The first ID sticker

The first sticker is to be stuck on the cover page of the census form in the space indicated in figure 2.1. Once the sticker is in place, it should look like figure 2.3.

### The second ID sticker

The second sticker should be stuck to the door or the door frame of the house being interviewed.

The household must leave the sticker in place until 25 October 2011. They are free to remove the sticker from this date. The sticker is placed on dwellings so that it is clear that each house in the village has been counted.

### The third ID sticker

The third ID sticker is used in cases where a continuation form is needed (see section 2.5).

- if a continuation form is required, it should be stuck on the cover page of the continuation form

- if no continuation form is required, the third sticker should be handed back to the field office where it will be destroyed.

**Figure 2.3 ID sticker attached to form**

Tuatahi / kogafenua o tenei fale:  
Address / location of this dwelling:

2011 Tokelau Census  
ID xx XXXX  
Please do not remove this label until after 25 October 2011  
 census |

## 2.4 Non-private dwellings

A non-private dwelling is an establishment in which a number of generally unrelated people live. Non-private establishments usually have common cooking and dining facilities. Such dwellings include institutions and group-living quarters.

Non-private dwellings in Tokelau include the following:

- hospitals
- guest houses
- boats (ie MV *Tokelau*, *Lady Naomi*, or *Samoa Express*).

## 2.5 Number of people at a dwelling

### Household with up to six people

Each form has enough room on it to record the information for up to six respondents.

### Households with more than six people

If more than six people live in a dwelling, use a second form to enter their information. The second form then becomes a **continuation form** for the dwelling.

When completing a continuation form, you **only** need to fill in the individual questions. Do not complete the other sections of the form; cross them out to ensure you don't fill them in by mistake (see section 2.6).

## 2.6 How to mark responses on the forms

Use a line like the one in figure 2.4 to mark the respondent's answer to each question.

If you make a mistake, scribble the wrong answer out, and mark the correct answer as shown in figure 2.5

**Figure 2.4 How to mark a response**

H1	Hea te itukaiga fauhaga e fau ai te fale lahi? What type of structure is the main building?	1 <input checked="" type="radio"/> Tokelauan fale 2 <input type="radio"/> European-style house 3 <input type="radio"/> other (eg mixed). <i>Specify:</i> <input type="text"/> <input type="text"/>
----	--	--

**Figure 2.5 How to correct a mistake**

H1	Hea te itukaiga fauhaga e fau ai te fale lahi? What type of structure is the main building?	1 <input checked="" type="radio"/> Tokelauan fale 2 <input checked="" type="radio"/> European-style house 3 <input type="radio"/> other (eg mixed). <i>Specify:</i> <input type="text"/> <input type="text"/>
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## 2.7 Does everyone answer every question?

Not everyone in the dwelling has to answer every question on the individual form. To help you keep track of which column you should be marking the answers in, use a **strikethrough** to cross-out questions that are not relevant to a person. See figure 2.6.

Figure 2.6 Using a strikethrough

		Respondent 1	Respondent 2
Q18	<p>Ko hea te tuhi pahi pito maualuga o ( ... ) na maua ina akoga?</p> <p><i>Matau ko te fehili tenei e fakafehili otoi agai ki na tuhi pahi ina akoga maualalalo ma na akoga tulaga lua. Ko na tuhi pahi na maua i tua mai e fakafehili ite fehili Q21.</i></p> <p><i>Tino fai fehili: tauhaga 0 = form 2.</i></p> <p>What is the highest certificate or qualification that ( ... ) has gained at school?</p> <p><i>Note this question is asking about primary or secondary school qualifications. Qualifications gained after school are asked about in question 21.</i></p> <p><i>Interviewer: year 0 = form 2.</i></p>	<p>1 <input type="radio"/> no school qualification</p> <p>2 <input type="radio"/> primary / year 9 certificate</p> <p>3 <input type="radio"/> Leaving Certificate</p> <p>4 <input type="radio"/> School Certificate</p> <p>5 <input type="radio"/> University Entrance</p> <p>6 <input type="radio"/> other school qualification. Specify:  <input type="text"/></p>	<p>1 <input type="radio"/> no school qualification</p> <p>2 <input type="radio"/> primary / year 9 certificate</p> <p>3 <input type="radio"/> Leaving Certificate</p> <p>4 <input type="radio"/> School Certificate</p> <p>5 <input type="radio"/> University Entrance</p> <p>6 <input type="radio"/> other school qualification. Specify:  <input type="text"/></p>
<p>Q19 FAKAAUUAU OIOTI MO NA TINO KUA TAKI 15 TAUHAGA TE MATUTUA PE OVA ATU E MAHANI LAVA NONOFO I TOKELAU</p>			
Q20	<p>Na aoga pe na taukave ni koleniga ma ( ... ) ihe tahi aoga maualuluga e kehe mai ma na aoga maualalalo ma na aoga tulaga lua?</p> <p>Has ( ... ) undertaken any studies or training in an institution other than a primary or secondary school?</p>	<p>1 <input type="radio"/> yes → go to Q21</p> <p>2 <input type="radio"/> no → go to Q22</p>	<p>1 <input type="radio"/> yes → go to Q21</p> <p>2 <input type="radio"/> no → go to Q22</p>
Q21	<p>Ko hea te tuhi pahi pito maualuga o ( ... ) talu mai te teka ma na akoga?</p> <p>What is the highest qualification ( ... ) has completed since leaving school?</p>	<p>11 <input type="radio"/> still studying for the first post-school qualification</p> <p>12 <input type="radio"/> bachelors degree</p> <p>13 <input type="radio"/> post-graduate degree</p> <p>14 <input type="radio"/> other university qualification. Specify:  <input type="text"/></p> <p>15 <input type="radio"/> trade certificate. Specify:  <input type="text"/></p> <p>16 <input type="radio"/> nursing certificate / diploma</p> <p>17 <input type="radio"/> other post-school qualification. Specify:  <input type="text"/></p>	<p>11 <input type="radio"/> still studying for the first post-school qualification</p> <p>12 <input type="radio"/> bachelors degree</p> <p>13 <input type="radio"/> post-graduate degree</p> <p>14 <input type="radio"/> other university qualification. Specify:  <input type="text"/></p> <p>15 <input type="radio"/> trade certificate. Specify:  <input type="text"/></p> <p>16 <input type="radio"/> nursing certificate / diploma</p> <p>17 <input type="radio"/> other post-school qualification. Specify:  <input type="text"/></p>
Q22	<p>Ko hea te tulaga tau fakaipoipo pe ko te nofo kaiga o ( ... ) ite taimi nei?</p> <p>What is ( ... )'s current marital status?</p>	<p>1 <input type="radio"/> never married</p> <p>2 <input type="radio"/> married</p> <p>3 <input type="radio"/> separated</p> <p>4 <input type="radio"/> divorced</p> <p>5 <input type="radio"/> widowed</p>	<p>1 <input type="radio"/> never married</p> <p>2 <input type="radio"/> married</p> <p>3 <input type="radio"/> separated</p> <p>4 <input type="radio"/> divorced</p> <p>5 <input type="radio"/> widowed</p>

A respondent less than 15 years of age only needs the first 18 questions. Use a strikethrough to cross-out the other questions on the form.



### 3 Counting the population



### 3.1 Your enumeration kit

Your enumeration kit has the items that you will need to take with you when you count people and households.

Before you leave for your first household, ensure you are familiar with all the items needed for your enumeration kit:

- map of your area
- census forms
- collector identification card
- ID stickers
- pens
- this handbook (carry it with you for quick reference)
- blue collector bag for carrying everything.

### 3.3 The interviewer bag

Inside the interviewer bag there are two large compartments. See figures 3.1 and 3.2.

- You should start the day by placing all of the fresh unused forms in one of the large compartments, leaving the other side empty.
- As you complete the interviews for a household, place the completed forms into the other large compartment.
- The internal small compartment can be used to store this manual, as it will come in useful during the day.
- The small external compartment should be used to store your supply of pens and any other stationary supplies.

### 3.4 Identify yourself clearly

- Wear your collector ID badge in an easy to see place.
- Use the blue collector bag provided.

### 3.5 Quality checks

Your district supervisor will make several quality checks, including accompanying you during an interview early on census day. This is part of overall quality management, and to ensure that you are following correct procedures and are not experiencing any difficulties.

### 3.6 Confidentiality and security

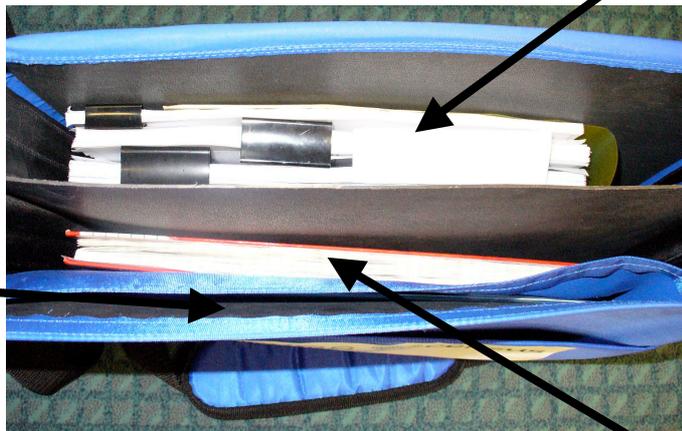
Remember that you are required to keep all census materials secure, and all information confidential at **all times**.

**Figure 3.1 The interviewer bag**



Start the day with all of your unused forms in one compartment.

**Figure 3.2 Packing the interviewer bag**



At the beginning of the day this compartment should be empty. Place completed forms here.

Store your interviewer manual here.

Note: It is important to store completed forms **separate** to blank forms. You do not want to pull out an already completed form in front of a respondent as this could breach people's right to privacy and confidentiality.

## 3.2 The interviewing process

There is a lot of information in this booklet, but the process should be easy. Here is a quick checklist of what you, the interviewer, should do, and in what order you will need to do it:

1. Locate a house / fale that is in your interviewer area.
2. Approach the house / fale and speak to an adult, tell them why you are there.
3. Ask the head of the household or other adult who is present in the house on census night to fill in the back of the census form.
4. Interview the head of the household or another adult using the dwelling section of the form.
5. Interview each resident of the house / fale with the individual section of the form.
  - a. Remember that adults should answer on behalf of children less than 15 years of age.
  - b. If someone is not home, the head of the household or another adult can answer on their behalf, or if they are nearby, see if they can come back quickly to be interviewed.
  - c. Use a strikethrough to mark questions that are not applicable to a respondent.
6. Stick an ID sticker on the census form and on the continuation form (if one has been used), and indicate if it is a private or non-private dwelling.
  - a. If you used a continuation form, tuck it inside the front page of the household's form.
7. Ask permission to stick the ID label on the house / fale, and then stick it on the door or door frame.
  - a. We will use this sticker to double check that people have been counted.
8. Thank the people and go to the next house / fale.
9. When you think you have finished interviewing the people from each house / fale, double check that you have gone to all of the dwellings assigned to you.
10. Report back to your District Supervisor.

## 3.7 Doorstep introduction

### The introduction

Malo / Hello,

I am [your name] from the Tokelau Statistics Unit and Statistics New Zealand.

I am here to interview your household for the 2011 Tokelau Census.

Today is census day and all people in Tokelau must be interviewed.

Census information is needed for planning services, and is used to understand our people.

Participating in the census is required by law. All the information you and your

household members provide will be kept confidential by the Tokelau Statistics Unit and Statistics New Zealand.

Can I please speak to the head of the household, or another adult, to find out who will be staying the night at this fale.

### **Practise**

Practise your doorstep introduction from above to ensure you feel confident when interviewing households.

### **On the doorstep**

1. Introduce yourself, ask to speak to the head of the household.
2. Explain you are there to interview the household as part of the census.
3. Indicate on the form if you are at a private or non-private dwelling and attach the appropriate sticker.
4. Explain that there are three sections in the form.

The first section is for the head of the household to answer and is about the main dwelling, and the household.

The second section is for everyone present in the household, and asks individual questions.

The third section asks questions about those who are absent on census day.

5. Ask the respondent if there is somewhere you can sit while working through the census form.

### **Reluctant respondents**

You may come across people who do not want to participate in the census and who will not let you interview them.

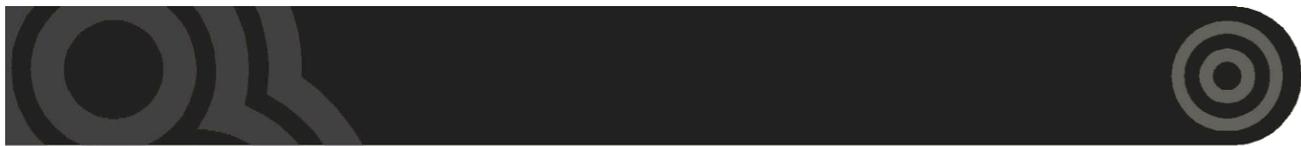
Listen to why they do not want to take part as they may be willing to participate once they have aired their views.

Try friendly persuasion and point out the purpose and benefits of the census. Let them know that Statistics NZ and the TSU do not identify information about individuals or their families.

If the person refuses to take part you should immediately inform your district supervisor who will become responsible for interviewing that household.



## 4 Questions in the 2011 Tokelau Census



**CHAPTER 4**  
Questions in the 2011 Census

## 4.1 Who is here on census night

KO AI TE IGOA O TE TINO TAUTOKATAHI E I LOTO O TENEI FALE I TE PO O TE TUHIGA IGOA?

WHAT IS THE NAME OF EACH PERSON PRESENT IN THIS HOUSE ON CENSUS NIGHT?

Numela o te tino Respondent number	Igoa katoa Full name	Itukaiga Sex	Hokotaga ki te tino 1 / ulu o te kaiga Relationship to Respondent 1 (Reference person)
1			
2			
3			
4			
5			

### Information for this question

Special instructions for this page	None.
Who needs to answer this question	Head of household, on behalf of those not present in the dwelling on census day who usually live there.
Allow multiple responses	Not applicable.
Read out all response options	Yes.
Routing instructions	This should be completed at the door step, with the head of the household.
Definitions	'Head of household' is the person who has answered questions about the dwelling, on behalf of the household.
Inclusions and exclusions	Give information for all the people who will be spending census night in this house.
Why we ask this question	The information from these questions allows us to analyse the composition of households and families. With this information we can also make sure we have counted every person in each family in Tokelau on census day. There is a lot of information in this booklet, but the process should be easy. Here is a quick checklist of what you, the interviewer, should do, and in what order you will need to do it:

## 4.2 Dwelling questions

Questions H1 to H20 are about the respondent's dwelling and household. The head of the household answer these questions

### H1: Type of structure

H1 Hea te itukaiga fauhaga e fau ai te fale lahi?  
What type of structure is the main building?

- 1  Tokelauan fale  
2  European-style house  
3  other (eg mixed). *Specify:*


#### Information for this question

Special instructions for this question	None.
Who needs to answer this question	Head of household or another adult on behalf of the whole household.
Allow multiple responses	No.
Read out all response options	Yes.
Routing instructions	Go to H2.
Definitions	'Main building' is the structure in which the people in this household sleep.
Inclusions and exclusions	Not applicable.
Why we ask this question	With information on the type of structure people live in, we can assess the quality of housing in Tokelau. In combination with other variables, we can also determine how housing needs change over time.

## H2: Primary flooring material

<p><b>H2</b>   Hea te itukaiga fola e lahi fola ai te fale lahi?</p> <p>What is the primary flooring material of the main building?</p>	<p>1 <input type="radio"/> concrete</p> <p>2 <input type="radio"/> wood/timber</p> <p>3 <input type="radio"/> coral pebbles</p> <p>4 <input type="radio"/> other. <i>Specify:</i></p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-bottom: 5px;"></div> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>
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### Information for this question

Special instructions for this question	None.
Who needs to answer this question	Head of household or another adult on behalf of the whole household.
Allow multiple responses	No.
Read out all response options	Yes.
Routing instructions	Go to H3.
Definitions	'Main flooring material' is the material which covers most of the flooring in the main building – as described in H1.
Inclusions and exclusions	Not applicable.
Why we ask this question	Information on dwelling materials helps us to measure the quality of housing in Tokelau, and also to determine where further resourcing is required. It is also important in planning for health and natural disasters.

### H3: Primary roofing material

<p><b>H3</b>   Hea te itukaiga ato e lahi ato ai te fale lahi?</p> <p>What is the primary roofing material of the main building?</p>	<p>1 <input type="radio"/> corrugated iron</p> <p>2 <input type="radio"/> thatch</p> <p>3 <input type="radio"/> other. <i>Specify:</i></p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>
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#### Information for this question

Special instructions for this question	None.
Who needs to answer this question	Head of household or another adult on behalf of the whole household.
Allow multiple responses	No.
Read out all response options	Yes.
Routing instructions	Go to H4.
Definitions	Primary roofing material is the one material which makes up the majority of the outside roof of the main building – as described in H1.
Inclusions and exclusions	Not applicable.
Why we ask this question	Information on dwelling materials helps us to measure the quality of housing in Tokelau, and also to determine where further resourcing is required. It is also important in planning for health and natural disasters.

#### H4: Primary outer wall material

<b>H4</b>	<p>Hea te itukaiga puipui e lahi puipui ai te fale lahi?</p> <p>What is the primary outer wall material of the main building?</p>	<p>1 <input type="radio"/> concrete</p> <p>2 <input type="radio"/> wood/timber</p> <p>3 <input type="radio"/> other. <i>Specify:</i></p>	<div style="border: 1px solid black; height: 20px; width: 100%;"></div> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>
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#### Information for this question

Special instructions for this question	None.
Who needs to answer this question	Head of household or another adult on behalf of the whole household.
Allow multiple responses	No.
Read out all response options	Yes.
Routing instructions	Go to H5.
Definitions	Primary outer wall material is the one material which makes up the majority of the outside walls of the main building – as described in H1.
Inclusions and exclusions	Not applicable.
Why we ask this question	Information on dwelling materials helps us to measure the quality of housing in Tokelau, and also to determine where further housing resources are required. It is also important in planning for health and natural disasters.

## H5: Year main building was constructed

<b>H5</b>	<p>Ko anafea tena fau muamua ai te fale lahi?</p> <p>When was the main building first constructed?</p>	<p>1 <input type="radio"/> before 1970</p> <p>2 <input type="radio"/> 1970–1979</p> <p>3 <input type="radio"/> 1980–1989</p> <p>4 <input type="radio"/> 1990–1999</p> <p>5 <input type="radio"/> 2000 and after</p>
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### Information for this question

Special instructions for this question	The respondent should choose the range that includes the year in which the main building was first constructed.
Who needs to answer this question	Head of household or another adult on behalf of the whole household.
Allow multiple responses	No.
Read out all response options	Yes.
Routing instructions	Go to H6.
Definitions	Year main building first constructed is the year in which the main building structure (as described in H1) was first built. It is not asking about the year(s) where additions or renovations may have taken place.
Inclusions and exclusions	Not applicable.
Why we ask this question	This question combined with information from other dwelling type questions allows us to measure the adequacy and quality of housing in Tokelau. The year the dwelling was built is a good indicator of its quality. This information is useful for health and natural disaster planning.

## H6: Number of rooms

H6 E fia ia potu ite fale lahi?

*Faitau na potu moe, potu malolo, potu kai, potu hukehuke mtm.*

*Faitau na potu talaetae venei: potu kuka-potu malolo-potu kai ni potu e tolu.*

*Nahe faitaua na potu takele, tukutua, potu fai tagamea, poletito, pe potu teu koloa.*

How many rooms are there in the main building?

*Count bedrooms, kitchens, living rooms, dining rooms, studies etc.*

*Count open plan rooms like this: kitchen-lounge-dining is three rooms.*

*Do not count bathrooms, showers, toilets, laundries, hallways, or pantries.*

Print number of rooms

### Information for this question

Special instructions for this question	None.
Who needs to answer this question	Head of household or another adult on behalf of the whole household.
Allow multiple responses	No.
Read out all response options	Not applicable.
Routing instructions	Go to H7.
Definitions	A room is defined as a space in a dwelling that is used or intended to be used for habitation. Service areas such as bathrooms, toilets, and pantries do not constitute a room.
Inclusions and exclusions	<p><b>Count</b> bedrooms, kitchens, living rooms, dining rooms, studies, etc.</p> <p><b>Do not count</b> bathrooms, showers, toilets, laundries, hallways, or pantries.</p> <p><b>Note:</b></p> <ul style="list-style-type: none"> <li>Count open plan rooms like this: kitchen-lounge-dining as three rooms.</li> <li>The room does not need walls that go right from the floor to the ceiling of the house.</li> </ul>
Why we ask this question	Answers given on the number of rooms provide information about the amount of space in the dwelling, as well as additional information on the type and quality of housing in Tokelau. Measuring the standard of housing helps ensure it is appropriate to the communities' needs.

## H7: Toilet facilities

<p><b>H7</b> He itukaiga tukutua vehea te fakaaoga e te kaiga tenei?</p> <p>What toilet facility does this household use?</p>	<p>1 <input type="radio"/> tank flush – private, <b>inside</b> dwelling</p> <p>2 <input type="radio"/> tank flush – private, <b>outside</b> dwelling</p> <p>3 <input type="radio"/> tank flush – shared with other household(s)</p> <p>4 <input type="radio"/> other. <i>Specify:</i></p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-bottom: 5px;"></div> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>
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### Information for this question

Special instructions for this question	Mark the facility that the household uses most often.
Who needs to answer this question	Head of household or another adult on behalf of the whole household.
Allow multiple responses	No.
Read out all response options	Yes.
Routing instructions	Go to H8.
Definitions	Not applicable.
Inclusions and exclusions	Not applicable.
Why we ask this question	This is an important information source for health planners, to ensure that Tokelauan people are adequately facilities, and that health and safety requirements are being met.

## H8: Main source of drinking water

<p><b>H8</b> He auala vehea te lahi maua ai na vai inu a te kaiga?</p> <p>What is this household's <b>main</b> source of water for <b>drinking</b>?</p>	<p>1 <input type="radio"/> private household water tank</p> <p>2 <input type="radio"/> water tank – shared with other household(s)</p> <p>3 <input type="radio"/> other. <i>Specify:</i></p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>
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### Information for this question

Special instructions for this question	Mark the facility that the household uses most often.
Who needs to answer this question	Head of household or another adult on behalf of the whole household.
Allow multiple responses	No.
Read out all response options	Yes.
Routing instructions	Go to H9.
Definitions	Not applicable.
Inclusions and exclusions	Not applicable.
Why we ask this question	Information from this question is used to project future water resource requirements for Tokelau, and to measure the quality and availability of water to Tokelauan people.

## H9: Main source of water for personal washing

<p><b>H9</b> He auala vehea te <b>lahi</b> maua mai ai na vai <b>takele</b> a te kaiga?</p> <p>What is this household's <b>main</b> source of water for <b>personal washing/bathing</b>?</p>	<p>1 <input type="radio"/> shower facility – private, <b>inside</b> dwelling</p> <p>2 <input type="radio"/> shower facility – private, <b>outside</b> dwelling</p> <p>3 <input type="radio"/> shower facility – shared with other household(s)</p> <p>4 <input type="radio"/> other. <i>Specify:</i></p> <div style="border: 1px solid black; height: 15px; width: 100%; margin-bottom: 5px;"></div> <div style="border: 1px solid black; height: 15px; width: 100%;"></div>
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### Information for this question

Special instructions for this question	Mark the source of personal washing water that the household uses most often.
Who needs to answer this question	Head of household or another adult on behalf of the whole household.
Allow multiple responses	No.
Read out all response options	Yes.
Routing instructions	Go to H10.
Definitions	Not applicable.
Inclusions and exclusions	Not applicable.
Why we ask this question	Information from this question is used to project future water resource requirements for Tokelau, and to measure the quality and availability of water to Tokelauan people.

## H10: Main source of lighting

<p><b>H10</b> He auala vehea te <b>lahi</b> ola mai ai na moli o te kaiga?</p> <p>What is this household's <b>main</b> source of lighting?</p>	<p>1 <input type="radio"/> generator – community</p> <p>2 <input type="radio"/> solar</p> <p>3 <input type="radio"/> other. <i>Specify:</i></p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>
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### Information for this question

Special instructions for this question	Mark the one source of lighting that the household uses most often.
Who needs to answer this question	Head of household or another adult on behalf of the whole household.
Allow multiple responses	No.
Read out all response options	Yes.
Routing instructions	Go to H11.
Definitions	Solar lighting refers to electricity accessed through some form of solar panel power system. Natural sunlight coming into the dwelling is not counted as solar lighting.
Inclusions and exclusions	Not applicable.
Why we ask this question	The question provides planners with information on electricity resources used in Tokelau. Data users can use this information to determine where resources are required.

## H11: Main means of cooking

<p><b>H11</b> He auala vehea te <b>lahi</b> fakaaoga ke kuka ai na meakai a te kaiga?</p> <p>What is this household's <b>main</b> means of cooking?</p>	<p>1 <input type="radio"/> gas stove</p> <p>2 <input type="radio"/> kerosene stove</p> <p>3 <input type="radio"/> Tokelauan umu</p> <p>4 <input type="radio"/> other. <i>Specify:</i></p> <div style="border: 1px solid black; height: 15px; width: 100%; margin-bottom: 5px;"></div> <div style="border: 1px solid black; height: 15px; width: 100%;"></div>
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### Information for this question

Special instructions for this question	Mark the one cooking means that the household uses most often.
Who needs to answer this question	Head of household or another adult on behalf of the whole household.
Allow multiple responses	No.
Read out all response options	Yes.
Routing instructions	Go to H12.
Definitions	Not applicable.
Inclusions and exclusions	Not applicable.
Why we ask this question	The question provides planners with information on resources used in Tokelau for cooking. Government and Fono representatives can use this information to determine where resources are required.

## H12: Household rubbish collection

<b>H12</b> E ao na lapihi a te kaiga tenei e te kaufaigaluega a te nuku?  Is this household's rubbish collected by village workers?	<input type="radio"/> 1 all household rubbish collected → go to H14 <input type="radio"/> 2 some household rubbish collected <input type="radio"/> 3 no household rubbish collected
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### Information for this question

Special instructions for this question	Mark the option that best represents the way in which the respondent's household rubbish is collected.
Who needs to answer this question	Head of household or another adult on behalf of the whole household.
Allow multiple responses	No.
Read out all response options	Yes.
Routing instructions	Go to H13.
Definitions	Household rubbish includes all non-organic rubbish (e.g. cans, tins, plastic, glass, paper, and cardboard).  Do not include food and garden waste as household rubbish.
Inclusions and exclusions	Not applicable.
Why we ask this question	Information from this question can be used to measure health and environmental conditions in Tokelau, and also to determine where further planning is required.

### H13: Main way household waste is disposed

**H13** Ni auala vehea te tiaki ai na lapihi e he aoa e te kaufaigaluega a te nuku?

*Faitau uma na tali.*

*Fakataga mo ni tali e lahi.*

In which ways does this household dispose of rubbish not collected by village workers?

*Read out all response options.*

*Allow multiple responses.*

1  buried

2  burned

3  disposed of in garden / plantations and **not** buried or burned

4  disposed of at sea

5  other. *Specify:*


#### Information for this question

Special instructions for this question	Mark the ways in which this household disposes of rubbish. Mark all that apply.
Who needs to answer this question	Head of household or another adult on behalf of the whole household.
Allow multiple responses	Yes.
Read out all response options	Yes.
Routing instructions	Go to H14.
Definitions	Household rubbish includes all non-organic rubbish (e.g. cans, tins, plastic, glass, paper, and cardboard).  Do not include food and garden waste as household rubbish.
Inclusions and exclusions	Not applicable.
Why we ask this question	Information on this question can be used to measure health and environmental conditions in Tokelau, and also to determine where further planning is required.

## H14: Items owned by this household

<p><b>H14</b> Ni a ni mea e takua atu ite lihi tenei <b>koi lelei</b> e maua ite fale tenei, ni meatotino ea koe pe ni mea fakatahi ma he tahi kaiga?</p> <p><i>Faitau uma na tali.</i> <i>Fakataga mo ni tali e lahi.</i></p> <p>Does this household own, or partly own, any of the following items <b>in working order</b>?</p> <p><i>Read out all response options.</i> <i>Allow multiple responses.</i></p>	<p><input type="radio"/> radio</p> <p><input type="radio"/> cassette and / or CD player</p> <p><input type="radio"/> television</p> <p><input type="radio"/> video player and / or DVD player</p> <p><input type="radio"/> computer (desktop and / or laptop)</p> <p><input type="radio"/> freezer</p> <p><input type="radio"/> refrigerator</p> <p><input type="radio"/> washing machine</p> <p><input type="radio"/> sewing machine</p> <p><input type="radio"/> telephone</p> <p><input type="radio"/> traditional canoe</p> <p><input type="radio"/> aluminium boat</p> <p><input type="radio"/> outboard motor</p>
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### Information for this question

Special instructions for this question	Mark the facilities available to this household that are owned or partly owned by someone in the household, and are in working order.  If the household owns a combination fridge-freezer, mark both refrigerator and freezer.
Who needs to answer this question	Head of household or another adult on behalf of the whole household.
Allow multiple responses	Yes.
Read out all response options	Yes.
Routing instructions	Go to H15.
Definitions	Ownership or part ownership of an item means that the item either belongs to the household or ownership is shared with people from other households. The item must be <b>in working order</b> .
Inclusions and exclusions	Not applicable.
Why we ask this question	Ownership of specific items by a household can be used as an indicator of wealth and well-being, and a measure of the quality of housing.

## H15: Household access to Sky television

H15 | E iei he Sky TV ma te kaiga tenei? | <sup>1</sup>  yes  
 | Does this household have Sky television? | <sup>2</sup>  no

### Information for this question

Special instructions for this question	This question is asking whether the household has paid-for-access television. If the household has a Sky television decoder, but does not have a <b>current</b> paid subscription, they should answer no.
Who needs to answer this question	Head of household or another adult on behalf of the whole household.
Allow multiple responses	No.
Read out all response options	Yes.
Routing instructions	Go to H16.
Definitions	Sky television refers to pay-for-access television.
Inclusions and exclusions	
Why we ask this question	Access to services by a household can be used as an indicator of wealth and well-being of households.

## H16: Household access to the Internet

- H16** | E maua te Initaneti ite kaiga tenei?  
Does this household have access to the Internet?
- 1  yes, privately purchased access at this house
  - 2  yes, public access at Lotala or Fakafotu or Falefa
  - 3  no, no access to Internet

### Information for this question

Special instructions for this question	Answer this question for the primary way the household access the Internet.
Who needs to answer this question	Head of household or another adult on behalf of the whole household.
Allow multiple responses	No.
Read out all response options	Yes.
Routing instructions	Go to H17.
Definitions	Internet access means being able to access the Internet through the household or the council buildings.
Inclusions and exclusions	Not applicable.
Why we ask this question	Access to services by a household can be used as an indicator of wealth and well-being of households.

## H17: Number of pigs

<p><b>H17</b> E fia a koutou pua?</p> <p><i>Fitau na pua lava a te kaiga fakatahi ai ma na pua e fai fakatahi ma he tahi kaiga.</i></p> <p>How many pigs does this household own?</p> <p><i>Count pigs that are owned by the household as well as pigs where the ownership is shared with other households.</i></p>	<p><input type="text"/> <input type="text"/> <input type="text"/> TOTAL pigs</p>
<p>E fia ia pua fafine / tanoa?</p> <p><i>Mate mai kafai e he mautinoa te aofaki.</i></p> <p>How many of those pigs are female?</p> <p><i>Give an estimate if actual number is unknown.</i></p>	<p><input type="text"/> <input type="text"/> <input type="text"/> female pigs</p>

### Information for this question

Special instructions for this question	Count the number of pigs that are owned or partly owned by someone in this household. If the exact number of pigs (male and female) is unknown, ask the respondent to give a close, careful estimate to the nearest whole number.
Who needs to answer this question	Head of household or another adult on behalf of the whole household.
Allow multiple responses	No.
Read out all response options	Not applicable.
Routing instructions	Go to H18.
Definitions	Ownership or part ownership of an animal means that the animal either belongs to the household or ownership is shared with people from other households.
Inclusions and exclusions	Not applicable.
Why we ask this question	Information on the number of animals owned by a family or household can be used to indicate wealth, as well as the availability of food resources to families and households.

## H18: Number of chickens

<p><b>H18</b> E fia a koutou moa?  <i>Faitau oioti na moa e fakaaoaga ma meakai, e kau ai na moa e fofoa ai na fuamoa vena ma/pe kakano.</i></p> <p>How many chickens does this household own?  <i>Count only chickens that will be used for food, that is, eggs and / or meat.</i></p>	<p><input type="text"/> <input type="text"/> <input type="text"/> TOTAL chickens</p>
<p>E fia ia moa fafine / tanoa?  <i>Mate mai kafai e he mautinoa te aofaki.</i></p> <p>How many of those chickens are female?  <i>Give an estimate if actual number is unknown.</i></p>	<p><input type="text"/> <input type="text"/> <input type="text"/> female chickens</p>

### Information for this question

Special instructions for this question	Count the number of chickens that are owned or partly owned by someone in this household. If the exact number of chickens (male and female) is unknown, ask the respondent to give a close, careful estimate to the nearest whole number.
Who needs to answer this question	Head of household or another adult on behalf of the whole household.
Allow multiple responses	No.
Read out all response options	Not applicable.
Routing instructions	Go to H19.
Definitions	Ownership or part ownership of an animal means that the animal either belongs to the household or ownership is shared with people from other households.
Inclusions and exclusions	Not applicable.
Why we ask this question	Information on the number of animals owned by a family or household can be used to indicate wealth, as well as the availability of food resources to families and households.

## H19: Source of household income

<p><b>H19</b> E iei he tino ite kaiga tenei e maua ni ana tupe mai na auala ienei?</p> <p><i>Fakafia? Faitau na tali.</i></p> <p><i>Fakataga ke lahi ni tali.</i></p> <p>Does anyone in this household receive income from any of the following sources?</p> <p><i>Probe – how often? Read out options.</i></p> <p><i>Allow multiple responses.</i></p>	<table border="1"> <thead> <tr> <th></th> <th></th> <th>Weekly</th> <th>Fortnightly or monthly</th> <th>A few times a year or less often</th> </tr> </thead> <tbody> <tr> <td><input type="radio"/> regular TPS salary</td> <td>1</td> <td><input type="radio"/></td> <td>2 <input type="radio"/></td> <td>3 <input type="radio"/></td> </tr> <tr> <td><input type="radio"/> village worker wages</td> <td>1</td> <td><input type="radio"/></td> <td>2 <input type="radio"/></td> <td>3 <input type="radio"/></td> </tr> <tr> <td><input type="radio"/> monetary inati / other allowances</td> <td>1</td> <td><input type="radio"/></td> <td>2 <input type="radio"/></td> <td>3 <input type="radio"/></td> </tr> <tr> <td><input type="radio"/> money from family overseas</td> <td>1</td> <td><input type="radio"/></td> <td>2 <input type="radio"/></td> <td>3 <input type="radio"/></td> </tr> <tr> <td><input type="radio"/> old age pension</td> <td>1</td> <td><input type="radio"/></td> <td>2 <input type="radio"/></td> <td>3 <input type="radio"/></td> </tr> <tr> <td><input type="radio"/> government superannuation</td> <td>1</td> <td><input type="radio"/></td> <td>2 <input type="radio"/></td> <td>3 <input type="radio"/></td> </tr> <tr> <td><input type="radio"/> proceeds from own business</td> <td>1</td> <td><input type="radio"/></td> <td>2 <input type="radio"/></td> <td>3 <input type="radio"/></td> </tr> <tr> <td><input type="radio"/> sale of pigs and /or chickens</td> <td>1</td> <td><input type="radio"/></td> <td>2 <input type="radio"/></td> <td>3 <input type="radio"/></td> </tr> <tr> <td><input type="radio"/> sale of fish</td> <td>1</td> <td><input type="radio"/></td> <td>2 <input type="radio"/></td> <td>3 <input type="radio"/></td> </tr> <tr> <td><input type="radio"/> other(s). <i>Specify:</i></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><input type="text"/></td> <td>1</td> <td><input type="radio"/></td> <td>2 <input type="radio"/></td> <td>3 <input type="radio"/></td> </tr> <tr> <td><input type="text"/></td> <td>1</td> <td><input type="radio"/></td> <td>2 <input type="radio"/></td> <td>3 <input type="radio"/></td> </tr> <tr> <td><input type="text"/></td> <td>1</td> <td><input type="radio"/></td> <td>2 <input type="radio"/></td> <td>3 <input type="radio"/></td> </tr> </tbody> </table>			Weekly	Fortnightly or monthly	A few times a year or less often	<input type="radio"/> regular TPS salary	1	<input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	<input type="radio"/> village worker wages	1	<input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	<input type="radio"/> monetary inati / other allowances	1	<input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	<input type="radio"/> money from family overseas	1	<input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	<input type="radio"/> old age pension	1	<input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	<input type="radio"/> government superannuation	1	<input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	<input type="radio"/> proceeds from own business	1	<input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	<input type="radio"/> sale of pigs and /or chickens	1	<input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	<input type="radio"/> sale of fish	1	<input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	<input type="radio"/> other(s). <i>Specify:</i>					<input type="text"/>	1	<input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	<input type="text"/>	1	<input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	<input type="text"/>	1	<input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
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### Information for this question

Special instructions for this question	Remember to ask the respondent for the frequency with which they receive each source of income –weekly, fortnightly or monthly, a few times a year, or less often.
Who needs to answer this question	Head of household or another adult on behalf of the whole household.
Allow multiple responses	Yes.
Read out all response options	Yes.
Routing instructions	Go to H20.
Definitions	Not applicable.

Table continued next page

Table continued

<p>Inclusions and exclusions</p>	<ul style="list-style-type: none"> <li>• Respondents should count all sources of income received by any member of the household who usually lives there (note that household members <b>do not</b> have to be present in the dwelling on census day, or be aged 15 years or over).</li> <li>• Inati – refers only to <b>monetary</b> inati.</li> </ul>
<p>Why we ask this question</p>	<p>Income statistics are used by planners and government agencies, along with information from other household and individual questions, to measure wealth and the standard of living of people and households in Tokelau.</p>

## H20: Total household income

- H20** | Mai na alaga tupe **uma** kua ke takua, hea te aofaki katoa mo te 12 mahina kua teka ke pa mai ki te aho nei, kae ko heki tipia na lafoga pe ko ni ietahi vaega foki kua kavekehe ai?
- From **all** of the sources of income you just told me about, what was the total household income for the last 12 months ending today, before tax or anything else was taken out of it?
- 1  \$0–\$5,000
  - 2  \$5,001–\$10,000
  - 3  \$10,001–\$15,000
  - 4  \$15,001–\$20,000
  - 5  \$20,001–\$30,000
  - 6  \$30,001–\$40,000
  - 7  \$40,001–\$50,000
  - 8  \$50,001 or more

### Information for this question

Special instructions for this question	If the respondent is unsure, encourage them to think about it, if they continue to find it difficult accept their best possible estimate.
Who needs to answer this question	Head of household or another adult on behalf of the whole household.
Allow multiple responses	No.
Read out all response options	Yes.
Routing instructions	Go to Q1.
Definitions	Total household income is the total amount of money that everyone within the household receives from all of the sources stated in H16 combined: <ul style="list-style-type: none"> <li>• before anything is taken out, that is, tax or other expenses</li> <li>• in the past year (12 months ending on census day).</li> </ul>
Inclusions and exclusions	Count all monetary income from all of the sources mentioned in H16.
Why we ask this question	Income statistics are used by planners and government agencies, along with information from other household and individual questions, to measure wealth and the standard of living of people and households in Tokelau.

### 4.3 Individual questions

Questions Q1 to Q46 are for the individual occupants of the dwelling. These questions are answered by each individual, or the head of the household if someone is unable to answer

#### Q1: Name of respondent

<b>Q1</b>	<p>Ko ai na igoa ona tino tautokatahi (fakatahi ai ma na tino ahiahi mai) e momoe i te fale tenei ite po o te tuhigaigoa?</p> <p><i>Ko te igoa e lahi fakaaoga ma iloa ai te tino e te nuku.</i></p> <p>What are the names of each person (including visitors) who will spend census night in this dwelling?</p> <p><i>By name we mean the common or village name by which the respondent is known.</i></p>	<p><i>First name(s)</i></p> <input style="width: 100%; height: 20px;" type="text"/> <p><i>Family name</i></p> <input style="width: 100%; height: 20px;" type="text"/>
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#### Information for this question

Special instructions for this question	Respondents should give their common or village name. This means their informal name, not the name they have on their passport. Remember to give a first name and a family name.
Who needs to answer this question	All respondents.
Allow multiple responses	Not applicable.
Read out all response options	Not applicable.
Routing instructions	Go to Q2.
Definitions	Not applicable.
Inclusions and exclusions	Not applicable.
Why we ask this question	We need each person's name to make sure that everyone is counted on census day, and to record people who were away from home on census day.

## Q2: Sex of respondent

Q2	Ko ( ... ) he taumalo pe he tautiti?	1 <input type="radio"/> male
	Is ( ... ) male or female?	2 <input type="radio"/> female

### Information for this question

Special instructions for this question	None.
Who needs to answer this question	All respondents.
Allow multiple responses	No.
Read out all response options	No.
Routing instructions	Go to Q3.
Definitions	Not applicable.
Inclusions and exclusions	Not applicable.
Why we ask this question	Age and sex are key variables, and along with a count of the population, are the most important items collected in a census. The age-sex structure of the population allows us to project the future population of Tokelau, and along with other census information, determine the future needs of the country in terms of health, education, and other services.

**Q3: Relationship to head of household**

<p><b>Q3</b> Ko hea te pikitaga o ( ... ) ma te tino kautu na tali e ia na fehili agai ki te fale ma te kaiga?</p> <p>What is ( ... )'s relationship to the reference person (ie the person who answered questions about the dwelling and household)?</p>	<p>1 <input type="radio"/> reference person</p> <p>2 <input type="radio"/> spouse</p> <p>3 <input type="radio"/> stepchild / adopted child</p> <p>4 <input type="radio"/> son or daughter</p> <p>5 <input type="radio"/> mother or father</p> <p>6 <input type="radio"/> brother or sister</p> <p>7 <input type="radio"/> other family relationship</p> <p>8 <input type="radio"/> unrelated</p>
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**Information for this question**

Special instructions for this question	None.
Who needs to answer this question	All respondents.
Allow multiple responses	No.
Read out all response options	Yes.
Routing instructions	Go to Q4.
Definitions	<p>'Head of household' is the person who has answered questions about the dwelling on behalf of the household.</p> <p>'Other family relationship' means any other family-like relationship, including blood and legal relationships.</p> <p>'Unrelated' means that the person is not a family member or relative of the head of household (eg a guest).</p>
Inclusions and exclusions	Not applicable.
Why we ask this question	The information from this question allows us to analyse the composition of households and families. With this information we can also make sure we counted every person in each family in Tokelau on census day.

#### Q4: Date of birth

**Figure 4.25 Date of birth**

<b>Q4</b>	Ko hea te aho fanau o ( ... )? What is ( ... )'s date of birth?	<table border="1" style="margin: auto;"> <tr> <td style="width: 20px; height: 20px;"></td> </tr> <tr> <td style="text-align: center;"><i>day</i></td> <td style="text-align: center;"><i>month</i></td> <td colspan="2"></td> <td colspan="2" style="text-align: center;"><i>year</i></td> <td colspan="2"></td> </tr> </table>									<i>day</i>	<i>month</i>			<i>year</i>			
<i>day</i>	<i>month</i>			<i>year</i>														

#### Information for this question

Special instructions for this question	Give two digits for the day of birth, eg the 5th = 05 Give two digits for the month of birth, eg July = 07 Give all four digits for the year of birth, eg 1983
Who needs to answer this question	All respondents.
Allow multiple responses	No.
Read out all response options	Not applicable.
Routing instructions	Go to Q5.
Definitions	Not applicable.
Inclusions and exclusions	Not applicable.
Why we ask this question	Age and sex are key variables, and along with a count of the population, are the most important items collected in a census. The age-sex structure of the population allows us to project the future population of Tokelau and therefore, along with other census information, determine the future needs of the country in terms of health, education, and other resources.

## Q5: Usual address

Figure 4.26 Usual address

<p><b>Q5</b> Ko fea te mahani nofo ai ia ( ... )?</p> <p>Where does ( ... ) usually live?</p>	<p><input type="radio"/> at this address</p> <p><input type="radio"/> elsewhere in Tokelau. <i>Specify village:</i></p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> <p><input type="radio"/> other country. <i>Specify:</i></p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>
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### Information for this question

Special instructions for this question	<p>'At this address' means at the address at which the respondent is being interviewed.</p> <p>If the respondent lives elsewhere in Tokelau, specify the village in which he/she usually lives.</p>
Who needs to answer this question	All respondents.
Allow multiple responses	No.
Read out all response options	Yes.
Routing instructions	Go to Q6.
Definitions	<p>'Usual address' is the location at which a person considers himself or herself to usually reside. Note the following special cases:</p> <ul style="list-style-type: none"> <li>• If you are an overseas resident and will be staying in Tokelau for less than 12 months, give your overseas home address.</li> <li>• If you are a Tokelau resident at boarding school, give your home address.</li> <li>• If you live in more than one dwelling, give the address you consider to be your home.</li> </ul>
Inclusions and exclusions	Not applicable.
Why we ask this question	This question allows us to distinguish visitors from usual residents of a household and of Tokelau, so we can calculate accurate population counts.

## Q6: Citizenship

**Q6** Ko he hitiheni fea to ( ... )?

What is ( ... )'s citizenship?

<sup>10</sup>  New Zealand citizen

other citizenship. *Specify:*

### Information for this question

Special instructions for this question	For people with dual-citizenship – mark the box and/or write the country of citizenship.
Who needs to answer this question	All respondents.
Allow multiple responses	Yes.
Read out all response options	Yes.
Routing instructions	Go to Q7.
Definitions	Citizenship is the legal nationality of each person. A citizen is a legal national of the country of the census. This is not necessarily the same as country of birth.
Inclusions and exclusions	Not applicable.
Why we ask this question	These questions are used to determine movement from within and into Tokelau. Governments need to know the number of citizens and non-citizens, as they each have different entitlements.

**Q7: Place of birth**

**Q7** Ko ( ... ) na fanau i fea?  
Where was ( ... ) born?

- 10  in this village / on this atoll  
20  elsewhere in Tokelau  
 other country. *Specify:*

**Information for this question**

Special instructions for this question	Remember to specify the country if the respondent was born outside Tokelau.
Who needs to answer this question	All respondents.
Allow multiple responses	No.
Read out all response options	Yes.
Routing instructions	Go to Q8.
Definitions	Not applicable.
Inclusions and exclusions	Not applicable.
Why we ask this question	These questions are used to determine movement from within and into Tokelau.

**Q8: Lived in Tokelau for last 12 months**

<b>Q8</b>	Nae nofo ia ( ... ) ite nuku tenei ite 12 mahina kua teka pe hili atu foki?  Has ( ... ) lived in this village for the last 12 months or longer?	1 <input type="radio"/> yes → go to Q10  2 <input type="radio"/> no
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**Information for this question**

Special instructions for this question	The respondent should indicate if they have been living in the village they are being interviewed in for 12 months or more.
Who needs to answer this question	All respondents.
Allow multiple responses	No.
Read out all response options	Yes.
Routing instructions	If yes, go to Q10. If no, go to Q9.
Definitions	Not applicable.
Inclusions and exclusions	Not applicable.
Why we ask this question	The information from this question is used to distinguish usual residents from temporary visitors to Tokelau. It also allows planners to gauge movement of people from other countries into Tokelau.

## Q9: Month of arrival

**Q9** Hea te mahina na pa mai ai ia ( ... ) ki kinei?

*Taku mai te mahina ini matainumela e lua, e ve ko Mei = 05.  
Kafai e he manatua tonu te mahina, oi mate fakalelei mai.*

In what month did ( ... ) arrive here?

*Give month in two digits, ie May = 05.  
If exact month is unknown, give a close, careful estimate.*

<i>month</i>		<i>year</i>		

### Information for this question

Special instructions for this question	Give the month in two digits, ie May = 05 If exact month is unknown, give a close, careful estimate. Write the year of arrival in four digits, ie 2010 or 2011
Who needs to answer this question	Respondents who have been in the village for less than 12 months.
Allow multiple responses	No.
Read out all response options	Yes.
Routing instructions	Go to Q10.
Definitions	Not applicable.
Inclusions and exclusions	Not applicable.
Why we ask this question	The information from this question is used to distinguish usual residents from temporary visitors to Tokelau. It also allows planners to gage movement of people from other countries into Tokelau.

**Q10: Ethnic origin**

<p><b>Q10</b> Ko fea tonu te atunuku e tupuga mai ai ia ( ... )?</p> <p><i>Faitau uma na tali.</i> <i>Fakataga mo ni tali e lahi.</i></p> <p>What is ( ... )'s ethnic origin?</p> <p><i>Read out all response options.</i> <i>Allow multiple responses.</i></p>	<p><input type="radio"/> Tokelauan</p> <p><input type="radio"/> Samoan</p> <p><input type="radio"/> Tuvaluan</p> <p><input type="radio"/> European</p> <p><input type="radio"/> other Pacific Islander. <i>Specify:</i></p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> <p><input type="radio"/> other. <i>Specify:</i></p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>
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**Information for this question**

Special instructions for this question	Remember to read out all response options. Remember to mark all that apply.
Who needs to answer this question	All respondents.
Allow multiple responses	Yes.
Read out all response options	Yes.
Routing instructions	Go to Q11.
Definitions	Someone's ethnic origin is based on their ancestry. It can include a shared history and territorial origins of a group or community, as well as cultural characteristics, such as language and/or religion.
Inclusions and exclusions	Not applicable.
Why we ask this question	Ethnic origin is a key census variable. The information allows planners to determine the differences between each of the ethnic groups and plan to meet the needs of each group. This question is widely used along with age and sex to tell us about the makeup of the population.

**Q11: Religion**

**Q11** Ko ( ... ) e lotu a?

What is ( ... )'s religion?

1  Congregational Christian

2  Presbyterian

3  Roman Catholic

other. *Specify:*

**Information for this question**

Special instructions for this question	Not applicable.
Who needs to answer this question	All respondents.
Allow multiple responses	No.
Read out all response options	Yes.
Routing instructions	Go to Q12.
Definitions	Not applicable.
Inclusions and exclusions	Not applicable.
Why we ask this question	Religion is an indicator of lifestyle and community affiliation. The census is an important source of counts of people identifying with each religious group.

## Q12: Languages spoken

<p><b>Q12</b> Ke hea he gagana pe ni gagana e mafai e ( ... ) oi talanoa ai ite lahiga o taimi?  <i>Fakataga mo ni tali e lahi.</i></p> <p>In what language or languages could ( ... ) have a conversation about a lot of everyday things?  <i>Allow multiple responses.</i></p>	<p><input type="radio"/> Tokelauan</p> <p><input type="radio"/> Samoan</p> <p><input type="radio"/> English</p> <p><input type="radio"/> Tuvaluan</p> <p><input type="radio"/> Kiribati</p> <p><input type="radio"/> other(s). <i>Specify:</i></p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> <p><input type="radio"/> none (eg too young to talk)</p>
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### Information for this question

Special instructions for this question	Remember to mark 'Tokelauan' for those who can speak Tokelauan.  Remember to mark 'none' if the respondent is a baby too young to talk.  Remember to mark all that apply.
Who needs to answer this question	All respondents.
Allow multiple responses	Yes.
Read out all response options	Yes.
Routing instructions	Go to Q13.
Definitions	Not applicable.
Inclusions and exclusions	Count any language in which the respondent could have a conversation about a lot of everyday things.  Don't count languages in which the respondent can speak only one or two words.
Why we ask this question	Information provided on languages can be used along with educational qualification information to help understand levels of literacy. It is also helpful for government agencies, such as schools, to ensure that speakers of different languages, other than Tokelauan, are catered for.

### Q13: Routing question

Q13	FAKAAUUAU OIOTI MO NA TINO KUA TAKI LIMA TAUHAGA TE MATUTUA PE OVA ATU E MAHANI LAVA NONOFO I TOKELAU
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#### Information for this question

Special instructions for this question	Q13 reminds the interviewer that only respondents aged 5 years and over who are usually resident in Tokelau need to continue with the form.
Who needs to answer this question	Not applicable.
Allow multiple responses	Not applicable.
Read out all response options	Not applicable.
Routing instructions	Only continue for respondents aged five years or more, and who are usually resident in Tokelau.
Definitions	Not applicable.
Inclusions and exclusions	Not applicable.
Why we ask this question	Not applicable.

## Q14: Ever lived overseas

<p><b>Q14</b> Na kua nofo ia ( ... ) i fafo o Tokelau ihe taimi e hili atu ite ono mahina te mataloa?</p> <p><i>Kafai e io, faitau uma na tali.</i> <i>Fakataga mo ni tali e lahi.</i></p> <p>Has ( ... ) ever lived overseas for more than six months?</p> <p><i>If yes, read out all response options.</i> <i>Allow multiple responses.</i></p>	<p>2 <input type="radio"/> no</p> <p>1 <input type="radio"/> yes</p> <p>▼ <i>if yes, where?</i></p> <p><input type="radio"/> Samoa</p> <p><input type="radio"/> New Zealand</p> <p><input type="radio"/> other Pacific Island. <i>Specify:</i></p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> <p><input type="radio"/> other country. <i>Specify:</i></p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>
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### Information for this question

Special instructions for this question	Remember to follow the routing instructions after completing this question.  Please mark the country (or countries) in which the respondent has spent more than six months.
Who needs to answer this question	Respondents aged five years and over, who are usually resident in Tokelau.
Allow multiple responses	Yes, but only to the country tick-boxes (ie do not mark both 'no' and 'yes').
Read out all response options	Yes.
Routing instructions	If the answer is 'no' – go to Q15.  If the answer is 'yes', mark the country or countries that the respondent has spent more than six months in, then go to Q15.
Definitions	Not applicable.
Inclusions and exclusions	Not applicable.
Why we ask this question	Information from this question, when combined with other questions, provides a lot of useful data for planners on Tokelau's internal and external migration. It is important for governments to know the origins of people coming into their countries, and the movement of people in and out of Tokelau.

**Q15: Address five years ago**

<b>Q15</b>	<p>Ko ( ... ) nae nofo i fea ite lima tauhaga kua teka, ite aho 18 Oketopa 2006?</p> <p>Where was ( ... ) usually living five years ago, on 18 October 2006?</p>	<p>10 <input type="radio"/> at this address</p> <p>20 <input type="radio"/> elsewhere in Tokelau</p> <p><input type="radio"/> other country. <i>Specify:</i></p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 5px;"></div>
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**Information for this question**

Special instructions for this question	<p>'At this address' means at the address at which the respondent is being interviewed.</p> <p>If the respondent lived in a country other than Tokelau five years ago, specify the country in which he/she usually lived.</p>
Who needs to answer this question	Respondents aged five years and over, who are usually resident in Tokelau.
Allow multiple responses	No.
Read out all response options	Yes.
Routing instructions	Go to Q16.
Definitions	'Address five years ago' is the location at which a person usually resided at five years before census day (18 October 2011). (See also definition of usual address under Q5.)
Inclusions and exclusions	Not applicable.
Why we ask this question	Information from this question, when combined with other questions, provides a lot of useful data for planners on Tokelau's internal and external migration. It is important for governments to know the origins of people coming into their countries, and the movement of people in and out of Tokelau.

**Q16: Last school attended**

**Q16** Ko hea te akoga mulimuli nae aoga ai ia ( ... )?

*Matau ko te fehili tenei e fakafehili agai oioti mo na akoga maualalo ma tulaga lua na aoga ai. Ko na iunivehite ma na ietahi akoga maualuluga e fakafehiligia ite fehili 17 ma te 21.*

What was the last school ( ... ) attended?

*Note this question is asking about primary or secondary schools attended. University or other higher education is asked about in questions 17 and 21.*

- 1  still at school  
➔ go to Q17
- 2  Tokelau village school
- 3  Samoan secondary school
- 4  New Zealand secondary school
- 5  other Pacific Island secondary school
- 6  other school
- 7  home-schooled
- 8  never been to school  
➔ if aged 15 or over go to Q20  
if aged under 15, end of questionnaire, go to next respondent
- 9  not specified

**Information for this question**

Special instructions for this question	Remember to follow the routing instructions after completing this question.
Who needs to answer this question	Respondents aged five years and over who are usually resident in Tokelau.
Allow multiple responses	No.
Read out all response options	Yes.
Routing instructions	<p>If the respondent is 'still at school' – go to Q17.</p> <p>If the respondent has 'never been to school' and is aged younger than 15 years, go to the next respondent. Remember to strike through the rest of the column for this respondent.</p> <p>If the respondent has 'never been to school' and is aged 15 years or older – skip to Q18.</p> <p>For all other respondents – go to Q17.</p>

Table continued next page

Table continued

<p>Definitions</p>	<p>‘Still at school’ means that the respondent is currently attending or enrolled at a primary or secondary school, or is home-schooled.</p> <p>‘Never been to school’ means that the respondent has never attended or been enrolled at a primary or secondary school, or has not been home-schooled.</p> <p>‘Other school’ refers to a school not given in the list, such as a school in a different country.</p>
<p>Inclusions and exclusions</p>	<p>Not applicable.</p>
<p>Why we ask this question</p>	<p>It is important for government data users to know about the educational attainment of the population. Education is a good indicator of human development and affects the quality and capability of the work force. Education also affects living standards, health, and fertility rates. Questions on education are also a good indicator of the literacy rate of the population.</p>

## Q17: Highest level of education

**Q17** Ko hea te levolo tau akoakoga pito maualuga na auhia e ( ... )?

What is the highest level of education ( ... ) reached?

*Tino fai fehili:*

*tauhaga 6 = hitene 3  
tauhaga 7 = hitene 4  
tauhaga 8 = fomu 1  
tauhaga 9 = fomu 2  
tauhaga 10 = fomu 3  
tauhaga 11 = fomu 4  
tauhaga 12 = fomu 5  
tauhaga 13 = fomu 6  
vahega fakavae = fomu 7*

*Interviewer:*

*year 6 = standard 3  
year 7 = standard 4  
year 8 = form 1  
year 9 = form 2  
year 10 = form 3  
year 11 = form 4  
year 12 = form 5  
year 13 = form 6  
foundation = form 7*

- 1  up to year 6
- 2  year 6–year 9
- 3  year 10–year 11
- 4  year 12–foundation
- 5  university
- 6  other non-university, tertiary institution
- 7  other level. *Specify:*
- 8  not specified

### Information for this question

Special Instructions for this question	Mark the highest level the respondent has reached – either at school or post-school.
Who needs to answer this question	Respondents aged five years and over, who are usually resident in Tokelau.
Allow multiple responses?	No.
Read out all response options?	Yes.
Routing instructions	Go to Q18.
Definitions	‘Other non-university tertiary institution’ refers to an institution where some previous schooling is required for entrance – such as a polytechnic.
Inclusions and exclusions	Not applicable.
Why we ask this question	It is important for government data users to know about the educational attainment of the population. Education levels can be used as an indicator of human development and affects the quality and capability of the work force. Education also affects living standards, health, and fertility rates. Questions on education are also a good indicator of the literacy rate of the population.

## Q18: Highest qualification gained at school

<p><b>Q18</b> Ko hea te tuhi pahi pito maualuga o ( ... ) na maua ina akoga?</p> <p><i>Matau ko te fehili tenei e fakafehili oioti agai ki na tuhi pahi ina akoga maualalalo ma na akoga tulaga lua. Ko na tuhi pahi na maua i tua mai e fakafehiligia ite fehili Q21.</i></p> <p><i>Tino fai fehili: tauhaga 9 = fomu 2.</i></p> <p>What is the highest certificate or qualification that ( ... ) has <b>gained at school</b>?</p> <p><i>Note this question is asking about primary or secondary school qualifications. Qualifications gained after school are asked about in question 21.</i></p> <p><i>Interviewer: year 9 = form 2.</i></p>	<p>1 <input type="radio"/> no school qualification</p> <p>2 <input type="radio"/> primary / year 9 certificate</p> <p>3 <input type="radio"/> Leaving Certificate</p> <p>4 <input type="radio"/> School Certificate</p> <p>5 <input type="radio"/> University Entrance</p> <p>6 <input type="radio"/> other school qualification. Specify:</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>
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### Information for this question

Special instructions for this question	Mark only the one highest completed qualification that the respondent gained at school.
Who needs to answer this question	Respondents aged five years and over who are usually resident in Tokelau.
Allow multiple responses	No.
Read out all response options	Yes.
Routing instructions	Go to Q19.
Definitions	Not applicable.
Inclusions and exclusions	Count only qualifications that have been <b>completed</b> by the respondent.
Why we ask this question	It is important for government data users to know about the educational attainment of the population. Education levels can be used as an indicator of human development and affects the quality and capability of the work force. Education also affects living standards, health, and fertility rates. Questions on education are also a good indicator of the literacy rate of the population.

## Q19: Routing question

Q19 | FAKAAUUAU OIOTI MO NA TINO KUA TAKI 15 TAUHAGA TE MATUTUA PE OVA ATU  
E MAHANI LAVA NONOFO I TOKELAU

### Information for this question

Special instructions for this question	Q19 reminds the interviewer that only respondents aged 15 years and over who are usually resident in Tokelau need to continue with the form.
Who needs to answer this question	Not applicable.
Allow multiple responses	No.
Read out all response options	Not applicable.
Routing instructions	Only continue for respondents aged 15 years or more and who are usually resident in Tokelau.
Definitions	Not applicable.
Inclusions and exclusions	Not applicable.
Why we ask this question	Not applicable.

## Q20: Post-school studies or training

<p><b>Q20</b> Na aoga pe na taukave ni koleniga ma ( ... ) ihe tahi aoga maualuluga e kehe mai ma na aoga maualalalo ma na aoga tulaga lua?</p> <p>Has ( ... ) undertaken any studies or training in an institution other than a primary or secondary school?</p>	<p>1 <input type="radio"/> yes → go to Q21</p> <p>2 <input type="radio"/> no → go to Q22</p>
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### Information for this question

Special instructions for this question	Not applicable.
Who needs to answer this question?	Respondents aged 15 years and over who are usually resident in Tokelau.
Allow multiple responses	No.
Read out all response options	Yes.
Routing instructions	If the respondent answers 'yes', they have undertaken other study or training – go to Q21. If the respondent answers 'no', they have not undertaken other study or training – skip to Q22.
Definitions	Not applicable.
Inclusions and exclusions	Not applicable.
Why we ask this question	It is important for government data users to know about the educational attainment of the population. Education is a good indicator of human development and affects the quality and capability of the work force. Education also affects living standards, health, and fertility rates. Questions on education are also a good indicator of the literacy rate of the population.

## Q21: Highest post-school qualification

<p><b>Q21</b> Ko hea te tuhi pahi pito maualuga o ( ... ) talu mai te teka ma na akoga?</p> <p>What is the highest qualification ( ... ) has completed since leaving school?</p>	<p>11 <input type="radio"/> still studying for the first post-school qualification</p> <p>12 <input type="radio"/> bachelors degree</p> <p>13 <input type="radio"/> post-graduate degree</p> <p>14 <input type="radio"/> other university qualification. <i>Specify:</i>  <input style="width: 150px; height: 20px;" type="text"/></p> <p>15 <input type="radio"/> trade certificate. <i>Specify:</i>  <input style="width: 150px; height: 20px;" type="text"/></p> <p>16 <input type="radio"/> nursing certificate / diploma</p> <p>17 <input type="radio"/> other post-school qualification. <i>Specify:</i>  <input style="width: 150px; height: 20px;" type="text"/></p>
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### Information for this question

Special instructions for this question	Mark only one highest completed qualification gained by the respondent.  If the respondent has more than one of the qualifications listed, ask him/her to choose only one to be counted.
Who needs to answer this question	Respondents aged 15 years and over who are usually resident in Tokelau and who answered 'Yes' to Q20.
Allow multiple responses	No.
Read out all response options	Yes.
Routing instructions	Go to Q22.
Definitions	Not applicable.
Inclusions and exclusions	Count only completed qualifications.  Mark only the one highest qualification.
Why we ask this question	It is important for government data users to know about the educational attainment of the population. Education is a good indicator of human development and affects the quality and capability of the work force. Education also affects living standards, health, and fertility rates. Questions on education are also a good indicator of the literacy rate of the population.

## Q22: Marital status

<b>Q22</b> Ko hea te tulaga tau fakaipoipo pe ko te nofo kaiga o ( ... ) ite taimi nei?  What is ( ... )'s current marital status?	1 <input type="radio"/> never married 2 <input type="radio"/> married 3 <input type="radio"/> separated 4 <input type="radio"/> divorced 5 <input type="radio"/> widowed
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### Information for this question

Special instructions for this question	If the respondent is in a de facto relationship / lives with a partner but is not married, mark item 2 'married'.
Who needs to answer this question	Respondents aged 15 years and over who are usually resident in Tokelau.
Allow multiple responses	No.
Read out all response options	Yes.
Routing instructions	Go to Q23.
Definitions	'Separated' refers to a person who is still legally married but is no longer living as a couple with their partner.
Inclusions and exclusions	Not applicable.
Why we ask this question	This information is important as it affects the demand for housing and social services, as well as a person's likelihood of having children.

**Q23: Work in paid employment**

<p><b>Q23</b>   I te fitu aho teia na gata ite aho Gafua, 17 Oketopa 2011 na faigaluega totogi ia ( ... ) pe nae kikila he pihinihi?</p> <p><i>Maka 'io' kafai ko te tino e mahani lava oi faigaluega kae nae he faigaluega mo ni mafuaaga.</i></p> <p>In the seven days that ended on Monday, 17 October 2011, did ( ... ) do any work for pay or operate a business?</p> <p><i>Mark 'yes' if a respondent would usually have worked but was away or off work for some reason.</i></p>	<p>1 <input type="radio"/> yes → go to Q24</p> <p>2 <input type="radio"/> no → go to Q26</p>
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**Information for this question**

Special instructions for this question	Mark yes if the respondent would usually have worked, but was away or off work for some reason.
Who needs to answer this question	Respondents aged 15 years and over who are usually resident in Tokelau.
Allow multiple responses	No.
Read out all response options	Yes.
Routing instructions	If the respondent answers 'yes' they did work for pay or operate a business last week – go to Q24. If the respondent answers 'no' they did not work for pay or operate a business last week – skip to Q26.
Definitions	'Last week' refers to the seven days before census day (11–17 October 2011). 'Operate a business' means that the person ran a business for profit.
Inclusions and exclusions	Count only work done (or business operation) that earns cash / monetary payment.
Why we ask this question	This question is used to route people who do not currently work in a paid job or operate a business to Q26. Those who do work in a paid job or who operate a business need to answer further questions about the type of paid work they do – in Q24 and Q25.

## Q24: Occupation

**Q24** Ina tiute o ( ... ) na fakatino ite vaiaho kua teka, hea tonu tana galuega?

*Kafai e tali mai te tino 'he tino faigaluega i te nuku' fakamolemole oi fehili mo te tulaga patino.*

In ( ... )'s main paid job held last week, what was ( ... )'s occupation?

*If respondent answers 'village worker' please ask for specific role.*


### Information for this question

Special instructions for this question	<p>Give as much detail as is required to describe the respondent's paid occupation.</p> <p>If the respondent answers 'village worker' please ask for their specific role.</p> <p>Give only the occupation of the one main job held last week.</p>
Who needs to answer this question	Respondents aged 15 years and over who are usually resident in Tokelau.
Allow multiple responses	No.
Read out all response options	Not applicable.
Routing instructions	Go to Q25.
Definitions	'Last week' refers to the seven days before census day (11–17 October 2011).
Inclusions and exclusions	Not applicable.
Why we ask this question	Information on occupation (when combined with other census information) can tell us about the range of paid work people do in Tokelau. It also tells us about how jobs and requirements change over time.

## Q25: Status in Employment

<p><b>Q25</b> Fakamatala mai te galuega a ( ... ) e takua i luga?</p> <p>In that job, how would ( ... ) best be described?</p>	<p>1 <input type="radio"/> national TPS employee</p> <p>2 <input type="radio"/> village TPS employee</p> <p>3 <input type="radio"/> self-employed</p> <p>4 <input type="radio"/> employee (work for wages / salary for private person or business in Tokelau)</p> <p>5 <input type="radio"/> employee (paid by an overseas institution)</p> <p>6 <input type="radio"/> other. <i>Specify:</i></p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 5px;"></div> <p>→ go to Q28</p>
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### Information for this question

Special instructions for this question	Give only the description of the one main job held last week, as referred to in Q23.
Who needs to answer this question	Respondents aged 15 years and over who are usually resident in Tokelau, and who worked in paid employment or ran a business last week.
Allow multiple responses	No.
Read out all response options	Yes.
Routing instructions	Go to Q28.
Definitions	Not applicable.
Inclusions and exclusions	Not applicable.
Why we ask this question	Information from this question can be linked with information from other census questions – such as occupation, qualifications, age, and sex to give us a picture of the paid workforce in Tokelau. We can monitor changes over time in the numbers of people who are employees or self-employed in their own business.

## Q26: Seeking work

Q26	Na hakili galuega totogi ia ( ... ) ite vaiaho kua teka?	1 <input type="radio"/> yes
	Did ( ... ) look for a paid job last week?	2 <input type="radio"/> no

### Information for this question

Special instructions for this question	For people who are employed in paid work or operated a business (those who answered Q24 and Q25), should not be asked these questions.
Who needs to answer this question	Respondents aged 15 years and over who are usually resident in Tokelau.
Allow multiple responses	No.
Read out all response options	Yes.
Routing instructions	Go to Q27.
Definitions	'Last week' refers to the seven days before census day (11–17 October 2011).
Inclusions and exclusions	Examples of reasons why a respondent did not look for work could be that they are: <ul style="list-style-type: none"><li>• retired</li><li>• at school or other study institution</li><li>• looking after children.</li></ul>
Why we ask this question	This question is used to distinguish between those people who are in or not in the labour force.

## Q27: Available to start work

<b>Q27</b>	<p>Mo nei ake na maua he galuega tofogi ma ( ... ), mata nei na avanoa ke kamata faigaluega ia ( ... ) ite vaiaho kua teka?</p> <p>If someone had offered ( ... ) a paid job, would ( ... ) have been available to start work last week?</p>	<p>1 <input type="radio"/> yes</p> <p>2 <input type="radio"/> no</p>
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### Information for this question

Special instructions for this question	Not applicable.
Who needs to answer this question	Respondents aged 15 years and over who are usually resident in Tokelau.
Allow multiple responses	No.
Read out all response options	Yes.
Routing instructions	Go to Q28.
Definitions	'Last week' refers to the seven days before census day (11–17 October 2011).
Inclusions and exclusions	<p>Examples of reasons why a respondent was not able to start work last week could be that they are:</p> <ul style="list-style-type: none"> <li>• retired</li> <li>• at school or other study institution</li> <li>• looking after children.</li> </ul>
Why we ask this question	This question is used to distinguish between those people who are in or not in the labour force.

## Q28: Unpaid work indicator

<p><b>Q28</b>   I te fitu aho na gata ite aho Gafua, 17 Oketopa 2011, na faigaluega he togia ia ( ... ) mo te kaiga, nuku pe ko te fenua katoa?</p> <p>In the seven days that ended on Monday, 17 October 2011, did ( ... ) do any unpaid work for the family, village, or community?</p>	<p>1 <input type="radio"/> yes → go to Q29</p> <p>2 <input type="radio"/> no → go to Q30</p>
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### Information for this question

Special instructions for this question	Remember to follow the routing instruction after completing this question.
Who needs to answer this question	Respondents aged 15 years and over who are usually resident in Tokelau.
Allow multiple responses	No.
Read out all response options	Yes.
Routing instructions	<p>If the respondent answers 'yes' they did do unpaid work for the family, village, or community last week – go to Q29.</p> <p>If the respondent answers 'no' they did not do unpaid work for the family, village, or community last week – skip to Q30</p>
Definitions	Not applicable.
Inclusions and exclusions	<p>Include only unpaid work done in the week before census day (11–18 October 2011).</p> <p><b>Do not</b> include paid work.</p>
Why we ask this question	Information on unpaid work is just as important as information on paid employment. It tells us how people spend their time and how they contribute to their families and communities.

## Q29: Type of unpaid work

<p><b>Q29</b> Ko ni itukaiga galuega he totohia vehea ta ( ... ) na fai?</p> <p><i>Faitau uma na tali.</i> <i>Fakataga ni tali e lahi.</i></p> <p>What type of unpaid work did ( ... ) do?</p> <p><i>Read out all response options.</i> <i>Allow multiple responses.</i></p>	<p><input type="radio"/> housework – in own household</p> <p><input type="radio"/> caring for children – from own household</p> <p><input type="radio"/> caring for children – from another household</p> <p><input type="radio"/> helping family or other relatives</p> <p><input type="radio"/> helping with community / village cleaning</p> <p><input type="radio"/> helping with community / village weaving</p> <p><input type="radio"/> helping with community / village fishing</p> <p><input type="radio"/> helping with other community / village activities</p> <p><input type="radio"/> other unpaid / voluntary work. <i>Specify:</i></p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 5px;"></div>
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### Information for this question

Special instructions for this question	Not applicable.
Who needs to answer this question	Respondents aged 15 years and over who are usually resident in Tokelau, who answered 'yes' to Q28.
Allow multiple responses	Yes.
Read out all response options	Yes.
Routing instructions	Go to Q30.
Definitions	Not applicable.
Inclusions and exclusions	Examples of 'other unpaid / voluntary work' include: <ul style="list-style-type: none"> <li>• volunteering for an aid organisation</li> <li>• volunteering at a school or hospital.</li> </ul>
Why we ask this question	Information on unpaid work is just as important as information on paid employment. It tells us how people spend their time and how they contribute to their families and communities.

**Q30: Tasks done for own household's use**

**Q30** | I te fitu aho na gata ite aho Gafua, 17 Oketopa 2011, na fakatino e ( ... ) na galuega ienei mo te kaiga oioti?

*Faitau uma na tali. Fakataga ni tali e lahi.*

In the seven days that ended on Monday, 17 October, did ( ... ) do any of the following for the household's use only?

*Read out all responses. Allow multiple responses.*

- work in a garden plot, bush or coastal activity, or catch fish
- make cloth, garments, mats, or handicrafts
- build or repair houses, boats, or umu
- none of these

**Information for this question**

Special instructions for this question	Remember that these activities must be for the household's use.
Who needs to answer this question	Respondents aged 15 years and over who are usually resident in Tokelau.
Allow multiple responses	Yes.
Read out all response options	Yes.
Routing instructions	Go to Q31.
Definitions	'Last week' refers to the seven days before census day (11–17 October 2011).
Inclusions and exclusions	Not applicable.
Why we ask this question	Information about the type of work people do in Tokelau, for both their own household's use and for use by people in other households, recognises the value of unpaid work. It also helps us to determine the extent to which this work contributes to the running of day-to-day life in Tokelau.

### Q31: Tasks done for use of other households

- Q31** | I te fitu aho na gata ite aho Gafua, 17 Oketopa 2011, na fakatino e ( ... ) na galuega ienei mo he tahi kaiga?  
*Faitau uma na tali. Fakataga ni tali e lahi.*
- In the seven days that ended on Monday, 17 October, did ( ... ) do any of the following for use by **other** households?  
*Read out all responses. Allow multiple responses.*
- work in a garden plot, bush or coastal activity, or catch fish
  - make cloth, garments, mats, or handicrafts
  - build or repair houses, boats, or umu
  - none of these

#### Information for this question

Special instructions for this question	Remember that these activities must be for the use of people in <b>other</b> households.
Who needs to answer this question	Respondents aged 15 years and over who are usually resident in Tokelau.
Allow multiple responses	Yes.
Read out all response options	Yes.
Routing instructions	Go to Q32.
Definitions	'Last week' refers to the seven days before census day (11–17 October 2011).
Inclusions and exclusions	Not applicable.
Why we ask this question	Information about the type of work people do in Tokelau, for both their own household's use and for use by people in other households, helps us to put some value on this type of unpaid work. It also helps us to determine the extent to which this work contributes to the running of day-to-day life in Tokelau.

### Q32: Cigarette smoking indicator

<b>Q32</b>	<p>E mahani ia ( ... ) oi ulaula hikaleti e fokotahi pe lahi atu ite aho?</p> <p>Does ( ... ) smoke cigarettes regularly (that is, one or more a day)?</p>	<p>1 <input type="radio"/> yes → go to Q34</p> <p>2 <input type="radio"/> no → go to Q33</p>
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#### Information for this question

Special instructions for this question	Remember to follow the routing instruction after completing this question.
Who needs to answer this question	Respondents aged 15 years and over who are usually resident in Tokelau.
Allow multiple responses	No.
Read out all response options	Yes.
Routing instructions	<p>If the respondent answered 'yes' they do smoke cigarettes regularly – skip to Q34, and follow the routing instruction there.</p> <p>If the respondent answered 'no' they do not smoke cigarettes regularly – go to Q33.</p>
Definitions	A regular smoker is someone who smokes at least one cigarette a day.
Inclusions and exclusions	Count only tobacco cigarettes (not cigars or other substances).
Why we ask this question	The questions on cigarette smoking provide important information on the health of people in Tokelau. Data users can use the information to determine where health resources are required.

### Q33: Ever smoked cigarettes

- Q33** Ko ( ... ) he tino lava e mahani ulaula hikaleti e fokotahi pe lahi atu ite aho?  
Has ( ... ) ever been a regular smoker of one or more cigarettes a day?
- 1  yes  
2  no

#### Information for this question

Special instructions for this question	Not applicable.
Who needs to answer this question	Respondents aged 15 years and over who are usually resident in Tokelau, who answered 'no' to Q32.
Allow multiple responses	No.
Read out all response options	Yes.
Routing instructions	Go to Q34.
Definitions	A regular smoker is someone who smokes at least one cigarette a day.
Inclusions and exclusions	Count only tobacco cigarettes (not cigars or other substances).
Why we ask this question	The questions on cigarette smoking provide important information on the health of people in Tokelau. Data users can use the information to determine where health resources are required.

### Q34: Reading skills in Tokelauan

<b>Q34</b>	<p>Ko hea hau fakatulagaga ki te hikili faitau tuhi faka-Tokelau o ( ... )?</p> <p>How would you rate ( ... )'s current reading skills in Tokelauan?</p>	<p>1 <input type="radio"/> cannot read in Tokelauan</p> <p>2 <input type="radio"/> poor</p> <p>3 <input type="radio"/> fair</p> <p>4 <input type="radio"/> good</p> <p>5 <input type="radio"/> very good</p>
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#### Information for this question

Special instructions for this question	This is a self-defined measure. The respondent should choose the response option that they believe best fits their current reading skills in Tokelauan.
Who needs to answer this question	Respondents aged 15 years and over who are usually resident in Tokelau.
Allow multiple responses	No.
Read out all response options	Yes.
Routing instructions	Go to Q35.
Definitions	Not applicable.
Inclusions and exclusions	<p>Poor – the respondent can only read simple / basic things in Tokelauan.</p> <p>Fair – the respondent can read some things in Tokelauan.</p> <p>Good – the respondent can read about many things in Tokelauan.</p> <p>Very good – the respondent can read almost anything in Tokelauan.</p>
Why we ask this question	This question set forms a self-identified measure of literacy. Literacy is a measure of the respondent's ability to understand, evaluate, use, and engage with written texts.

### Q35: Reading skills in English

<p><b>Q35</b> Ko hea hau fakatulagaga ki te hikili faitau tuhi faka-Igilihi o ( ... )?</p> <p>How would you rate ( ... )'s current reading skills in English?</p>	<p>1 <input type="radio"/> cannot read in English</p> <p>2 <input type="radio"/> poor</p> <p>3 <input type="radio"/> fair</p> <p>4 <input type="radio"/> good</p> <p>5 <input type="radio"/> very good</p>
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#### Information for this question

Special instructions for this question	This is a self-defined measure. The respondent should choose the response option that they believe best fits their current reading skills in English.
Who needs to answer this question	Respondents aged 15 years and over who are usually resident in Tokelau.
Allow multiple responses	No.
Read out all response options	Yes.
Routing instructions	Go to Q36.
Definitions	Not applicable.
Inclusions and exclusions	<p>Poor – the respondent can only read simple / basic things in English.</p> <p>Fair – the respondent can read some things in English.</p> <p>Good – the respondent can read about many things in English.</p> <p>Very good – the respondent can read almost anything in English.</p>
Why we ask this question	This question set forms a self-identified measure of literacy. Literacy is a measure of the respondent's ability to understand, evaluate, use, and engage with written texts.

### Q36: Writing skills in Tokelauan

<b>Q36</b>	<p>Ko hea hau fakatulagaga ki te hikili tuhituhi faka-Tokelau o ( ... )?</p> <p>How would you rate ( ... )'s current writing skills in Tokelauan?</p>	<p>1 <input type="radio"/> cannot write in Tokelauan</p> <p>2 <input type="radio"/> poor</p> <p>3 <input type="radio"/> fair</p> <p>4 <input type="radio"/> good</p> <p>5 <input type="radio"/> very good</p>
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#### Information for this question

Special instructions for this question	This is a self-defined measure. The respondent should choose the response option that they believe best fits their current writing skills in Tokelauan.
Who needs to answer this question	Respondents aged 15 years and over, who are usually resident in Tokelau.
Allow multiple responses	No.
Read out all response options	Yes.
Routing instructions	Go to Q37.
Definitions	Not applicable.
Inclusions and exclusions	<p>Poor – the respondent can only write simple / basic things in Tokelauan.</p> <p>Fair – the respondent can write some things in Tokelauan.</p> <p>Good – the respondent can write about many things in Tokelauan.</p> <p>Very good – the respondent can write almost anything in Tokelauan.</p>
Why we ask this question	This question set forms a self-identified measure of literacy. Literacy is a measure of the respondent's ability to understand, evaluate, use, and engage with written texts.

### Q37: Writing skills in English

<b>Q37</b>	<p>Ko hea hau fakatulagaga ki te hikili tuhituhi faka-Igilihi o ( ... )?</p> <p>How would you rate ( ... )'s current writing skills in English?</p>	<p>1 <input type="radio"/> cannot write in English</p> <p>2 <input type="radio"/> poor</p> <p>3 <input type="radio"/> fair</p> <p>4 <input type="radio"/> good</p> <p>5 <input type="radio"/> very good</p>
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#### Information for this question

Special instructions for this question	This is a self-defined measure. The respondent should choose the response option that they believe best fits their current writing skills in English
Who needs to answer this question	Respondents aged 15 years and over who are usually resident in Tokelau.
Allow multiple responses	No.
Read out all response options	Yes.
Routing instructions	Go to Q38.
Definitions	Not applicable.
Inclusions and exclusions	<p>Poor – the respondent can only write only simple / basic things in English.</p> <p>Fair – the respondent can write some things in English.</p> <p>Good – the respondent can write about many things in English.</p> <p>Very good – the respondent can write almost anything in English.</p>
Why we ask this question	This question set forms a self-identified measure of literacy. Literacy is a measure of the respondent's ability to understand, evaluate, use, and engage with written texts.

### Q38: Routing question

Q38	KUA UMA AI TE PEPA FEHILI MO TE ITUPA O TAUMALO FAKAAUUAU PEA KE PA KI TE FEHILI Q39 MO NA TAUTITI E 15 KI LUGA TE MATUA
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#### Information for this question

Special instructions for this question	Q38 reminds the interviewer that only female respondents aged 15 years and over who are usually resident in Tokelau need to continue with the form.
Who needs to answer this question	Not applicable.
Allow multiple responses	No.
Read out all response options	Yes.
Routing instructions	This is the end of the questionnaire for males. For females aged 15 years and over, go to Q39. <b>NOTE:</b> <ul style="list-style-type: none"><li>• Thank the male respondents for taking part in the 2011 Census.</li><li>• It is best practice to ask the males of the household to allow the females of the household to answer the following questions in privacy.</li></ul>
Definitions	Not applicable.
Inclusions and exclusions	Not applicable.
Why we ask this question	Not applicable.

### Q39: How many children

**Q39** E toka fia te fanau a ( ... )?

*Faitau: Faitau uma na tamaiti, e afia ai na tamaiti tauhi, tamaiti puke, ma na tamaiti lava koe na fanau.*

How many children does ( ... ) have?

*Read out: Count all children, including step-children, adopted children, foster children and children by birth, even if the child has died.*

males

females

no children → end of questionnaire, go to next respondent

#### Information for this question

Special instructions for this question	Count all children, including stepchildren, adopted children, foster children, and children by birth, even if the child has died.
Who needs to answer this question	Female respondents aged 15 years and over who are usually resident in Tokelau.
Allow multiple responses	No.
Read out all response options	Yes.
Routing instructions	If the respondent has given a number of children (either males, or females, or both) – go to Q40. If the respondent has stated 'no children' – this is the end of the questionnaire for them. Thank them for taking part in the census. Go to the next respondent.
Definitions	Not applicable.
Inclusions and exclusions	Count all children, including stepchildren, adopted children, foster children, and children by birth, even if the child has died.
Why we ask this question	Information gained about the number of babies a woman has given birth to will help to project the future fertility rates and population of Tokelau.

## Q40: Ever given birth

**Q40** Na kua fanau ia ( ... )?

*Faitau uma lele na taimi e tuha lava pe ko te pepe na oti mulimuli.*

Has ( ... ) ever given birth to a baby?

*Count all births, even if the baby later died.*

1  yes → go to Q41

2  no → end of questionnaire, go to next respondent

### Information for this question

Special instructions for this question	Count all children, including those that have died.
Who needs to answer this question	Female respondents aged fifteen years and over who are usually resident in Tokelau.
Allow multiple responses	No.
Read out all response options	Yes.
Routing instructions	If the respondent answered 'yes' they have given birth to a child or children – go to Q41.  If the respondent answered 'no' they have not given birth to any children – this is the end of the questionnaire for them. Thank them for taking part in the 2011 Census. Go to the next respondent.
Definitions	Not applicable.
Inclusions and exclusions	<b>Count</b> babies that were born alive, even if they have since died.  <b>Do not count</b> babies that were stillborn.
Why we ask this question	Information gained about the number of babies a woman has given birth to will help to predict the future fertility rates and population of Tokelau.

**Q41: Total number of babies given birth to**

**Q41** | E toka fia katoa lava te fanau a ( ... ) na fanau? |  TOTAL babies born  
 | How many babies, in total, has ( ... ) given birth to?

**Information for this question**

Special instructions for this question	The respondent should count all the babies they have given birth to.  Count all children that the respondent has given birth to, including those that have since died.
Who needs to answer this question	Female respondents aged 15 years and over who are usually resident in Tokelau and have given birth to a baby.
Allow multiple responses	No.
Read out all response options	Not applicable.
Routing instructions	Go to Q42.
Definitions	Not applicable.
Inclusions and exclusions	<b>Count</b> babies that were born alive, even if they have since died.  <b>Do not count</b> babies that were stillborn.
Why we ask this question	Information gained about the number of babies a woman has given birth to will help to predict the future fertility rates and population of Tokelau.

**Q42: Date last baby was born**

**Q42** | Na fanau anafea te tamaiti mulimuli a ( ... )?

| When was ( ... )'s last baby born?

<i>day</i>		<i>month</i>		<i>year</i>			

**Information for this question**

Special instructions for this question	Give the day, month, and year when the last baby was born.  Count babies that have since died.
Who needs to answer this question	Female respondents aged 15 years and over who are usually resident in Tokelau and have given birth to a baby.
Allow multiple responses	No.
Read out all response options	Not applicable.
Routing instructions	Go to Q42
Definitions	Not applicable.
Inclusions and exclusions	<b>Count</b> babies that were born alive, even if they have since died.  <b>Do not count</b> babies that were stillborn.
Why we ask this question	Information about the number of babies a woman has given birth to will help to predict the future fertility rates and population of Tokelau.

**Q43: Birth children that have died**

<b>Q43</b>	<p>E tokafia ia tamaiti a ( ... ) na fanau kafai e iei kua gagalo?</p> <p>How many children, if any, that ( ... ) gave birth to have died?</p>	<table border="0"> <tr> <td style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></td> <td style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></td> <td style="padding-left: 5px;">males</td> </tr> <tr> <td style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></td> <td style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></td> <td style="padding-left: 5px;">females</td> </tr> </table>			males			females
		males						
		females						

**Information for this question**

Special instructions for this question	Count all children that the respondent has given birth to that have since died.
Who needs to answer this question	Female respondents aged 15 years and over who are usually resident in Tokelau and have given birth to a baby.
Allow multiple responses	No.
Read out all response options	Yes.
Routing instructions	Go to Q44.
Definitions	Not applicable.
Inclusions and exclusions	<b>Count</b> babies that were born alive but have since died. <b>Do not count</b> babies that were stillborn.
Why we ask this question	Information about the number of babies a woman has given birth to will help to predict the future fertility rates and population of Tokelau.

#### Q44: Birth children living in the household

<b>Q44</b>	<p>E tokafia ia tamaiti a ( ... ) na fanau e nonofo nei ite kaiga tenei?</p> <p>How many children that ( ... ) gave birth to are living in this household?</p>	<table border="0"> <tr> <td style="border-right: 1px solid black; padding-right: 5px; text-align: center;">□□</td> <td>males</td> </tr> <tr> <td style="border-right: 1px solid black; padding-right: 5px; text-align: center;">□□</td> <td>females</td> </tr> </table>	□□	males	□□	females
□□	males					
□□	females					

#### Information for this question

Special instructions for this question	Count all children that the respondent has given birth to that are living in 'this household' (the same house as the respondent).  If none of the children that the respondent gave birth to live in the same household – mark '0' in the right hand box.
Who needs to answer this question	Female respondents aged 15 years and over who are usually resident in Tokelau and have given birth to a baby.
Allow multiple responses	No.
Read out all response options	Yes.
Routing instructions	Go to Q44.
Definitions	Not applicable.
Inclusions and exclusions	Include only children who usually live in the same household as the respondent.
Why we ask this question	Information gained about the number of babies a woman has given birth to will help to predict the future fertility rates and population of Tokelau.

**Q45: Birth children living somewhere else in Tokelau**

<b>Q45</b>	<p>E tokafia ia tamaiti a ( ... ) na fanau e nonofo ihe tahi koga o Tokelau?</p> <p>How many children that ( ... ) gave birth to are living somewhere else in Tokelau?</p>	<table border="0"> <tr> <td style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></td> <td style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></td> <td style="padding-left: 5px;">males</td> </tr> <tr> <td style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></td> <td style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></td> <td style="padding-left: 5px;">females</td> </tr> </table>			males			females
		males						
		females						

**Information for this question**

Special instructions for this question	Count all children that the respondent has given birth to <b>that live somewhere else in Tokelau</b> , i.e. in another household.  If <b>NONE</b> of the children that the respondent gave birth to <b>live somewhere other</b> than this household <b>in Tokelau</b> —mark '0' in the right hand box.
Who needs to answer this question	Female respondents aged 15 years and over, who are usually resident in Tokelau and have given birth to a baby.
Allow multiple responses	No.
Read out all response options	Not applicable.
Routing instructions	Go to Q46.
Definitions	Not applicable.
Inclusions and exclusions	Include only children who do <b>NOT</b> usually live in the same household as the respondent, and who live somewhere else in Tokelau.
Why we ask this question	Information about the number of babies a woman has given birth to will help to predict the future fertility rates and population of Tokelau.

**Q46: Birth child living somewhere else overseas**

**Q46** | E tokafia ia tamaiti a ( ... ) na fanau e nonofo i fafo?

How many children that ( ... ) gave birth to are living overseas?

males

females

**Information for this question**

Special instructions for this question	Count all children that the respondent has given birth to <b>that live somewhere else overseas</b> , i.e. in New Zealand, or Samoa.  If <b>NONE</b> of the children that the respondent gave birth to <b>live somewhere other</b> than this household <b>overseas</b> —mark '0' in the right hand box.
Who needs to answer this question	Female respondents aged 15 years and over who are usually resident in Tokelau
Allow multiple responses	No.
Read out all response options	Not applicable.
Routing instructions	This is the end of the questionnaire. Thank the respondent for taking part in the census. Go to the next respondent.
Definitions	Include only children who do NOT usually live in the same household as the respondent, and who live overseas.
Inclusions and exclusions	As above
Why we ask this question	Information about the number of babies a woman has given birth to will help to predict the future fertility rates and population of Tokelau.

## 4.4 Absentee questions

### A1: Absentee name

<p><b>A1</b> Ko ai na igoa ona tino e mahani nonofo ite fale tenei kae e he i kinei ite po o te tuhigaigoa?</p> <p><i>Ko te igoa e lahi fakaaoga ma iloa ai te tino e te nuku.</i></p> <p>What are the names of each person who usually lives in this dwelling but will <b>not</b> be spending census night here?</p> <p><i>By name we mean the common or village name by which the respondent is known.</i></p>	<p><i>First name(s)</i></p> <input type="text"/> <p><i>Family name</i></p> <input type="text"/>
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### Information for this question

Special instructions for this question	Remember to give a first name and a family name.
Who needs to answer this question	Head of household, on behalf of those not present in the dwelling on census day but usually live there.
Allow multiple responses	Not applicable.
Read out all response options	Not applicable.
Routing instructions	Go to A2.
Definitions	By name we mean the common or village name by which the respondent is known.
Inclusions and exclusions	Not applicable.
Why we ask this question	We need each person's name to make sure that everyone is counted on census day – especially for those people who were away from home on census day.

## A2: Absentee age on last birthday

**A2** | Kua fia ai ia tauhaga o te tino tenei i tona aho fanau mulimuli? |  years

| What was this person's age on their last birthday? |

### Information for this question

Special instructions for this question	None
Who needs to answer this question	Head of household, on behalf of those not present in the dwelling on census day but usually live there.
Allow multiple responses	No.
Read out all response options	Yes.
Routing instructions	Go to A3.
Definitions	Not applicable.
Inclusions and exclusions	Not applicable.
Why we ask this question	Age and sex are key variables. Along with the population count, they help to determine to future needs of the people in Tokelau

### A3: Absentee sex

- A3** | Ko te tino tenei he taumalo pe he tautiti? | 1  male  
| Is this person male or female? | 2  female

#### Information for this question

Special instructions for this question	None
Who needs to answer this question	Head of household, on behalf of those not present in the dwelling on census day but usually live there.
Allow multiple responses	No.
Read out all response options	Yes.
Routing instructions	Go to A4.
Definitions	Not applicable.
Inclusions and exclusions	Not applicable.
Why we ask this question	Age and sex are key variables. Along with the population count, they help to determine the future needs of the people in Tokelau

#### A4: Absentee relationship to head of household

<b>A4</b>	<p>Ko hea te hokotaga o te tino tenei ki te tino kautu e tali e ia na fehili agai ki te kaiga?</p> <p>What is this person's relationship to the reference person?</p>	<p>1 <input type="radio"/> spouse</p> <p>2 <input type="radio"/> stepchild / adopted child</p> <p>3 <input type="radio"/> son or daughter</p> <p>4 <input type="radio"/> mother or father</p> <p>5 <input type="radio"/> brother or sister</p> <p>6 <input type="radio"/> other family relationship</p> <p>7 <input type="radio"/> unrelated</p>
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#### Information for this question

Special instructions for this question	None
Who needs to answer this question	Head of household, on behalf of those not present in the dwelling on census day but usually live there.
Allow multiple responses	No.
Read out all response options	Yes.
Routing instructions	Go to A5.
Definitions	<p>The reference person is the 'head of household' and/or the person who has answered questions about the dwelling on behalf of the household.</p> <p>'Other relationship' means any other familial relationship.</p> <p>'Unrelated' means that the person is not a family member or relative of the head of household (eg a guest).</p>
Inclusions and exclusions	Not applicable.
Why we ask this question	The information from this question allows us to analyse the composition of households and families. With this information we can also make sure we have counted every person in each family in Tokelau on census day.

**A5: Reason for absence**

<b>A5</b>	<p>Ko hea te mafuaaga kua he i kinei ai te tino tenei ite po o te tuhigaigoa?</p> <p>What is the reason for this person's absence on census night?</p>	<p>1 <input type="radio"/> schooling / education</p> <p>2 <input type="radio"/> official duties overseas</p> <p>3 <input type="radio"/> TPS based in Apia</p> <p>4 <input type="radio"/> medical referral patient</p> <p>5 <input type="radio"/> private medical patient</p> <p>6 <input type="radio"/> on holiday overseas</p> <p>7 <input type="radio"/> other reason. <i>Specify:</i></p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>
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**Information for this question**

Special instructions for this question	None
Who needs to answer this question	Head of household, on behalf of those not present in the dwelling on census day but usually live there.
Allow multiple responses	No.
Read out all response options	Yes.
Routing instructions	Go to A6.
Definitions	Not applicable.
Inclusions and exclusions	Not applicable.
Why we ask this question	This question allows us to distinguish visitors from the usual residents of a household and of Tokelau, so we can calculate an accurate population count.

## A6: Is Absentee in Tokelau

<b>A6</b>	<p>Ei luga o Tokelau te tino tenei ite po o te tuhigaigoa?</p> <p>Is this person in Tokelau on census night?</p>	<p>1 <input type="radio"/> yes → go to next absentee</p> <p>2 <input type="radio"/> no → go to A7</p>
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### Information for this question

Special instructions for this question	None
Who needs to answer this question	Head of household, on behalf of those not present in the dwelling on census day but usually live there.
Allow multiple responses	No.
Read out all response options	Yes.
Routing instructions	If yes – go to A1 and complete for the next absent person. If no – go to A7.
Definitions	Not applicable.
Inclusions and exclusions	'In Tokelau' can be any one of the three atolls.
Why we ask this question	<p>This question allows us to distinguish visitors from the usual residents of a household and of Tokelau, so we can calculate an accurate population count.</p> <p>The information from this question also allows us to analyse the composition of households and families. With this information we can also make sure we have counted every person in each family in Tokelau on census day.</p>

## A7: How long absent

- A7** | Kua fia nei te mataloa katoa talu mai te teka kehe o te tino tenei mai Tokelau? |  1 less than 12 months  
→ go to next absentee
- How long altogether is he / she away from Tokelau? |  2 more than 12 months  
→ go to next absentee

### Information for this question

Special instructions for this question	None
Who needs to answer this question	Head of household, on behalf of those not present in the dwelling on census day but usually live there.
Allow multiple responses	No.
Read out all response options	Yes.
Routing instructions	Go to A1 for the next absentee – or if there are no more absentees, this is the end of the questionnaire. Thank the head of the household and the family for taking part in the 2011 Tokelau Census.
Definitions	Not applicable.
Inclusions and exclusions	Not applicable.
Why we ask this question	This question allows us to distinguish visitors from usual residents of a household and of Tokelau, so we can calculate an accurate population count.



## 5 District supervisors and the census support team



## 5.1 Roles and responsibilities

### Pre-census day

- Prepare non-private dwellings (NPD) list. This will include hospitals, schools, boats, and guesthouses.
- Help determine interviewer areas.
- Review maps.
- Help prepare interviewer materials: bags, forms, pens.
- Help to reinforce key census messages with interviewers.

### Census day

- Conduct interviews at NPDs.
- Quality check each interviewer – thorough check of two households per interviewer. This check to be conducted after the interviewer has left the household.
- On call to help interviewers.
- Assist with interviewing as necessary.

### Straight away after census day

- Sort forms – ensure each household is in order.
- Check that people listed actually exist.
- Check all dwellings have an ID sticker.
- Help compile preliminary provisional count.
- Pack up census forms and dispose of extra supplies.

### Debrief

- Participate in debrief.

### After census day

- Encourage the use of census information in national and local decision making.

## 5.2 Quality checking and coding of forms

The quality checking required to be undertaken by district supervisors is outlined in this table. A district supervisor should go through each check for every form returned to them by the collectors.

### Front page

Check	Action	Completed
Is the identification sticker attached?	<b>Yes</b> 1. The form passes this check.	<b>Yes / No</b>
	<b>No</b> 1. Establish what the appropriate ID number is. 2. Attach ID / write it on.	<b>Yes / No</b>
Is the private / non-private question completed?	<b>Yes</b> 1. The form passes this check.	<b>Yes / No</b>
	<b>No</b> 1. Establish what the answer is.	<b>Yes / No</b>

## Dwelling questions

Check	Action	Completed
Is every question answered?	<b>Yes</b> 1. The form passes this check.	<b>Yes / No</b>
	<b>No</b> 1. Confer with interviewer and find out why some questions are not answered. 2. If answer(s) are available, write them on the form. 3. If the respondent has refused to answer a question, use a red pen to write 'refused' on the question.	<b>Yes / No</b>
Is the form completed neatly and readable?	<b>Yes</b> 1. The form passes this check.	<b>Yes / No</b>
	<b>No</b> 1. If only a few responses are hard to read, use a red pen to clarify the correct answer to a question.	<b>Yes / No</b>

## Individual questions

Check	Action	Completed
Have any respondents answered 'other' to questions 5, 6, 7, 10, 11, 12, 14, 15, 18, or 21?	<p><b>Yes</b></p> <ol style="list-style-type: none"> <li>1. Use a red pen to write the number/code that represents their answer to the question.</li> <li>2. Repeat this for questions 5, 6, 7, 11, or 15</li> <li>3. Repeat for each respondent in the dwelling.</li> </ol>	<b>Yes / No</b>
	<p><b>No</b></p> <ol style="list-style-type: none"> <li>1. The form passes this check.</li> </ol>	<b>Yes / No</b>
Have any respondents answered question 24, 25, and 29?	<p><b>Yes</b></p> <ol style="list-style-type: none"> <li>1. The form passes this check.</li> </ol>	<b>Yes / No</b>
	<p><b>No</b></p> <ol style="list-style-type: none"> <li>1. Use a red pen to write the number/code that represents their answer to the question.</li> <li>2. Repeat for each respondent in the dwelling.</li> </ol>	<b>Yes / No</b>

### Absentee questions

Check	Action	Completed
Is every question answered?	<b>Yes</b>  1. The form passes this check.	Yes / No
	<b>No</b>  1. Confer with interviewer and find out why some questions are not answered. 2. If answer(s) are available, write them on the form If the respondent has refused to answer a question, 3. Use a red pen to write 'refused' on the question.	Yes / No
Is the form completed neatly and readable?	<b>Yes</b>  1. The form passes this check.	Yes / No
	<b>No</b>  1. Transcribe the form. 2. Ensure ID is also transcribed.	Yes / No
How many people are listed as absentees?	<b>Enter the number of people here</b>  _____	Yes / No

**Back page**

Check	Action	Completed
Is every person in the household listed?	<p><b>Yes</b></p> <p>2. The form passes this check.</p>	Yes / No
	<p><b>No</b></p> <p>1. Check that each person listed on the back page: has answered the individual questions / had the questions answered for them.</p> <p>2. If some people are missing from the back page, add them.</p> <p>3. If some people on the back page have not answered Q1–46, send the interviewer back to the household to interview the person.</p>	Yes / No
Is the form completed neatly and readable?	<p><b>Yes</b></p> <p>1. The form passes this check.</p>	Yes / No
	<p><b>No</b></p> <p>1. Transcribe the form.</p> <p>2. Ensure ID is also transcribed.</p>	Yes / No
How many people are listed on the back page?	<p><b>Enter the number of people here</b></p> <p>_____</p>	Yes / No

## Continuation forms

Check	Action	Completed
Is the continuation form stapled to the main form for the dwelling?	<b>Yes</b> 1. The form passes this check.	Yes / No
	<b>No</b> 1. Staple forms together.	Yes / No
Have the dwelling form questions on the continuation form been crossed out?	<b>Yes</b> 1. The form passes this check.	Yes / No
	<b>No</b> 1. Use a red pen to cross the dwelling form questions on the continuation form H1–H20.	Yes / No
Have the respondent numbers on the continuation form been updated?	<b>Yes</b> 1. The form passes this check.	Yes / No
	<b>No</b> 1. Use a red pen to cross out the respondent numbers (1–6) on the continuation form and replace them with numbers 7–12. 2. Do this for each page of the individual section Q1–Q40.	Yes / No
Have the names of the respondents on the continuation form been added to the back page of the main form?	<b>Yes</b> 1. The form passes this check.	Yes / No
	<b>No</b> 1. Add the names of the respondents on the continuation form to the back page of the main form.	Yes / No

