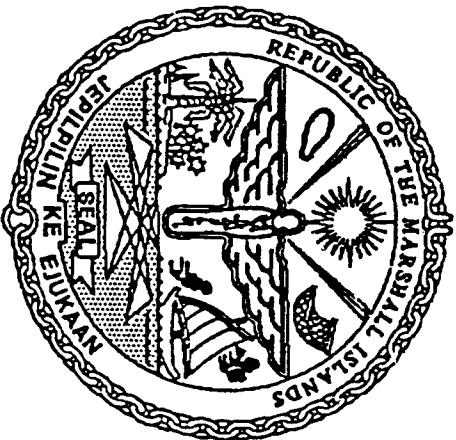


REPUBLIC OF THE MARSHALL ISLANDS



CENSUS OF POPULATION AND HOUSING 1988
FINAL REPORT

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FOR CENSUS OFFICE USE

Place	Household Number
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CENSUS OF POPULATION AND HOUSING 1988

Name of Place	Household Number
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324

FOR ALL PERSONS		Person 1	Person 2	Person 3	Person 4	Person 5	Person 6	Person 7	Person 8	Person 9	Person 10
1 NAME	all who stayed on census night										
2 RELATIONSHIP	to head or other member of household										
3 SEX	M for male, F for Female / Clan	/	/	/	/	/	/	/	/	/	/
4 DATE OF BIRTH	if date unknown, estimate year	Month Day Year	Month Day Year	Month Day Year	Month Day Year	Month Day Year	Month Day Year	Month Day Year	Month Day Year	Month Day Year	Month Day Year
5 CITIZENSHIP	country										
6 MARITAL STATUS	never married, married, widowed, divorced										
7 REAL FATHER	alive or dead										
8 REAL MOTHER	alive or dead										
9 PLACE OF BIRTH	atoll or island, country if outside Marshalls										
10 DURATION OF RESIDENCE	years										
PREVIOUS RESIDENCE	atoll or island, country if outside Marshalls										
11 SCHOOL ATTENDANCE	attending school, not attending school										
12 EDUCATIONAL ATTAINMENT	highest level attained										

FOR ALL PERSONS BORN IN 1973 OR BEFORE

13 OCCUPATION LAST WEEK	what was person's occupation? if none, what was the reason? looking for work, household work, student, too old, disabled, etc.																					
14 EMPLOYER	where does person work? department if government or company if self-employed, what is person's trade or business?																					

FOR ALL WOMEN BORN IN 1973 OR BEFORE

15 HOW MANY OF THE CHILDREN THIS WOMAN HAS BORN ALIVE WERE HERE ON CENSUS NIGHT?	if none, 0	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
16 HOW MANY WERE ELSEWHERE?	if none, 0																					
17 HOW MANY HAVE DIED?	if none, 0																					
18 WHEN WAS THE LAST CHILD BORN?		Month Day Year	Month Day Year	Month Day Year	Month Day Year	Month Day Year	Month Day Year	Month Day Year	Month Day Year	Month Day Year	Month Day Year	Month Day Year	Month Day Year	Month Day Year	Month Day Year	Month Day Year	Month Day Year	Month Day Year	Month Day Year	Month Day Year	Month Day Year	
19 IS THE CHILD STILL ALIVE?	yes or no																					

APPENDIX A

FOR CENSUS OFFICE USE

Place	Household Number
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HOUSEHOLD

✓ tick appropriate box

1 SUBSISTENCE ACTIVITIES

Did any member of the household during the last week engage in

- | | | | |
|---|--------------------------|--|---|
| 1 | growing food | | 1 |
| 2 | producing copra | | 2 |
| 3 | fishing | | 3 |
| 4 | keeping livestock | | 4 |
| 5 | making handicrafts | | 5 |
| 6 | other, specify | | 6 |

2 TYPE OF LIVING QUARTERS

Does this household live in

- | | | | |
|---|--------------------------------|--|---|
| 1 | a conventional dwelling | | 1 |
| 2 | an apartment | | 2 |
| 3 | a trailer or mobile home | | 3 |
| 4 | an improvised structure | | 4 |
| 5 | a hostel | | 5 |
| 6 | other, specify | | 6 |

Does the household share the dwelling with other households?

- | | | | |
|---|-----------|--|---|
| 1 | yes | | 1 |
| 2 | no | | 2 |

3 DRINKING WATER

What is the main source of the household's drinking water?

- | | | | |
|---|---|--|---|
| 1 | public piped water inside the dwelling | | 1 |
| 2 | public piped water outside the dwelling | | 2 |
| 3 | rain catchment or barrel | | 3 |
| 4 | well | | 4 |
| 5 | other, specify | | 5 |

4 TOILET FACILITIES

What toilet facilities does this household have?

- | | | | |
|---|----------------------|--|---|
| 1 | flush toilet | | 1 |
| 2 | water seal | | 2 |
| 3 | pit latrine | | 3 |
| 4 | none | | 4 |
| 5 | other, specify | | 5 |

Does the household share the toilet with other households?

- | | | | |
|---|-----------|--|---|
| 1 | yes | | 1 |
| 2 | no | | 2 |

5 LIGHTING

What does this household mainly use for lighting?

- | | | | |
|---|--|--|---|
| 1 | electricity from public power system | | 1 |
| 2 | electricity from private generator | | 2 |
| 3 | electricity from solar power | | 3 |
| 4 | kerosene | | 4 |
| 5 | none | | 5 |
| 6 | other, specify | | 6 |

6 COOKING FUEL

What fuel does this household mainly use for cooking?

- | | | | |
|---|----------------------------------|--|---|
| 1 | electricity | | 1 |
| 2 | gas | | 2 |
| 3 | kerosene | | 3 |
| 4 | coconut shells or firewood | | 4 |
| 5 | other, specify | | 5 |

7 TENURE

Does the household

- | | | | |
|---|---------------------------------|--|---|
| 1 | own these living quarters | | 1 |
| 2 | rent or lease them | | 2 |
| 3 | occupy them rent free | | 3 |
| 4 | other, specify | | 4 |



Republic of the Marshall Islands

**Census of Population and Housing
1988**

**INSTRUCTIONS
TO
ENUMERATORS**

APPENDIX B

Part I INTRODUCTION

1 The census is a count of the country's population which is combined with collecting other information about the people.

2 It is designed to tell us how many of us there are, where we live, how we earn our living and whether the population is changing in numbers and if so, in what ways and how fast.

YOUR JOB

3 Your job as an enumerator is to enumerate everyone who was in your area on Census Night. It is to ask the questions and to record the answers that are required. It is the most important single job in the census. You must make every effort to obtain complete and accurate answers and to record them correctly.

4 The success of the census depends upon the public's willing help and it is your job to obtain this by being polite, patient and tactful always.

5 The information you obtain is confidential and will be used to compile statistics. You are not permitted to discuss it, gossip about it or show your records to anyone not employed on the census. Do not leave your questionnaire books lying around where unauthorized persons may have access to them.

6 You may only ask such questions as are necessary to enable you to complete the questionnaire. It is the duty of all adults to give you such information about themselves and members of the household.

7 Penalties are provided for if either yourself or members of the public fail in their duties.

HOW TO APPROACH THE PUBLIC

8 Act as though you expect friendly cooperation and behave so as to deserve it.

9 Start the interview only when you have identified yourself and exchanged greetings, have explained what the census is about and have answered any questions about the census that the people may ask.

10 During the interview let people take their time. Never put answers in their mouths. Work steadily and make sure answers are plain to you before you write anything down. Do not accept at once any statement you believe to be mistaken but tactfully ask further questions

THE HOUSEHOLD

11 It may happen that someone refuses to answer your questions. Almost always this is because of a misunderstanding. Remain courteous. Stress the importance of the census and that it has nothing to do with taxation or any similar government activity, that the information is confidential and that census results are published only as numerical tables made up in such a way that it is impossible to identify individual persons.

12 You should be able to clear up misunderstandings, but if you cannot persuade a person to help, or if his or her refusal is deliberate, tell the person that you will report the matter to your supervisor and do so at the first opportunity.

YOUR EQUIPMENT

13 When you have completed your training successfully you will be issued with,
a letter of identity,
books of census questionnaires,
instructions to enumerators,
ball point pens,
self adhesive labels,
and a plastic bag.

14 You will be required to return your letter of identity and all books of questionnaires at the end of the enumeration and you cannot be paid until you have done so.

Part 2 GENERAL INFORMATION

THE ENUMERATION AREA

15 You will be allocated an area and you will be responsible for visiting every household in it and for recording the particulars required of every person and household.

CENSUS NIGHT

16 Census Night is the night of Sunday, 13th of November, 1988.

17 You are responsible for enumerating everyone in your area at midnight on that night.

18 A household is a group of persons who live together and usually cook and eat together.

19 The household is the most convenient small group of persons for the purpose of the census and you will enumerate the population by household.

20 A household may consist of one or more persons who may or may not be related to each other and who may occupy a house or part of a house.

21 If two or more groups of persons, each of which has its own separate cooking and eating arrangements, live in the same house treat them as separate households.

22 Sometimes groups of people live together but cannot be said to belong to a household. Ships crews and persons in hospitals, colleges and prisons are examples.

23 Supervisors will make arrangements for enumerating such people and you may be instructed to help with these special cases. Persons in institutions or on board ship should be treated as if they belonged to a single household. The name of the institution or vessel should be written at the top of the questionnaire so as to make it clear that it is not a private household.

24 Those working in institutions but who live in their own households should be enumerated with their own households and not with the institution. Thus, a nurse on night duty should be counted with her household and not with patients in the hospital.

WHOM SHOULD YOU INTERVIEW?

25 You must interview as many persons as may be necessary to enable you to obtain particulars of all persons who are in the household on Census Night. See as many persons as possible.

WHOM SHOULD YOU ENUMERATE?

26 Enumerate all persons who were in the household on Census Night.

27 Sometimes there are persons who would normally have slept with the household but who were absent on Census Night and did not sleep in any other house. Examples are night fishermen, police officers, and nurses on night duty, persons working a night shift in a hotel. Such persons are to be enumerated with the household.

WHAT HAPPENS IF THERE IS NO ONE AT HOME?

- 28 It may happen that when you visit a house that is inhabited you are unable to obtain any information, either because nobody is at home or because the adult occupants are away at the time.
- 29 You must enquire from those at home when is the best time to call back. If there is no one at home, ask the neighbors when the members of the household are likely to be at home and arrange your next visit for that time.
- 30 Try and send word ahead of you to say when you will be visiting households.
- 31 If after three visits you have not succeeded in finding anyone at home, make a note of the place and tell your Supervisor.

THE QUESTIONNAIRE

- 32 All the information required at the census is to be recorded on the questionnaires which will be issued to you in bound books of forty forms. None should be taken out or destroyed. You will have to account for all of them.
- 33 Detailed instructions for completing the questionnaire are given in Part 3 of these Instructions.

CHECK YOUR WORK

- 34 Before you leave the household, look at the questionnaire you have completed for it and make sure that you have done so accurately and fully. It is better to check your work on the spot than to have to go back or be sent back. It will save you time and trouble.
- 35 In particular you should check that,
 no one has been missed,
 others can read what you have written,
 all the lines have been filled in where they should be,
 the answers are correct.

THE LABEL

- 36 You will be given a supply of self adhesive labels. They are to be used to mark those houses you have visited and whose occupants you have enumerated.

37 The purpose of the label is to help ensure that no household is enumerated twice and that none is missed. It will also make checking easier.

38 When you have enumerated the household, write the household number on the label, detach it from its backing and fix it to the house. Place it where it will be easily seen, and is out of reach of small children. Ask the people to leave it in place until the end of the month so that they may be spared the inconvenience of unnecessary visits. Explain that the labels will peel off and that they are used for the purpose of the census only.

39 A label is to be fixed to a house only when a questionnaire has been completed in respect of its occupants. The number on the label must correspond with the household number on the questionnaire.

PART 3 HOW TO FILL IN THE QUESTIONNAIRE

GENERAL RULES

- 40 Complete the questionnaire yourself.
 Use the pens provided.
 Keep the questionnaire clean.
 Write legibly, in CAPITALS.
- 41 The questionnaire is in two parts. The first is for all persons in the household. The second is for information about the household.
- 42 The form for persons in the household is in three sections. The first is for all persons. You will ask questions 1-12 of all persons and make written entries using one column for each person.
 The second is for all persons born in 1973 or before. And you are required to ask these questions of all persons aged fifteen years or more.
 The third section is for women born in 1973 or before. Ask questions 15-19 of all women born in 1973 or before and make written entries for each.
- 43 Complete this part of the questionnaire before entering the household particulars.
- 44 Complete a separate questionnaire for each household. If there are more than ten persons in the household, continue on the next page. Write 'continued' at the foot of the first page and at the top of the second. Change the person number on the second and subsequent pages. The first person on the second page will usually be number '11' the second person '12' and so on.

45 If information is given you by someone other than the person concerned and some details are unknown, you may write 'not known' or 'NK' in the appropriate box. Make every effort to obtain full and correct answers to avoid the use of 'NK'.

job to learn them and to ask them as they are set out in these Instructions and on the questionnaire. It is important that each enumerator should ask census questions in exactly the same way, otherwise there will be misunderstanding and mistakes.

Details are unknown, you may write 'not known' or 'NK' in the appropriate box. Make every effort to obtain full and correct answers and to avoid the use of 'NK'.

46 If you make a mistake, cross it out neatly with a single line and correct it. If there is no room to make the correction, draw a line through the whole of the column for the person, write along it 'mistake' and complete a new column for the person.

47 If you make a mistake involving a whole household, draw a diagonal line across the questionnaire, write along it 'spoilt' and complete a fresh questionnaire for the household. Never tear a spoilt questionnaire out of the book.

THE INTERVIEW AND THE QUESTIONS

48 When you arrive at a house, greet the occupants and identify yourself as a census enumerator.

49 Ask, *'Who is the head of this household?'*

50 The head of the household is the person who is regarded by the members of the household as its head, and may be a man or a woman. If the head of the household is not present, ask for the next senior person.

51 Explain that you must record particulars of everyone who was present in the household on census night. If people came and went during that night, record them according to where they were at midnight.

52 First, enter the name of the village or island/fislet at the top of the form.

53 Next enter the household number. You will allocate this number yourself. The first household you enumerate will be 1, the second 2 and so on upwards.

54 Then complete the main body of the questionnaire and finally complete the household section.

55 The instructions which follow deal with what is required and will help explain the notes printed on the questionnaire. Study them together.

56 The instructions also deal with the way in which you are to ask the questions. It is your

same way, otherwise there will be misunderstanding and mistakes.

57 As far as possible, obtain information directly from the persons concerned.

58 Your first job is to make a list of all persons who were in the household on census night. Starting with the head of the household, if he or she was present, or with the person in charge of the household at that time.

QUESTIONS 1 AND 2 NAME AND RELATIONSHIP

59 Ask, *'Who stayed here on census night?'*

60 It is important that you list the names in a set order so that you have a clear picture of the household from the very beginning.

61 List members of the household by family.

Start with the head and his wife and unmarried children, beginning with the eldest and working down to the youngest.

Then enter married children and their spouses and children.

Then list other relatives and their wives and children who were in the household on census night.

Finally list those who are not related to the head or anyone else in the household.

62 Very young children are sometimes forgotten, so pay particular attention to getting all babies counted. If the infant has no name, write 'Baby of _____' and enter the mother's person number.

63 Remember to enquire about and to include night workers, who were on duty and away from the household on census night.

64 When you have written the names of all who were in the household on census night read over the list and ask,

'Is that correct?'

If not, correct the list. Then ask,

'Was there anyone else here on census night?'

If there was, include them.

Then look about you. If you see infants or children whose mothers are included, or very old or infirm people, ask further questions, 'What about that child? Is he or she listed? Was that elderly person here on census night? Were there any night workers?' You must be sure that everyone who was present on census night is included.

65 We do not require the person's full name. It will be enough for the purposes of the census to record the name by which the person is known so that he or she may be identified by supervisors checking your work.

66 At the same time as you write names on line 1, enter the relationship on line 2.

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

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

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

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

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

72 The following relationships will cover all the cases with which the census is concerned:

Head	Wife	Husband
Son (S)	Daughter (D)	
Adopted or step son (AS)	Adopted or step daughter (AD)	
Grandson (GS)	Grand daughter (GD)	
Mother	Father	

For all other relatives write 'Relative'. If the person is in none of these categories write

'Other'. For persons in institutions it will be sufficient to write 'Patient', 'Prisoner' or as the case may be.

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

QUESTION 3 SEX

74 Write M for males and F for females.

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

QUESTION 4 DATE OF BIRTH

76 *'When was this person born?'*

Write the month, the day and the year of birth.

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

78 And for children born 1980 - 1988 you must try particularly hard to get at least the month and the year.

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

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

81 Some people may not know their date of birth but may know their age. Ask, *'How old is this person?'* If the age is known, calculate the year of birth.

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

QUESTION 3A C L A N

75a Write the person's clan (jowi not bwij). Accept the answer as it is given you. You may abbreviate - for example, 'Mwejor' for Dri-Mwejor'. Where there are children who belong to the mother's clan you may write ' ' ' for the children. If the answer is not known, write 'N/K'. If there is not enough space to write the clan, or if the person has more than one clan, enter the answers on line 5 under Citizenship.

Examples of Clans jowi

- | | |
|-----------------------|----------------|
| 1. Raij | 13. Iroi j |
| 2. Dri-Arno | 14. Raur |
| 3. Dri-Bikarej | 15. Dri-Luwit |
| 4. Dri-Lujen Namu | 16. Joa |
| 5. Dri-Kwajalin | 17. Dri-Malel |
| 6. Dri-Kabin Ailin in | 18. Jejed |
| 7. Ijidrik | 19. Kalo |
| 8. Mokaulej | 20. Dri-Tobal |
| 9. Dri-Mwejor | 21. Erroja |
| 10. Erobra | 22. Dri-Lotobo |
| 11. Tilan | 23. Jol |
| 12. Dri-Kodro | 24. Dri-Mae |
| | 25. Dri-Bit |

For non-Marshallese write 'N/A'

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

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

QUESTION 5 CITIZENSHIP

85 Record the country of which the person considers he or she is a citizen. Accept the answer as it is given. The census is not concerned with the legal status of a person.

86 If the person holds dual citizenship, write both - for example, 'Marshallese/US'.

87 If there is any doubt as to the person's citizenship, record the mother's.

88 You may write 'M' for Marshallese and 'US' for citizen of the USA. Write other countries in full.

QUESTION 6 MARITAL STATUS

89 *'Is this person married?'*

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

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

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

93 Divorced is for a person who has been married but who has divorced or who has left his or her spouse because the marriage has broken. Accept the answer as it is given to you.

94 You may use the following abbreviations:

NM for never married

M for married

W for widowed

D for divorced

QUESTION 7 REAL FATHER

95 *'Is this person's real father alive?'*

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

QUESTION 8 REAL MOTHER

97 *'Is this person's real mother alive?'*

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

QUESTION 9 PLACE OF BIRTH

99 *'Where was this person born?'*

100 We wish to know the mother's usual place or residence at the time. Thus, if the mother went to hospital in Majuro or Ebeye for the birth, record the place where the mother was living.

101 If the person was born in the Marshall Islands write the name of the atoll or island where the mother was living at the time.

102 If the person was born outside the Marshall Islands write the country of birth - for example, USA, Kiribati, Palau etc.

QUESTION 10 DURATION OF RESIDENCE

103 *'How long has this person lived here?'*

104 Write the number of years the person has lived in this atoll or island.

105 If the person has lived in the atoll or island for ten years or less, ask,

'Where did the person come from?'

a. I write the atoll or island. If the person came from outside the Marshalls, write the country.

115 Questions 13 and 14 are concerned with how people provide for themselves and their households, how they make their living.

a. I write the atoll or island. If the person came from outside the Marshalls, write the country.

106 If the person has lived in the atoll or island for more than ten years, or was born 1983-1988, write 'N/A'.

QUESTION 11 SCHOOL ATTENDANCE

107 *'Is the person attending school?'*

108 A person is either attending school this term - write 'AT' or 'AET'
or is not attending school - write 'NOT' or 'JAAB'

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

QUESTION 12 EDUCATIONAL ATTAINMENT

109 *'What is the highest level of education this person has attained?'*

110 State the highest grade the person reached or is attending if still at school. If the person has never been to school, write 'NONE'. You may shorten grade by writing 'G1' or 'G3' or as the case may be.

111 This question applies to everyone - to those who have left school as well as to those who are attending school.

112 If the person has left school with Grade 12 and has successfully completed some post-secondary training or gained some post-secondary qualification write details. If the person has more than one post-secondary qualification, write the one the person considers most important.

113 This completes the questions which are to be asked of everyone. Make sure there is an entry in each box and that the entry is correct.

114 The next pair of questions, 13 and 14, apply to all persons born in 1973 or before. Look back at the year of birth you have entered for each person. For those born 1974 - 1988 write 'N/A' for question 13 and leave the rest of the column blank.

households, how they make their living.

116 In the week before census night, almost everyone in the Marshall Islands will have done something to provide for himself or herself. It is your job to discover and record what each person did. It does not matter whether they had a job or were paid for what they did. A person who fished, or cut copra, or looked after pigs, or replaced thatch on a roof, or cultivated a vegetable garden worked. So did a person who was in paid employment. It is your job to discover and record what each person did.

QUESTION 13 OCCUPATION

117 *'What did this person do last week?'*
'What was the person's occupation?'
'If the person did nothing, what was the reason?'

118 We require an exact description of what the person did last week.

119 You should aim to provide a two or three word description of the person's work. Record what a person did - for example 'cut copra', 'foreman carpenter', 'diesel mechanic', 'made mats', 'sold groceries', 'primary teacher'. Avoid general terms such as 'operator', 'clerk', 'manager' or 'business'. We need to know just what it was the person operated or managed, what kind of a clerk or mechanic, whether a teacher taught in high school, primary school or head start.

120 You will find it best to speak to the person concerned whenever possible. Members of the household are often vague as to the occupation of others.

121 If the person is in employment you may find that you get a more accurate idea of his or her job by asking for the job title and recording that.

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

123 If the person combined paid employment with unpaid work you should record the paid job rather than the unpaid job - for example if the person is a bulldozer operator and worked

last weekend in his coconut plantation he should be entered as a 'bulldozer operator'.

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

125 If a person had no occupation and did nothing last week, ask
'What was the reason?'

126 There are many reasons why a person may have done no work last week. Those which are most important to the census are:

Looking for work: This applies to people who were capable of working and who would have worked if there had been a job available. It includes those who wanted to work and who actively looked for work as well as those who did nothing about finding a job because they knew there were none available.

The test is, 'Did this person do anything to provide for himself or herself last week?' If the person did nothing and was dependent upon others for food and shelter but could have worked and wanted to work you should enter 'Looking for work'.

Household work: This applies to those who did not work last week and were occupied with purely domestic duties round the house.

Many household workers combine domestic duties with working outside the house - in the garden, collecting food or in paid employment. In such cases you should write their occupation.

Student: If the person is attending school or a training course or a university full time, write 'student'.

Other: There are other reasons why a person may have done no work last week. Ask and record the reason - 'too old', 'disabled', 'mentally handicapped', 'prisoner' or as the case may be.

QUESTION 14 EMPLOYER

127 *'Who does this person work for?'*
'Where does this person work?'

128 Write the name of the company, firm, organization or corporation which employs the

person. For example, 'Atoll Council', 'Tobolar', 'AMI'.

129 If the organization is large, write the section in which the person works. For example - 'RRE Hotel', 'RRE Shipping', 'RRE Car Rental'.

130 If the person is employed by the Government, write his or her department or ministry. For example, 'PWD Roads', 'PWD Carpentry', 'Education', 'Finance', 'Health Services'.

131 If the person is self employed, write the kind of business he or she engages in. For example, 'Store', 'Bakery', 'Copra'.

132 The next set of questions, 15 to 19, apply to ALL WOMEN BORN IN 1973 OR BEFORE.

133 An answer is required of all women in this category whether or not they are married, whether or not they are still attending school, and whether or not you think they may have borne children.

134 If the person is male or is a girl born 1974 to 1988, write 'N/A' on line 15 and leave the rest of the column blank.

135 If possible speak to the woman herself. She will know about the children she has borne and will be able to answer the questions more accurately than anyone else.

136 The census is concerned with all the children a woman has borne. Include children who have grown up and left home, children borne by the woman to other men as well as to her present husband, her children who are living away from home and children who have died even if they died shortly after birth. Be careful to include very young babies.

137 Do not include adopted children, step children or children who may be staying in the household but were not borne by the woman herself.

138 We are concerned with the number of children the woman has borne alive. '0' is a number. If the appropriate number on any line is '0', then write '0'. Do not leave the lines blank and do not use any other symbol.

139 A child born alive is one who cries after being born. The census is concerned with children born alive. Do not include still births - that is children who did not cry.

140 Ask, *'Has this woman borne any children?'*

141 If the woman has never borne any children alive, write '0' for boys and '0' for girls.

155 You have completed particulars of persons in the household. Now check, that there is no one else you should have included, that no line has been left blank if it should have been completed.

141 If the woman has never borne any children alive, write '0' for boys and '0' for girls.

142 If the woman has borne a child or children, ask
'How many were here on census night?'

143 Write the number of boys and the number of girls who were in the household on census night on line 15. If the answer is 'none' write '0' in the appropriate box.

144 *'How many were elsewhere on census night?'*

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

146 *'How many have died?'*

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

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

149 *'When was the last child borne?'*

150 Whenever possible record the month, day and year.

151 If the day is not known, record at least the month and year for all children born between 1980 and 1988 even if it takes time to find out by questioning the mother and other members of the household.

152 For children born before 1980 it will be enough to record the year of birth.

153 *'Is the child still alive?'*

154 Write 'yes' or 'no' as appropriate.

that no line has been left blank if it should have been completed,
that others can read what you have written,
that the information you have recorded agrees item with item.

156 If you find things have gone wrong or that there are mistakes or omissions, put them right. The record must be complete and accurate before you turn the page and enter information about the household.

157 When you are satisfied that particulars of all persons are correctly recorded, turn over the page and complete the household section of the questionnaire.

158 Record the household particulars on the back of the first page relating to the household. If you have used two or more pages for particulars of persons because there were more than ten persons in the household, draw a diagonal line across the household particulars on the second and subsequent pages.

159 These questions refer to the household as a whole. We are concerned with the way the household lives and is provided for. The questions are self explanatory. Place a tick in the appropriate box. If you cannot decide on the right box, describe the arrangement or facility on the bottom line.

160 Check the entries you have made to be sure they are complete and correct. If you find mistakes or omissions, ask further questions and correct the record. It must be complete and accurate before you leave the household.

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

162 Finally, place the self adhesive label bearing the household number where it will be easily seen and where it is convenient to the household.

163 When you complete a book, sign it in the space provided for the enumerator's signature. Your signature is your certificate that the information you have recorded is complete and correct.