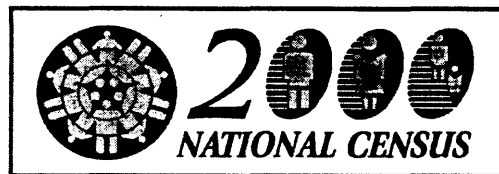




**NATIONAL STATISTICAL OFFICE
2000 CENSUS**



INTERVIEWERS MANUAL

POPULATION AND SOCIAL STATISTICS DIVISION
NATIONAL STATISTICAL OFFICE
PORT MORESBY



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Chapter 1

INTRODUCTION

All over the world countries count their people in some way. A census is one way of doing this. Information on a wide range of topics is collected from each person, such as their age, their education, and the type of work they do. These important details give the Government a better understanding of the people and how to plan for their needs.

National and Provincial government planners need this information to plan for schools, hospitals, health centres and roads. They need to know the number of people, where they live and what these people do.

**The census is concerned only with total numbers of people in each category.
Information on a single individual is NEVER made available.**

The success of the census depends on the skills of the interviewers. You are the key person in the census exercise. Your team will collect census information by interviewing people in every household in the area assigned to you. It is essential that you have a clear understanding of the census form and all other tasks an interviewer needs to carry out.

GENERAL INFORMATION ABOUT THE CENSUS

1.1 What is a census?

The census is a complete count of every man, woman, boy and girl in our country, and even babies. It is called the **National Population Census**. All governments, all over the world, conduct censuses to provide the information they need to govern their countries.

Census is not a new thing. The Bible tells us that the Romans were the first to count their people regularly. Joseph and Mary were in Bethlehem to register for the census because Joseph was born there, and that was where Jesus was born. In those days people had to go back to their birthplace to be counted. This story can be read in Luke 1:2. in your Bible.

1.2 How often do censuses take place in PNG?

Papua New Guinea conducts a census every ten years. The last census of our country was in 1990, and before that, in 1980. The next one will probably be in 2010. The 2000 census will be carried out from 9th to 15th July 2000.

1.3 What is the aim of 2000 Census?

To count every man, woman, boy and girl in Papua New Guinea and to cover the whole country using **the same census form** for every household.

1.4 Who should be counted?

Everyone living in Papua New Guinea at the time of 2000 Census will be counted. This includes Papua New Guineans and people from other countries living here. They will be counted where they slept on the night of 9th July 2000. A Sunday night 9th of July is the Census Night.

1.5 Why is the census needed now?

Populations are constantly growing and changing. A census is needed now to tell us what the population is like now, and how it has changed since the last census held in 1990. Our Government, under the Organic Law, needs up-to-date information to plan for development and proper allocation of money for roads, aid posts, schools, housing and other community needs.

1.6 Census Preparations

During the preparation stage, census preparation workers have visited every village and town to:

- Locate and list information on how many census units there are;
- List all heads of houses, households, and services;
- Make a sketch map of all census units;
- Distribute Household Record Cards (HRC) to every household in rural areas;
- Collect census unit information using the Social and Economic Conditions Study (SECS) Form.

1.7 How will the counting be done?

- Interviewers visiting every household and interviewing the head of household do most of the counting.
- Where every household cannot be visited, councilors or elders will ask the people to come together in one central point so interviews can take place.
- People living in hostels, dormitories, guesthouses, hospitals, barracks and single quarters on plantations and mines will be visited and interviewed individually.

LEGISLATION

1.8 What power do interviewers have to get information from the people?

A law, the Statistical Services Act, of 1980, governs the census. As interviewers you will be acting under the instructions of the National Statistician, who is given the responsibility to conduct the census for the Government of Papua New Guinea.

1.9 Will the information given be kept as private or a secret?

The same law, the **Statistical Services Act of 1980**, protects everyone.

- Interviewers must keep everything they learn from the people very private.
- They must promise at the end of their training **NEVER** to tell anybody else about what people say during their interview.
- They must sign an **Oath or Declaration of Secrecy Form (see attachment 1 of this chapter)** which forbids every census worker from giving information about people.
- Interviewers may discuss problems with their supervisor or other interviewers and census workers but with nobody else.
- People can be confident that only people working on the census will ever know what they said during the interview.
- The census forms are then destroyed under strict supervision.

USES OF CENSUS DATA

1.10 What will happen to the information people give during the census?

During the census, all information is recorded on the census forms. After every census form is completed for a particular area, these forms are packed and sent to the census headquarters in Port Moresby, where the information is entered into computers.

Only the National Statistical Office (NSO) staff deals with the information collected, and the forms are destroyed. The information is then put on computers so it can be tallied and analysed. No individual person's name is entered into the computer files.

1.11 Who uses the results of the census?

The main users of the results of the census are the Provincial, District and Local Level Governments (LLGs), as well as the National Government Departments. The census results help to determine how money and resources will be distributed to LLGs and Wards.

The census results will show how many children will need to go to school in the next 10 years and how many hospital beds will be needed. Departments of Education and Health can use these results to plan how many new schools and aid posts to open and where they are needed, and how many teachers, nurses and doctors need to be trained.

1.12 The census also tells us many other things, including:

How the population has changed over the last ten years.

- Are there more people today than ten years ago?
- How many children have been born since the last census in 1990?
- Where has the population increased slowly and where has it increased rapidly?

It also gives information about the number of people who:

- are employed and the types of work they do
- are unemployed
- are still in school
- are old and retired
- are not working because they are disabled
- are literate or illiterate
- and lots of other information as well.

1.13 Census information will NOT be used for:

- * Electoral rolls
- * Taxation purposes
- * Getting land titles for customary land, or
- * Any religious beliefs, or
- * Giving information to the banks or other organisations, or harming people in any way.

All census information collected is strictly confidential



THE INDEPENDENT STATE OF Papua New Guinea

Statistical Services Act 1980

DECLARATION OF SECRECY

I,
(Name in Block Letters) (Position held Under the Act)

do promise and declare that I will not except as allowed by law, divulge any information relating to an individual person, coming to my knowledge in the execution of my duties under the *Statistical Services Act 1980*.

.....
(Signature)

Dated the.....day of.....2000

Signed in my presence

Witness.....

Address of Witness.....

Exercises - Chapter 1

1.1 What is a National Population Census?

.....
.....
.....

1.2 When is the census night for the 2000 National Census?

.....

1.3 How will the 2000 census be different from earlier censuses in PNG?

.....
.....

1.4 What is the most common method of counting people in the 2000 Census?

.....

1.5 Give at least three uses of census information for your Province, District or LLG?

i).....

ii).....

iii).....

1.6 Give three things census information is not used for?

i).....

ii).....

iii).....

Chapter 2

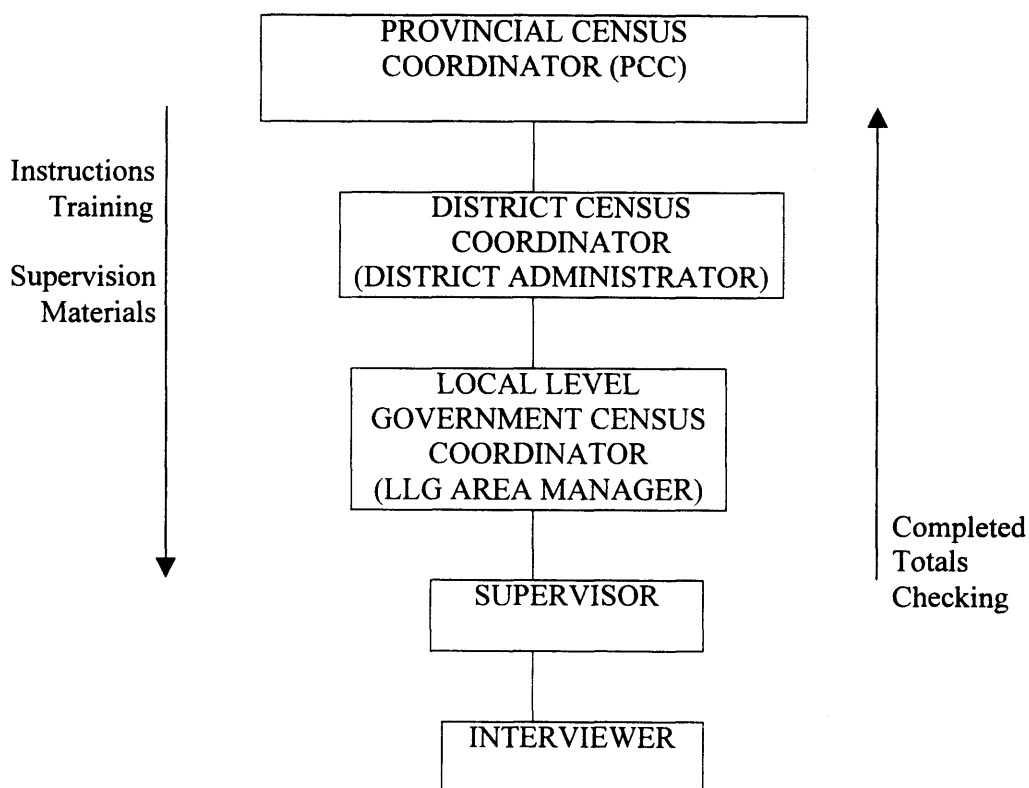
PROVINCIAL CENSUS COORDINATION

2.1 How is the Census organised?

The diagram below shows how the census is organised at the Provincial level. It shows the flow of responsibility, training and supervision. It also shows how information on the total numbers counted is fed back to the Provincial Census Coordinator (PCC).

Instructions, Training, Supervision and Materials are all coordinated at the Provincial level.

2.2 Provincial Coordination Chart



The management of the census flows down from the Provincial Census Coordinator, so that you receive your instructions, training, supervision and the materials you need to do your work.

Later, your completed forms and totals are passed back up the line. At each stage, people check for completion and tally up the total numbers.

Chapter 3

THE INTERVIEWER'S JOB - BEFORE THE INTERVIEW

Interviewer's job is very important. The census operation will succeed only if you know and do your job well.

**You are the only contact with the people who provide the information.
You are the eyes and ears of the census in the field.**

Your work is not just to conduct interviews.

You have tasks to do **BEFORE, DURING** and **AFTER** the interviews.

This chapter is about your tasks **BEFORE** the interview. The success of the interviews depends, to a considerable extent, on how well you do the tasks before the interview.

3.1 Public Relations

An important part of the census is public relations and the publicity campaign. Publicity in the media has prepared the people for the census. You must continue this work by maintaining at all times a good working relationship with the people you contact.

You are now a Census Interviewer so you must abide by the Public Service Regulations.

- You must dress neatly and smartly at all times.
- You must be polite and respectful at all times.
- You must speak slowly and clearly in a language the people understand.
- You must not drink alcohol when you are a census worker.
- You must not smoke inside people's houses or during the interview.
- You must not become involved in conversations about other matters.
- If you are asked about political issues, you must explain that as an employee of the National Statistical Office, your job is only to count the people.
- If you make an appointment to visit a household at a certain time, you must keep it and you must be on time.
- You must make any return visits to households within the interview fieldwork period, or you will not be able to complete your work on time.

3.2 Training

In all areas, interviewer training will be conducted a week before the actual interviews. Training will be conducted at your LLGHQ, or at a place arranged by the LLG Census Coordinator (LLGCC) or the Provincial Census Coordinator (PCC). It is very important that you attend all the training sessions and participate fully in the discussions.

**You must have your Interviewer Manual with you
at all times in the field.**

The Interviewers' Manual has been prepared to explain all your responsibilities. If you cannot understand something in the manual, you must ask the trainer or your supervisor to explain it to you before you start to interview.

You must complete the exercises in the manual to help you understand your task.

During training you will be seated with a group that you will work with in the field. The group will consist of about five members, one Supervisor and four interviewers.

Be warned that your LLGCC has over-recruited interviewers, so only those who meet our requirements will be allowed to go into the field. Those who do not meet the requirements will not be used.

3.3 Interviewer Workloads

An interviewer workload can be a CU or village, or can be part of a CU or village, or can be a group of CUs or villages.

Each interviewer will be assigned a workload to complete.

The size of each workload will range from 40 to 60 households.

Your workload considers:

- Distance
- Location and how to get there
- Language.
- Local knowledge

If you have any problems interviewing at your assigned area, you must immediately report this to your supervisor.

Your workload must be completed within the one-week interviewing period.

If you think you will have problems completing your work in that time, tell your supervisor.

Each interviewer will be given a Workload Folder containing maps and listing forms.

Details of the Workload Folder, how to check it and the different types of households that need to be interviewed are in Chapter Five

3.4 Getting to Know Your Workload Area

**You must familiarize yourself with your workload area
BEFORE the 10th July.**

This means you must start work as soon as you arrive at your workload area, even if it is the weekend.

Familiarization consists of two jobs:

- a) Contacting households and telling them about the census
- b) Checking and updating the map and listing of your work area

You can do both jobs at the same time, but you must do them thoroughly.

a) **Contacting households and telling them about the census**

You must make a good impression when you first contact a household, or people may refuse to cooperate with you when you return to conduct the interview.

- Dress well, be very polite and carry your official Workload Folder.
- Be confident, and remember you are on official business.
- Be knowledgeable about the census and ready to answer any questions about its purpose or organization.
- Carry your Identification Card (ID) at all times (just wearing your Census T-shirt is not enough – you must also show your official ID).
- Approach each household and introduce yourself, giving your name.

- State that you are from the National Statistical Office (NSO) and that you are working as an Interviewer for the 2000 Census, which is recommended by the National Government.
- Show your ID and give the person time to read it.
- Explain that every household in PNG will be interviewed during the census.
- Use the publicity brochures, booklets and pamphlets to explain the census and why you need to collect information on each person in the household.
- Check that you are at the right address by checking any Section and Allotment Numbers or other information on the Listing and Sketch Maps with the head of the household.
- Explain that this is the first visit and you will be conducting the actual interview during the week.
- Try to find out the best time to return and, if possible, make an appointment to conduct the interview.

b) Checking and updating the map and listing of your work area

During your familiarization visits you must

- Find out where your workload begins and where it finishes.
- Make sure you can find every household in your workload.
- Check and update the Sketch Maps.
- Check and update the Household Listing or Household Head Listing.

Chapter Five gives detailed instructions on how to check and update your workload area listing.

3.5 Workload Folders for rural and urban areas

Rural Areas

The rural Workload Folder contain:

- indicative information on the cover of the folder
- a statistical area map (i.e. a map of the LLG)
- listing forms
- sketch maps

Check your workload folder as soon as you receive it. If any of these items is missing inform your supervisor immediately.

Urban Areas

The urban area Workload Folder contain:

- indicative information
- CU Map
- listing forms
- sketch maps
- Aerial photos for larger settlements and villages.

Check your folder as soon as you receive it. If any of these items is missing inform your supervisor.

Problems of out of date maps and lack of cooperation are common in *urban areas*. Establishing a good relationship at first contact and checking maps and lists must be done with extra care in urban areas.

Non-Private Dwellings (NPDs) Workload Folders

- NPDs are special dwellings such as barracks, educational institutions, hostels, hotels, guesthouses, hospital wards, police cells and prisons.
- In the larger towns of Port Moresby, Lae, Mt Hagen, Goroka, Madang and Wewak, NPDs with more than thirty (30) tenants will be considered a workload and allocated to an interviewer who will be part of a special NPD team.
- In other towns, larger NPDs will be allocated to an NPD interviewer, while smaller NPDs will be included as part of the original CU or workload.
- There are special folders for NPDs. If there is a small NPD in your workload area, there will be an NPD folder inside your Workload Folder.
- NPD folders contain the:
 - Indicative Information,
 - NPD Listing Forms and
 - NPD Information Sheet
 - and sketch maps.

Check your folder as soon as you receive it. If any of these items is missing inform your supervisor.

3.6 Summary

- Preparations before the actual interview are very important, and must be done very carefully to ensure that the interview is successful.
- Remember that first impressions are very important, so you should be at your best in dress, appearance and attitude.
- Coverage and counting of every person is essential in our census, and the checking process is essential to ensure complete coverage.

Careful checking of the lists of households and the sketch maps is essential to ensure the success of the census.

Exercises - Chapter 3

3.1 List five rules you must observe when you visit the households for the first time.

- a)
- b)
- c)
- d)
- e)

3.2 What are the two main tasks that must be done during familiarization?

- a)
- b)

3.3 List the main information you must give to household members at first contact.

- a)
- b)
- c)
- d)
- e)

3.3 List the content of a Non private dwelling folder.

- a)
- b).....
- c).....

Chapter 4

HOUSEHOLD DEFINITIONS, INTERVIEWING and RELATED ISSUES

4.1 Definition – Household And Head Of Household

For the Census a household and the head of household have special meanings. It is important that all interviewers understand these definitions and apply them in the same way.

A Household is defined as a person or group of persons living and eating together and sharing the arrangements for cooking and the other necessities of living (It is commonly said that they eat from the same cooking pot).

The household members may be related or unrelated. Married children of a head of household, who are separate families, are included as members of the same household if they live and eat together with their father and mother. The household will most often live in one dwelling or house, but can be spread for example over several huts in some rural areas. Generally if they eat together they form one household.

A particular problem arises with men with more than one wife. If they do not all eat together which often occurs, the head should be included **with the wife with whom he spent census night**. The other wives will form separate households without the husband for census purposes. Discuss any unusual cases with your supervisor.

The Head of a Household is generally taken as the person who other household members regard as the head of their household. It could be a husband, wife or an older person in the household.

If in doubt the person who owns the dwelling in which the household is situated should be taken as the head. If the dwelling is rented then the person whose name the lease is in, should be the head.

In more complex cases (that mostly occur in urban areas), the person with the highest income should be taken as head. For one-person households, that person is the head of that household.

Remember that household listing and head of household lists were done several months before the census and there are likely to be changes. We rely on you to identify these changes and record correctly by the above definitions and explanation.

4.2 Multiple Households

It is possible and not unusual to have more than one household within the one house or dwelling, particularly in the major towns. This occurs when the occupants cook separately and generally keep their housekeeping arrangements separate. These are called Multiple households (multiple means more than one).

The household lists may show such cases or quite often you will only identify them during the census interview. Arrangements may also have changed since the census listing.

In all cases, separate households are to be interviewed on a separate census form. You should add any new multiple households to your household list as explained in Chapter 5 and continue preparations.

Any multiple households on the listing which no longer exist should have a census form completed for them but write across it “No longer exist” and give a Response Code of “5” in that box at the top of the form.

Bring all cases of new or changed multiple households to the attention of your supervisor and make a note on your CU folder.

4.3 Before you start interviewing

Before you start interviewing you will have attended the training course and have read this manual. **Make sure you attend all training sessions and do all the exercises in this Manual.**

Work out a plan to cover your area. Which household to start with and which route you will follow. This should generally be the listing order in the workload folder, but you may find some changes necessary.

It is often best to make appointments with households, but if you do this make sure you keep the appointments. You will find that you are a bit slow on the first day of interviewing but then you speed up rapidly. **Do always give yourself time to check your work well.**

Field Supplies

Make sure you have the following before you go into the field:-

- A Workload folder for your area with lists as explained in Chapter 3
- A pad of Census forms
- An interviewers Manual
- A Notable events book
- An Identification letter to each households (in urban areas)
- Two Biro's (blue)
- An Interviewers Sachel
- Stickers to put on completed households - in Settlement Areas and some villages
- A Marker Pen

4.4 Who to Interview

The census form is designed as though you are interviewing the head of household for most of the questions. This is the most common situation.

If necessary you should call back at a household if the head of household is not available, and particularly if any other responsible adult is worried about completing the census form without the head present. Some men have been known to be very annoyed if their wife gives the census information for the household.

In general even if you are interviewing the head of the household for most questions, it is best to ask or confirm answers for other adults with the person themselves. Often the head does not know the work details, for example, of his wife's brother or similar information.

Note in particular that Q20 to Q23 are to be asked directly to **female members of the household** wherever possible.

It has been proved that women themselves always give the most reliable information on their births and the deaths of their children. This will often require some care but most husbands will agree to their wives answering such questions themselves.

- The person you must contact at NPDs is a senior person who knows about the other residents, such as the headmaster, principal, the manager or the owner.
- People living in NPDs are often very busy or out much of the time, so it is important to make an appointment to interview them.

4.5 Interviewing Techniques

Your job will involve contact with people of different ages and backgrounds. Many heads of households will be friendly and most willing to help you. Others may be nervous, a bit afraid or confused about who you are and what you want.

If you are unhappy, or uncomfortable about visiting any of the houses or buildings on your list, tell your supervisor that you think you might face a problem.

The people you will interview are sometimes called respondents. This word comes from response. They are the people who will respond to the questions. Their answers are called responses.

Much of the success of each interview you lead will depend on your own common sense. You might need to meet the head of the household and see who is actually in the group of people you talk to, before you decide on the best people to give the answers to the census questions.

Your training should help you to decide. Listen carefully to the explanations and examples from your trainer, and the members of your training group.

Interviewing Technique – FOUR MAIN POINTS

As an interviewer you must understand:

1. How to introduce yourself and the Census,
2. How to answer peoples' queries,
3. How to ask the census questions,
4. How to explain the questions and help people to answer them.

Be confident and polite. Be knowledgeable about the census. First impressions are very important. People will be more willing to co-operate with you if you are friendly and obviously know what you are doing.

Most people will be willing to answer census questions. Some will not understand what you are there for or why some questions are asked. You must be prepared to reassure them.

Be brief and clear when answering queries. Be truthful and accurate as you can.

Don't start up conversations. You will run out of time. You do not have time to chat.

Read this manual carefully so you are familiar with the reasons for the questions in the form.

Summary

- First, stay in control of the interview. Try not to let the interview wander away from the topic of the questions. Always be patient and polite.
- Second: Show that you are interested in the people you are speaking to. Listen carefully to what they say. This will save you valuable time, and keep your interview friendly, and efficient.
- Be completely familiar with the census form. Know all about the sequence guides, coding and the instructions.

Asking questions

It is important that you ask each question exactly as it is written on the census form. When asking a question, be sure to speak slowly and clearly so that the person you are interviewing will have no difficulty in hearing or understanding the question. At times

you may need to repeat the question in order to be sure the respondent understands it. In those cases, do not paraphrase the question but repeat it exactly as it is written.

Do not add anything to the questions that would seem to be telling the person what to say. Example "You are about 40 years old, aren't you?"

Use Pidgin, Motu or Tokples if necessary to ask the question or confirm an answer as clearly as possible.

Try not to use any facial expression like surprises or smile or even laughing that might influence the way a person answers.

**REMEMBER YOU ARE DOING AN IMPORTANT NATIONAL JOB AND WE
RELY ON YOU TO COLLECT THE RIGHT ANSWERS.**

Exercises - Chapter 4

4.1 What are the main features of a separate household?

.....
.....

4.2 If members of a household are not sure who to call as head of their household what are the main factors to take into account?

.....
.....

4.3 What is the procedure for giving a household number for a new multiple households identified during a census interview?

.....
.....

4.4 Who in a household do you normally interview for most of the census questions?

.....
.....

4.5 For which questions do you particularly try to get different persons to answer the questions?

.....
.....

4.6 Think out your introduction to a new respondent household. Now try it on your neighbour in this training session or in your group in training and let him/her try on you. Suggest improvements to each other. You must practice before you start on real respondents.

Chapter 5

CHECKING AND UPDATING THE HOUSEHOLD LISTING AND SKETCH MAPS

Checking household listings and sketch maps must be done very carefully during familiarisation **BEFORE** interviewing commences.

Your Workload Folder contains a map, completed listing forms, sketch maps, and NPD folders if there are any small NPDs in your workload area.

5.1 Urban Areas

Urban areas normally consist of 7 types of housing areas:

- high cost,
- low cost,
- urban villages and settlement
- industrial area
- commercial areas
- institutional areas
- other commercial and industries.

The Urban Workload Folder has

- Indicative Information on the front cover
- the CU map on the back of the front cover of the folder with the descriptions of the CU boundaries.

Inside the folder are

- Completed Household listing forms,
- Sketch maps of the workload area
- Aerial photographs (sometimes).
- Folders for any small NPDs in the workload area

5.1.1 The Indicative Information

The indicative information is written on the front cover of every Workload Folder and on every form in the folder. It consists of the identification numbers and name of the

Province,
District,
Local Level Government area,
Urban Area
Census Unit

Check that every item in the Workload Folder has the same indicative information.

If there are any problems, tell your supervisor so that mistakes can be corrected.

In most urban areas, one CU forms one workload.

In some urban areas, large CUs may be split into workloads that can easily be interviewed by one interviewer.

When CUs are split, the workloads will be numbered using the original CU number with a letter added to the end.

- For example, CU 024 was split to form two workloads because it had 82 households.
- One of these workloads is numbered CU 024A and the other CU 024B.
- These letters form part of the Indicative Information.

5.1.2 *The CU Map*

This map is located inside the front cover of the workload folder.

It shows streets, roads, section and allotment numbers and other features.

On the map are arrows to indicate the best route to use when you visit each house for the first time.

During your familiarisation, check that the route on the map ensures that you visit each household.

An example of an urban CU Map can be seen in *Attachment 2*.

5.1.3 *Sketch Maps*

For households, which might be difficult, to find a hand drawn sketch map is included.

This includes areas such as settlements, villages, industrial area, NPDs, apartments, flats and large housing areas.

- During familiarisation, check that each sketch map clearly shows every household listed for that allotment or area.
- Any errors should be corrected on the sketch map and the listing forms.
- Draw the location of any new households you find on the appropriate sketch map, or on a new sketch map if necessary.
- Refer to *Attachment 3* for an example of an urban sketch map

5.1.4 *Aerial Photos*

In some settlement, village and industrial/commercial areas of larger towns, workload folders may include up-to-date aerial photos to help you find households. The photos will most likely be located at the inside back cover of the folder.

Trees might hide some households, so photos must be looked at together with listing forms and sketch maps.

5.1.5 *The Urban Listing Forms*

The Urban Listing Forms have the indicative information at the top of each page, and below that the household listing in eight columns see attachment 1.

The columns 1-3 contain the street or area name, the portion or section number and the lot number. Columns 4-8 contain the record number, the type of feature, the household number and dwelling type.

PD in Column 5 is the code for Private Dwelling. NPD in column five means Non-Private Dwelling. Other features have different codes, such as VL for vacant land.

A list of abbreviations used in Column 5 is in *Attachment 4*.

Urban Listing Forms list every feature in the street or area, including sports fields, vacant land, and buildings not used as dwellings.

- The listing forms must be checked against the CU map for the CU or the workload you have been allocated.
- Check that the order of the listing or the sequence of the allotments matches the listing route on the CU map, and nothing has been missed out.
- Check that every feature has a record number in Column 4 and further identification information in Column 6.
- Check that the correct feature has been recorded in Column 5, and the descriptions in Column 6 are correct.
- Check that each feature listed as PD or NPD in Column 5 has a Household Number in Column 7. Private dwelling are numbered 001 to 899 and NPDs are numbered 901 to 999.
- The 2000 Census operation does not use the Record number or the dwelling type for anything and they should be ignored.

**You must update any incorrect or missing information on the listing form
BEFORE the actual interview commences**

Allocating household numbers in urban areas

If you find an unlisted (new) household, you will need to give it a household number. There are different ways of doing this, depending on the type of workload area.

- If the workload area is one complete CU, add the new household to the end of the list and give it the number after the household on the line above. Draw the location of the new household on the sketch map.
- If the workload area is only part of a CU, give the new household the same number as the household before it, with the letter 'B' added onto the number. If there is more than one new household, use the letter 'C' for the second one, and so on.
- Add the letter 'A' to the number of the original household.

For example, two new households have been built between Households 042 and 043. Household 042 should now be household 042A while the two new households will become Households 042B and 042C.

You will probably have to write the details of the new household (s) on blank lines at the end of the form, because there probably won't be any space directly below the household before them.

- When a household no longer exists (e.g. burned down or destroyed) you should note this on your listing.
- Check that for every NPD listed, there is an NPD folder in your Workload Folder or with your supervisor or another team.

5.2. Rural Areas

- The Rural Workload Folder has Indicative Information on the front cover.
- The Statistical Area Map (LLG) map, is inside the front cover.

Inside the folder are:

- the Rural Head of Household Listing Form;
- Sketch Maps of every CU or area included in the workload.
- Folders for any small NPDs in the workload.

5.2.1 *The Indicative Information*

The indicative information is written on the front cover of every Workload Folder and on every form in the folder. It consists of the identification number and name of the

- Province,
 - District,
 - LLG,
 - Ward
 - CU
-
- Check that every item in the **Workload Folder** has the same indicative information.
 - If there are any problems, tell your supervisor so that mistakes can be corrected.

5.2.2 *The Statistical Area (LLG) Map*

- Statistical Area Map shows the location of your workload area, as well as all CUs in the LLG.
- Check that the CU numbers for your workload shown on the Statistical Area Map are the same as those on the listing.
- See Attachment 5 for a copy of a Statistical Area Map.

5.2.3 *Rural Household Head Listing Form*

The listing form has two main parts:

- the indicative information at the top
- the list of households

A copy of this form is shown in *Attachment 6* at the end of this chapter.

Check that the indicative information on the listing form is identical to that on the front cover of the workload folder.

The list of households consists of five columns. The only features listed are households.

Column 1 shows the number of each household, in the order it appears on the sketch map route on the Field Query Form.

- Column 2 has the name of each household head.
- Column 3 has the total number of usual residents in each household.
- Column 4 has the total number of male usual residents.

- Column 5 has the total number of female usual residents.
- Check that the lists follow the sketch maps and the household head names are correct.
- Any errors or updates must be done on both the listing form and the sketch map before the interview commences.
- Do not change the numbers of persons, males and females.
- If the name of the household head is wrong, update the listing.
- Be careful not to become involved in any argument about who is the head of the household.
- When a household no longer exists (e.g. burned down or destroyed) you should note this on your listing and CU sketch maps. Note a census form is still to be completed for the household.

5.2.4 *Allocating household numbers in rural areas*

If you find a new household you will need to give it a household number. There are different ways of doing this, depending on the type of workload area.

- If the workload area is one complete CU, add the new household to the end of the list and give it the number after the household on the line above. Draw the location of the new household on the sketch map.
- If the workload area is only part of a CU, give the new household the same number as the household before it, with the letter 'B' added onto the number. If there is more than one new household, use the letter 'C' for the second one, and so on.
- Add the letter 'A' to the number of the original household.

For example, two new households have been built between Households 042 and 043. Household 042 should now be household 042A while the two new households will become Households 042B and 042C.

You will probably have to write the details of the new household (s) on blank lines at the end of the form, because there probably won't be any space directly below the household before them.

- Check that for every NPD listed, there is an NPD folder in your Workload Folder or with your supervisor or another team.

5.2.5 CU Sketch Maps

Rural CU Sketch Maps show all features in the area but only households are listed on the forms.

- Check the sketch map against the listing and what you see during familiarization.
- Make any updates on both the sketch maps and the listing.
- Check that the order of the listing is the same as for route on the sketch map.
- Take special care to check problem areas such as warring tribal areas, resettlement areas, private establishments, and refugee camps
- See *Attachment 7* for a copy of the CU sketch Map.

It is very important to ask local authorities to send a local person to the field area with you.

5.3. Non-Private Dwelling (NPD) Folder

The NPDs have been listed using three forms.

- the NPD Listing Form, (*Attachment 8*)
- the NPD Information Form and (*Attachment 9*)
- the Field Query Form for sketch maps (*Attachment 10*)

You must go to every NPD allocated to you to check the information on these forms against what is in the field.

When you visit the NPD you must ask to see the person in charge, such as the headmaster, the principal, the manager or the owner. Ask this person for permission to check the NPD against your listing.

If you find an NPD that does not have a folder in your Workload Folder, tell your supervisor

- Confirming that NPDs are NPDs and Identifying New Ones

Sometimes households change from an NPD to a private dwelling or from a private dwelling to a NPD. An NPD is defined as a place occupied by people who are usually unrelated but who eat together from a common dining hall.

Larger NPDs such as Hotels, Guesthouses, Hospital Wards, School Dormitories, Prisons, and similar institutions, are not likely to change.

Smaller NPDs such as single workers single quarters are more likely to change to one household or multiple separate households.

An unusual example is a single-persons' hostels which is now almost entirely full of married couples and families. There could be still a communal eating place, but the rooms have become family quarters.

In this example it makes more sense to call each room semi-permanent married quarters, and treat them as separate households instead of part of an NPD.

- Discuss any difficult cases with your supervisor.

5.4. Summary

Before you go into the field, check that you have all necessary documents and then seek permission from the local authorities. Ask that an official accompany you to assist where necessary.

The census will only be successful if you check and update carefully before starting the interviews.

- Your correct behaviour in the field is crucial to the success of the operation.
- The aim of the census is to collect high quality, complete and meaningful data.
- If you do your job carelessly or misbehave you will spoil this project.

EXAMPLE OF A COMPLETE CU LISTING

URBAN CENSUS UNIT LISTING FORM

PROVINCE: NEW IRELAND COUNCILLOR'S NAME: FUKUNTO MUSSAU

DISTRICT: KAVIENG LISTER'S NAME: RASTA MAFU

LLG: KAVIENG URBAN DATE OF LISTING: (Commenced: 03, 04, 99)

WARD: KULANGIT (Completed: 04, 04, 99)

CENSUS UNIT: SHOPPING CENTRE TOTAL H/HOLDS..PD's: NPD's:

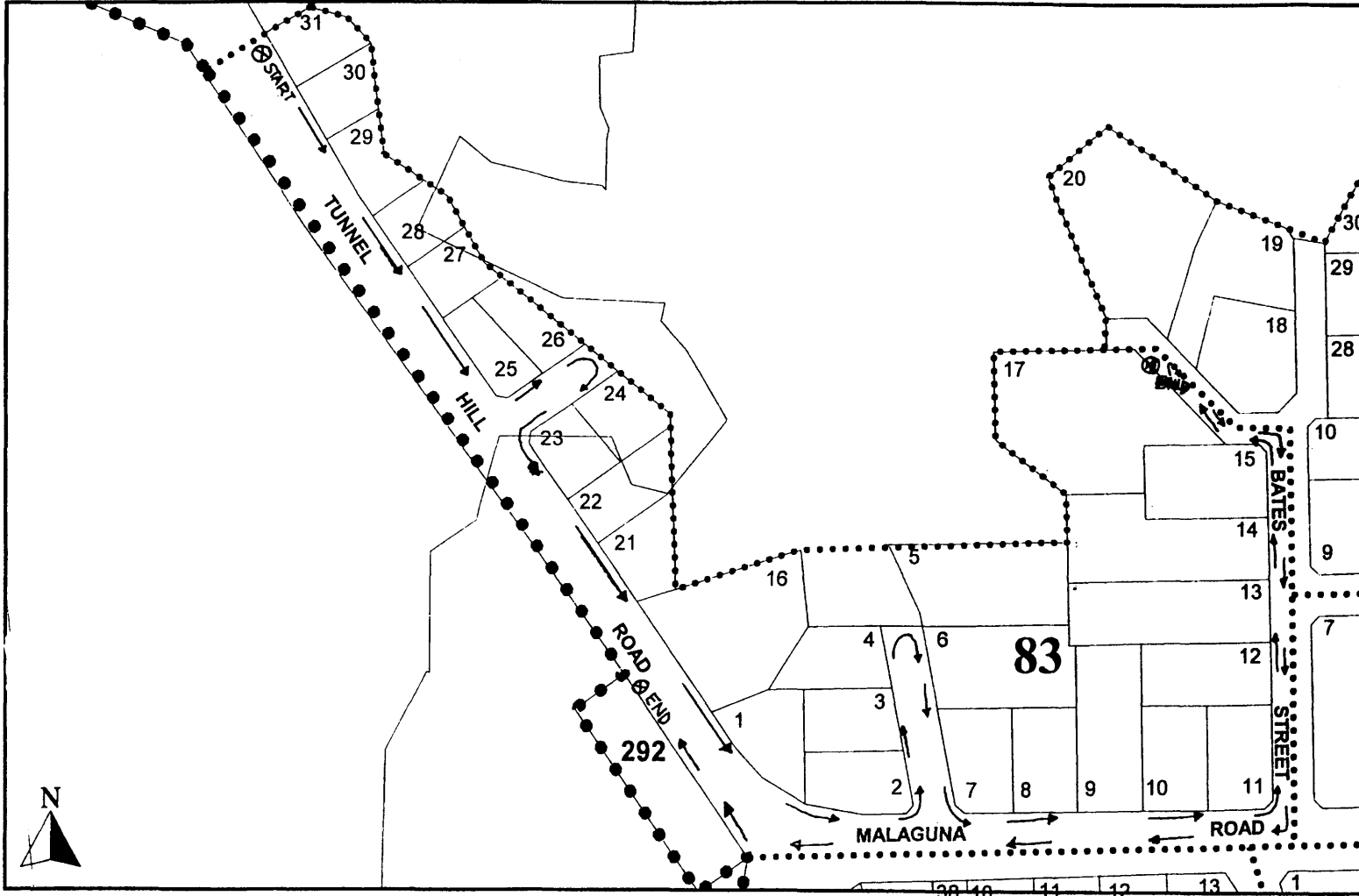
STREET/AREA	PORTION SECT	LOT	REC. NO.	FEATURE	FURTHER IDENTIFICATION	H/HOLD NO.	DWG TYPE
MISTY DRIVE	27	5	001	FACT	TOSH FACTORY		
↓	27	4	002	PD	HC MANAGERS RES.	001	1
↓	26	6	003	NPD	BUBU HOSTEL	901	4
↓		6	003	PD	W/QTR ATTACHED	002	3
SEIKON ROAD		5	004	OTH	NO 2. BOOKIES		
↓		5	004	PD	FLAT TOP	003	2
↓		4	005	PD	LC FB	004	1
JUMBO STREET		3	006	SHOP	BP SUPERMARKET		
↓		2	007	SSTN	BP SERVICE STATION		
KADY PLACE		1	008	PD	HC WB NO 5	005	1
↓	27	3	009	OTH	JK AUTO DEALERS		
JUMBO STREET		2	010	PD	BENNY FLATS '1'	006	2
↓		2	010	PD	" " '2'	007	2
↓		2	010	PD	" " '3'	008	2
↓		2	010	PD	" " '4'	009	2
JASMINA AVENUE		1	011	PD	DUPLEX LHS	010	2
↓		1	011	PD	DUPLEX RHS	011	2

CENSUS 2000

RABAUL

CU 004

Attachment 2



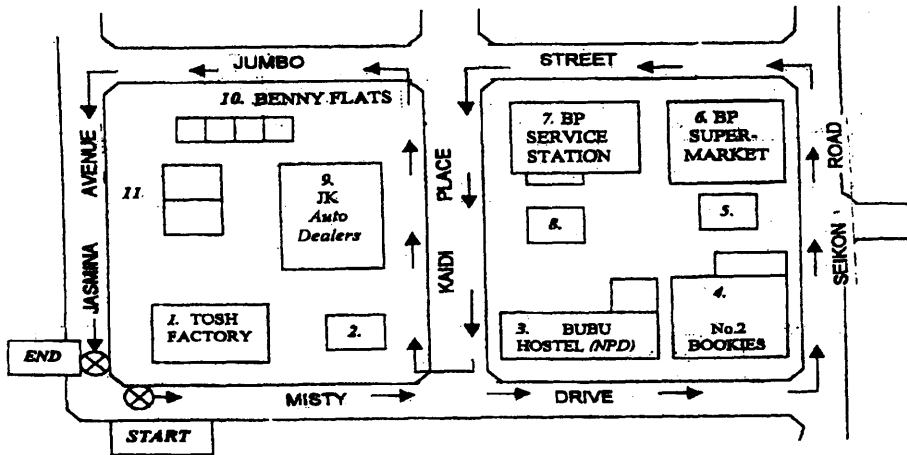
Attachment 3

FIELD QUERY FORM

Give details and sketches where applicable of any problems you had in listing the C.U. eg., boundary changes, etc, or any other general comments. Note down the CU number and Village name.

C.U. NUMBER: _____ VILLAGE NAME: _____

EXAMPLE OF A SKETCH MAP



Lister's Name: _____ Date: ____/____/____

Attachment 4

LIST OF ABBREVIATIONS

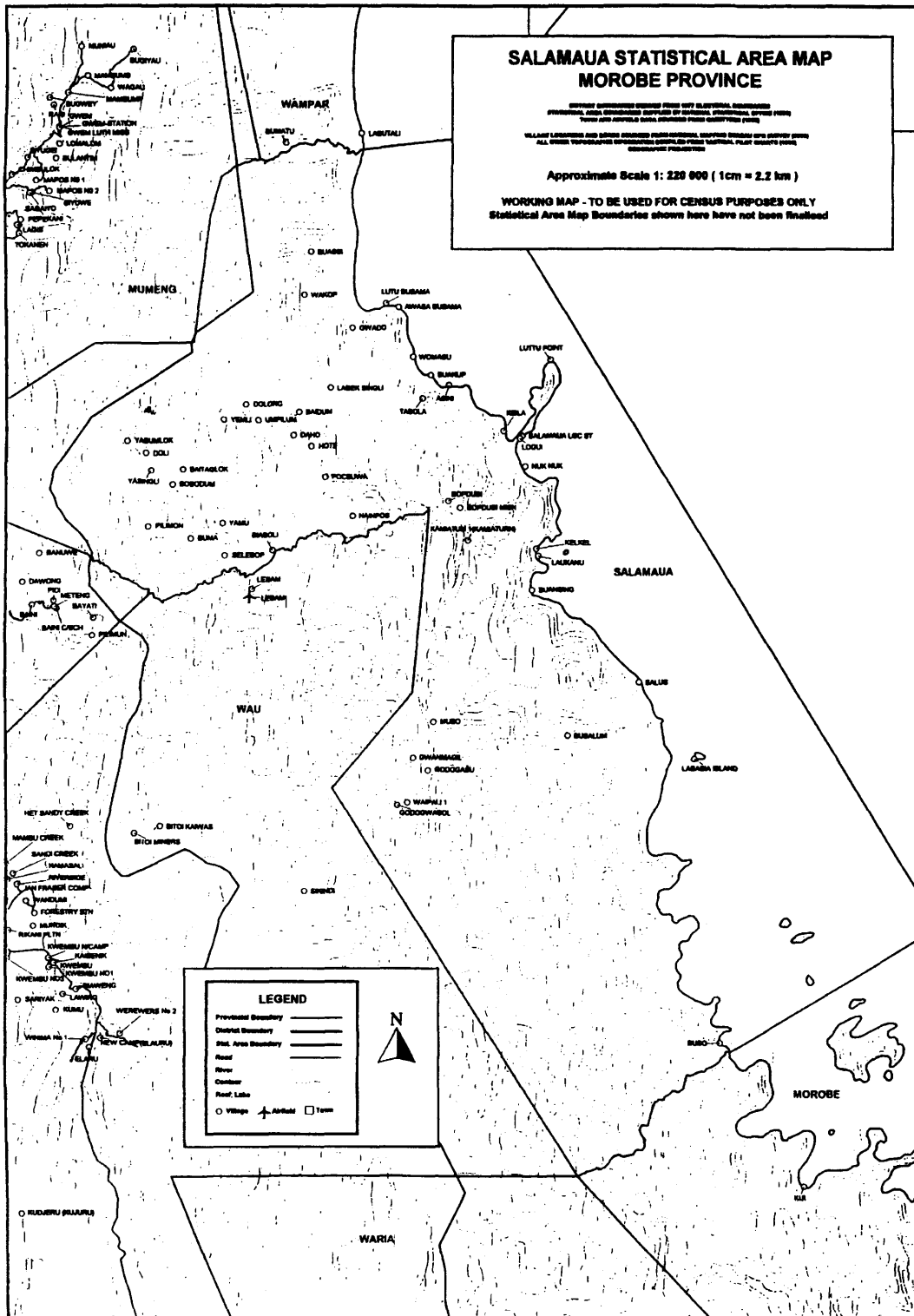
4.1 CU Feature Description

PD	Private Dwelling	MAR	Market
NPD	Non-Private Dwelling	SSTN	Service Station
NDUC	New Dwelling Under Construction	CHCH	Church
OFF	Office	EDUC	Education
FACT	Factory/Workshop	HCEN	Health Centres
BANK	Bank	PARK	Parks (including Recreation)
PO	Post Office	OVAL	Sports Oval
SHOP	Shop, Trade Stores, Canteens and other retail outlets	VL	Vacant Lot/Vacant Land
		OTH	Others

4.2 Further Identification

DWG	dwelling	RHR	right hand rear
WB	weather board	LHF	left hand front
BR	brick	LHS	left hand side
FB	fibro	LHR	left hand rear
CEM REND	cement rendered	CF	centre front
UC	under construction	LP	light pole
DEM	demolished	FDNS	foundations
RF	roof	DQ	domestic quarters
GI	galvanised iron	WQ	worker's quarters
DAB	gable	MS	makeshift house
VER	verandah	HC	high cost house
CHIM	chimney	LC	low cost house
GAR	garage	FLAT	flat (s)
WT	water tank	DUPLEX	duplex
SF	single fronted	TRAD	traditional house
DF	double fronted	S/HELP HC	self help (high cost)
RHF	right hand front	S/HELP LC	self help (low cost)
RHS	right hand side		

Attachment 5



Attachment 6

RURAL HOUSEHOLD HEAD LISTING FORM

PROVINCE: NEW IRELAND VILLAGE NAME:

DIST. NAME:

LLG: TIKANA COUNCILLOR'S NAME:

WARD NAME:

CU NAME: ENUK DATE OF LISTING:/...../19.....

H/HOLD NUMBER	NAME OF HEAD OF THE H/HOLDS (Start with the Given Names followed by Surnames)	NUMBER OF PERSONS WHO USUALLY LIVE IN THIS H/HOLD IN THE LAST 6 MONTHS		
		PERSONS	MALES	FEMALES
001	CHARLE MALA	5	2	3
002	TOM DAMBE	8	6	2
003	LUKE KISO	4	2	2
004	KINIBO TANI	7	4	3
005	FRANK BOBO	10	4	6
006	AKA. MENU	9	5	4
007	JOE AIHI GUBA	8	4	4
008	PHILIP UME (PASTOR)	6	4	2
009	RASTA. KAFU	4	3	1
010	RAKA ARNOLD	10	6	4
011	JOHN PAUL	9	6	3
012	ROBERT KON	2	1	1
013	TITUS MUTUMAP	10	5	5
014	NAUS KAMAL	5	3	2
015	KOTE PHILIP	6	4	2
016	THOMAS LIKU	4	2	2
017	KAISO META	3	2	1

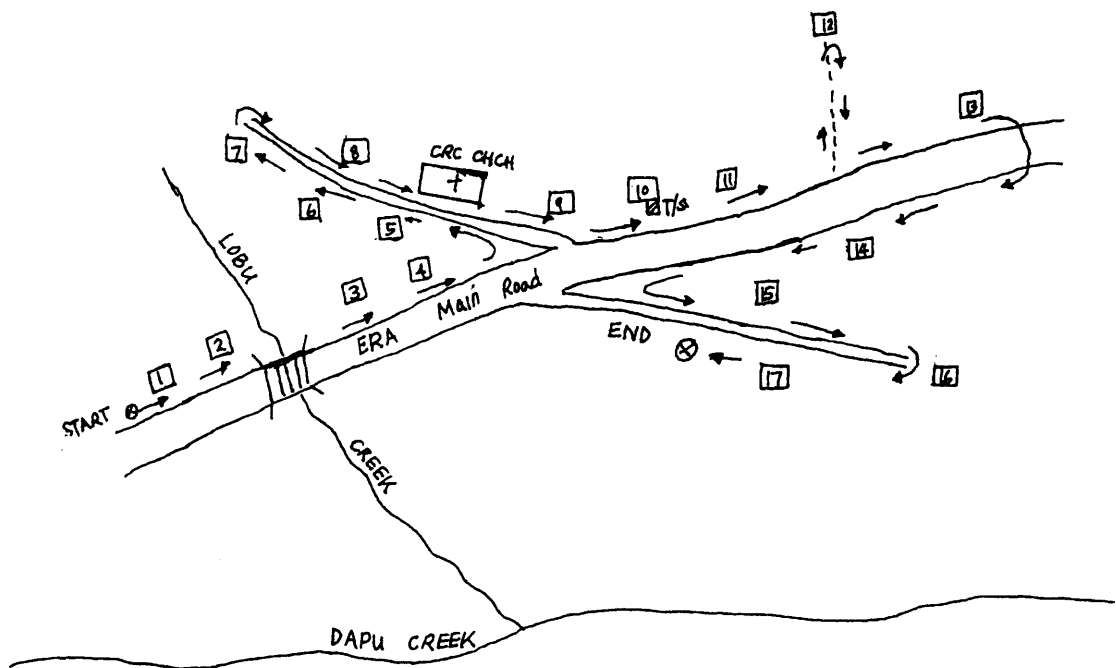
PAGE 1/1

Attachment 7

FIELD QUERY FORM

Give details and sketches where applicable of any problems you had in listing the C.U. eg., boundary changes, etc, or any other general comments: Note down the CU number and Village name.

C.U. NUMBER: _____ VILLAGE NAME: _____



Lister's Name: _____ Date: ____/____/____

Attachment 8

Attachment 8

EXAMPLE OF A COMPLETE NPD LISTING FORM

NON-PRIVATE DWELLING LISTING FORM

PROV: DIST: LLG: WARD: PCU: NPD:

ROOM/UNIT APPT. NO	NAME OF OCCUPANT	FURTHER IDENTIFICATION
1	Maryanne AITSI	Block One
2	Joanne RAKA	↓
3	Barbara Vagi	
4	Annette Tom	
5	Elizabeth KEROWA	
6	J. Maimu	
7	Betty Morito	
8	Alice Tabua	
9	Rani Mipari	
10	Eunice Kuia	
11	Marion Komang	
12	Kathy EKO	↓
13	Momoru Lansana	
14	Ganiga Karali	
15	Alice Panta	
16	Monica Kiangu	
17	Lulu Yapriha	
18	Jacinta PUKUNI	
19	Esther Wong	
20	Kala Amean	

Attachment 9

EXAMPLE OF A COMPLETE NPD INFORMATION FORM

NON-PRIVATE DWELLING INFORMATION FORM

PROV: DIST: LLG: WARD:

PCU: NPD NO.:

NAME OF NPD: BUBU HOSTEL

ADDRESS: P.O. Box 69
KAVIENG
NIP

LOCATION: (STREET/SUBURB): MISTY DRIVE

SECTION: 26 LOT: 6

NAME OF OWNER (S): DAVID FURNER

PERSON(S) TO CONTACT: JIMMY BLACKSMITH

TELEPHONE: 986 4624

1. For meals, describe cooking arrangements for residents.

COMMON MESS

2. For accommodation.

(a) Total number of blocks:

(b) Total number of rooms/cubicles:

* for open rooms, eg. Hospitals, Gaols for inmates, dormitories, etc., skip (c) and go to (d).

(c) Average number of persons per room/cubicle:

(d) Total number of beds:

(e) Approximate total residents:

3. (a) Sketch map required: Yes No

(b) Listing form required: Yes No

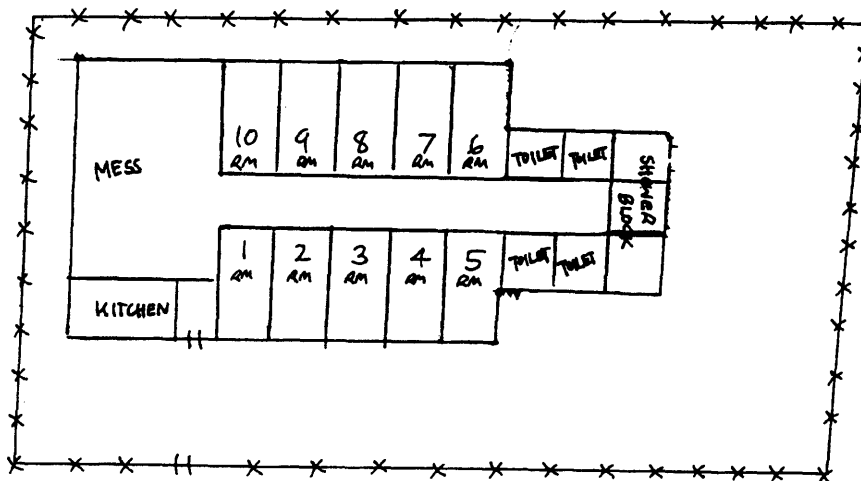
Name of Lister: RAGTA MAFU Date of Listing: 09.04.99

Attachment 10

FIELD QUERY FORM

Give details and sketches where applicable of any problems you had in listing the C.U. eg., boundary changes, etc, or any other general comments. Note down the CU number and Village name.

C.U. NUMBER: _____ VILLAGE NAME: _____



SKETCH OF BUBU HOSTEL - 901

Lister's Name: RASTA. MAFU Date: 03 / 04 / 99

Exercises - Chapter 5

5.1 List the five main control documents in an urban workload folder.

- a)
- b)
- c)
- d)
- e)

5.2 Where do you find the CU map in an urban workload folder and what does it show?.

.....
.....
.....

5.3 In one paragraph, explain the differences between the Rural and Urban workload folders.

.....
.....
.....
.....

5.3 How do you give a missing household a number.

.....
.....
.....

5.4 How would you define a Non private dwelling?.

.....
.....
.....

5.6 NDUC is a feature of a household in an urban area listing form, what does the initial stand for?.

.....
.....
.....

Chapter 6

BASIC COVERAGE

The key and basic aim of the census is to count everyone and you must always keep this in mind.

6.1 Household Coverage

The household listing, sketch maps and list of household heads(rural only) are all designed to ensure you do not miss any dwellings or households in your allocated area.

You must mark off each household on your household listing as you census it. Your supervisor will check carefully to ensure that you have covered every household in your assigned area (CU or CUs).

Three additional methods will be used in some areas to ensure you cover every household:-

- Aerial Photos – In the major urban areas aerial photos have been taken of most settlement areas. These will help you and your supervisor to be clear about the boundary for your CU and in most areas give a good guide to the location of all the households.
- They will particularly help if your sketch map is not good. Note however that most of the aerial photography was done at least six months ago as was the sketch map, and some changes are likely.
- Stickers – In most settlement areas and in some villages we will put a sticker on a household after the census is complete for it. These are white plastic rectangles on which you write the CU number (including Workload Number A, B, C, etc if necessary) and the Household Number.
- These stickers will help you and your supervisor to locate, which households are done and which are not done in your area. It will also help to locate when there are boundary problems between CUs.
- The CU Summary form as explained in Chapter 10 will help to identify areas of poor coverage.

6.2 Person Coverage

You must record everyone who slept at each household on the night of 9th July 2000.

Remember always to be alert and ask questions about anyone you think may not be recorded.

6.3 Common Problems in the Field

- In tests it was noted that heads of households in both rural and urban areas only tell interviewers about their own family (example their spouse and children only). However, we know it is very common for families to have other relatives (example: a brother and his wife and family) or non-related persons staying with them or visiting.
- **If these other persons slept at the household on census night they are to be recorded with that household.**
- Some people will be working on census night (examples; security guards, police on night duty) and not sleep anywhere on census night. Such persons are to be recorded at **their usual residence or the place they return to the next day to sleep**. Usually respondents will tell you about these people (example: 'Tau was on night duty on Sunday').
- Some people may be travelling by road or out fishing in a boat on census night. As for the previous point record those people at their usual residence or the place they return/go to the next day to sleep (if they have no usual residence).
- A particular problem might occur with garden and fishing huts. These are usually only lived in for a few days or one day, and then the person returns to his/her usual residence. In most cases these huts or shacks will not have been listed and the person will not have a chance to be recorded there for the census. **They must be recorded at their usual residence.**
- **Remember not to miss these people noted above. If they will not be counted somewhere else, they should be counted in the house where you are interviewing.**
- Babies and old people are two groups of people often forgotten and you must be sure to include them. Very young babies are often left out before they are named.
- As explained earlier, we are handing out Household Record Cards (HRCs) in most villages as part of census preparations. You should always ask for these cards if they are available. However, note that these cards give the usual members of the household but we want to record **only those people who slept in the household on census night**.
- Some of the usual residents may be missing and there may be new members or visitors. Do use the card to check where the usual residents are, but your list for the census is a different/independent one of those people sleeping there on census night. **Do not undercount or overcount.**
- We will have special teams covering hospitals, hotels, prisons and similar institutions. Thus persons staying in these institutions on census night are not to be recorded at their usual residence.

- We will also try to cover homeless people and people sleeping at markets. However, our coverage of these people is difficult. If in doubt include such persons at their usual residence when you are told about them.
- **Always discuss unusual and problem cases with you supervisor. Some of the other common situations are discussed in Chapter 11.**

6.4 Cooperation

We might lose coverage of some people if they refuse to cooperate or make it very difficult for us to contact them. We rely on you through your explanation of the census and its value to make sure that no one in your areas refuses to cooperate.

We do have legal powers and it is compulsory for people to cooperate. However we rarely use these legal powers as you can only really get good information from people if they cooperate willingly.

We will help you with as much publicity as possible to make people aware of the census and its value.

People who are difficult to contact are a big problem in some areas. During the training we will try and help interviewers working in particularly difficult areas. These issues are also discussed in Chapter 11.

The 'Collection Authority', The right to 'Privacy' and basic 'Coverage' are explained in brief in notes on the top of each census form.

Note: One special rule, Census Staff only, should be recorded where they usually live even though they may not sleep there on census night due to census duties. Tell your families to include you.

Would you count the following persons in the household where you are interviewing?

(Circle the best answer)

- 6.1 A person who slept the night of the 9th July at the household but who has since left.**

YES / NO

- 6.2 A Cousin of the head of the household and his wife and family who usually live in their home village but were visiting the head on 9th July.**

YES / NO

- 6.3 The wife of a household member who was in hospital giving birth on the night of 9th July.**

YES / NO

- 6.4 A usual resident household member out fishing on the night of 9th July.**

YES / NO

- 6.5 A child of the household head who was visiting her grandmother on census night and slept there.**

YES / NO

- 6.6 A visitor on census night who refuses to be recorded at this household and says he wants to be counted in his home village.**

YES / NO

Chapter 7

THE CENSUS PAD AND PAD COVER

7.1 The Census Pad

Census interviews are recorded on specially designed census forms.

The 2000 Census Pad contains 60 forms.

- As soon as you are given a pad, number each page from 1-60 in the circle at the bottom right hand corner.
- You will be given one or more pads, depending on the size of your workload area.
- Do not waste census forms.

NEVER tear forms out of a census pad.

- If you need more forms, you must get another pad from your supervisor.
- You must start a new pad, even if you need only a total of 61 forms

7.2 The Pad Cover

The front page of the 2000 Census Pad is called a *Pad cover*.

The Pad Cover has two main sections,

- a) Indicative Information
- b) Interviewer's Summary.

7.2.2 Indicative Information

The Indicative Information is at the top of the pad cover.

- The Indicative information must be filled in before you start interviewing.
- Enter the code numbers for the Province, District, LLG, Urban Area/ Rural Ward, and Census Unit Name in your workload folder, as follows:

Province: print the name of the province on the dotted line and enter the code number for the province in the two boxes.

District: print in the name of the district and enter the code number for the district in the two boxes.

Local Level Government (LLG): print the name of the LLG and enter the code number for the LLG in the two boxes

Urban Area Name/Rural Ward Name:

- If in an *urban area*, print the urban area name and enter the code number in the two boxes. The code is always in the range 80 to 89 for urban. Then draw a line across 'Rural Ward'.
- If in a *rural area*, print in the rural area name and enter the code number in the two boxes. Then draw a line across 'Urban Area'.

Census Unit (CU) Name: print the name of the CU and enter the CU number in the first three boxes.

- If CU is subdivided into more than one workload, enter the alphabetical letter in the fourth box.
- If there is only one workload in the CU, leave the fourth code box blank.

Here, is an example of how to fill in the Indicative Information.

PAD COVER			
INDICATIVE INFORMATION			
PROVINCE NAME:..MOROBE.....	1	2	
DISTRICT NAME:... HUON.....	0	3	
LLG NAME:.....SALAMAUA.....	1	0	
URBAN AREA /RURAL WARD NAME:.....BUAKAP.....	1	4	
CU NAME:BUAKAP.....	0	9	4 B

- If you are not sure what to do, check with your supervisor.

7.2.2 Interviewers Summary

Instructions on how to fill this section are discussed in chapter 10 of this manual.

Exercises - Chapter 7

7.1 How many forms are there in a census pad?

.....

7.2 Name the two main sections on the Pad Cover?

1.

2.

7.3 Where do you find the Indicative Information?

.....

.....

7.4 Name the 5 items of indicative information that you need to fill on the cover sheet?

1.

2.

3.

4.

5.

Chapter 8

THE CENSUS FORM

The Census form is an important tool for the 2000 Census. It is designed to gather information about persons in a household, in both the urban and rural areas. You as the interviewer must know about this form and also know how to use it. The Census form is made up of a number of features as listed below.

- Indicative information
- Census questions
- Lists of Options
- Code boxes
- Tally boxes
- Signatures of interviewers and supervisors

In order for you to understand the Census Form clearly, you need to know some essential features of the form, discussed in the following paragraphs.

8.1 Indicative Information

By Indicative we mean

- Identifying the CU and the Household where you would be conducting your interviews', according to the workload assigned to you.

You will find this information from the CU listing form in the workload folder. You must copy this on top of each census form before you begin your interview.

An example of blank household indicative boxes as on the Census Form

HOUSEHOLD INDICATIVE INFORMATION							
PROVINCE	DISTRICT	LLG	URBAN AREA/RURAL WARD	CENSUS UNIT	HH NO:	HOUSE TYPE	RESPONSE CODE
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

The first five items listed on the indicative information are:

- Province
- District
- Local Level Government area
- Urban Area/Rural Ward
- Census Unit

This information can be copied directly from the CU listing form onto the Pad Cover. These five items do not change on the pad cover or on each form for a CU, unless a CU is split into workloads. Then a letter is used to identify workloads. During workload formation, large CUs are split into parts as workloads for each interviewer. These are called part 'A', 'B' or 'C' of a CU.

- For example, a CU 027 is a larger CU and is split into several parts to form workloads.
- A workload for an interviewer is approximately 40-60 households.
- If there are about 150 households, it is estimated that the CU is split into three workloads.
- Therefore a CU 027 will be identified by allocating letters as CU 027 'A', CU 027 'B' and CU 027 'C'. If you are allocated a workload from this type of CU, you need to fill the letter A, B,...D in on the single box next to the CU number on every CU form in your Census Pad.
- You must fill this in correctly. If your workload is directly from one CU and has no splits, do not worry about filling in the box next to the CU numbers.
- The Household Number (HH No.) refers to the number given on the household listing for that CU. Note that it will not always start at 001, particularly for split CUs. You must use these household numbers as given on the household listing for that CU.

You should fill in the household number **as you interview each household**.

- You cannot do this for all households before interviewing. You do not know which households take one form and which will spread over to two or more forms.
- Cross off households on your household listing as you complete them.

The last two pieces of indicative information are:

- **House type**
- **Response Codes**

The **House type** is filled in as the interviewer begins the interview. This will be filled from your observations when you arrive at the household and also the listing information.

You should quickly become familiar with the usual types of houses in your area of interview and fill in the required information. The house types are illustrated and named in Appendix 6 of this manual.

The **Response Code** is filled in at the end of the interview. In chapter 10 we discuss on this Code. Additional information on Response Problems is also given in Chapter 11.

8.2 Person Numbers

The next line on the form is for the Person Number, which comes right below the Indicative Information. Each number is supposed to represent one person, which means that **each person in a household should have his/her own person number**. Each Form has seven (7) person numbers from 01 to 07, which means that up to 7 persons can be recorded on each form.

When there are more than 7 persons in a household, you will have to use a second form for that household. On the second form for that household –

- Use the same household number in the Household Indicative information.
- Change the person numbers to 08 to 14.
- In the bottom right hand corner in the space provided show the first form as form '01' of '02', total forms and the second as form '02' of '02' total forms. On the third form the person numbers would be 15-21. On the fourth from the person numbers would be 22-28. If you have to use a fifth or sixth, number in the same way.
- Answers for Q24 - 28 must be on **Form 1** for the household, even if there are several forms used.

8.3 The Census Questions

They are on the form right below the person number. If you look down the left-hand side of the form, you will see all the census questions. Every question has a number. There are twenty-eight questions on the Census form and they fall under the following major topics;

- Questions 1 to 7 Personal characteristics
- Questions 8 to 10 Migration
- Questions 11 to 13 Education and training
- Question 14 Literacy
- Question 15 to 19 Economic Activity
- Questions 20 to 23 Fertility and mortality
- Questions 24 to 25 Household agriculture and economic activities
- Questions 26 to 28 Housing

Example of a question:

3.	Is the person a male or female?	1. Male	2. Female
			<input type="checkbox"/>

8.4 Sequence Guides

The sequence guides are the set of instructions on the form written in **BOLD CAPITAL LETTERS** to guide you as to who the questions are to be asked. There are five (5) Sequence Guides, which are as follows:

- **ALL PERSONS**
- **PERSONS AGED 5 YEARS OR MORE**
- **FOR PERSON 10 YEARS OR MORE**
- **FOR ALL CITIZEN WOMEN AGED 15 YEARS OR MORE**
- **FOR THE HOUSEHOLD ONLY, ASK THE FOLLOWING QUESTIONS**

8.5 Order of Asking Questions

There are two ways in which you can collect answers:

- In most cases you will ask one question at a time for each person.
- In some cases, you can get answers to several questions at one time by asking the one question (example Q's 1 to 3 below).

The order of asking questions is outlined. You will become better at doing this once you start interviews. **Use this method as it is the best one.**

Order of asking questions

Question 1 – 3	Start by recording answers across the form for every person present in the house on census night. Pay attention to getting the basic 'Coverage' as explained in Chapter 6.
Question 1,2 and 3	By listing the members of the household from question 1, two other pieces of information can be recorded almost immediately for that person. That is the relationship and the sex codes. Record answers across . You must check the sex codes as names can be misleading.
Questions 4 – 10	Ask these questions for each individual and fill in information, person by person, working downwards
Questions 11 – 12	Identify persons who should be asked this question from answers in question 4. Then ask and record information down the form for the correct person.
Question 13 – 19	Identify suitable persons for question 4 and complete answers for questions 13 - 19 for each person. Recording answers downwards .
Question 20 – 23	Identify the persons you need to ask this group of questions to from questions 3, 4 and 10, to identify women who are 15 years and over and are citizens. Record answers for each woman downwards .
Questions 24 - 28	Ask the head of the household or any responsible adult to fill in information by following the order of questions.

8.6 Census Form Conventions

8.6.1 Interviewer Instructions

You will notice that some questions have instructions in small, special *italic* print. For example, Question 1 reads 'What is the name of each person including visitors who slept here last night?' Then in italic, instructions read, (*Start with the Head of the Household*).

Example - Question 1

	PERSON NUMBER	PERSON 1
1.	What is the name of each person including the visitors who slept here last night? (<i>Start with the Head of the Household</i>)	

Other interviewer instructions are in questions 4, 7, 8, 9, 13, 15, 16a, 16b, 17, 27 and 28. Another example is in question 4, which has more instructions.

Example - Question 4

4.	What is the person's date of birth or age in years? (<i>Write date of birth in the Boxes provided.</i> <i>If not known write age in completed years.</i>)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
		Day / month / year					
		Age in years		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

There are 2 instructions in this question. They are as follows:

Write date of birth in the boxes provided.
If not known write age in completed years.

8.6.2. Coding Boxes

You will notice some small boxes on the form after each question. In most questions you will write the number for the responses in the boxes provided. However, there are some questions for which you are not to write anything in the boxes. For example Question 6 on Religion. For this question you write in the religion. You do not know the codes and are not expected to know them. **These boxes will be coded later in the office. Questions 6, 10, 13, 16b and 17 have boxes that you do not use.**

8.6.3 Sequence Guides and Skip Instructions

The major sequence guides discussed earlier are all in heavy black type and cover several columns. (E.g. **CONTINUE ONLY FOR PERSONS AGED 5 YEARS OR MORE**)

- The other most important sequence guides or 'Skip Instructions' are in the economic questions. In Q15 if the answer is "none" Code 7, you 'GO TO Q18' and skip Qs 16 and 17. If you ask Q17, then there is an instruction to 'GO TO Q20' and skip questions 18 and 19. These two sequence guides are in heavy type but smaller than the ones in the point before.
- The last sequence guides are for two part questions. Example 'Q7 Is the person's own mother still alive?' The sequence guide is an instruction to you. 'If "Yes", and the mother is in this house, enter mother's person number in the boxes'. It does not say so but if "No" you jump the second part of the question.

All the questions are explained in much more detail in Chapter 9. It is important here to understand the different types of sequence guides or skip instructions. Note in all cases where you skip a question or part of a question, you are to leave all skipped questions **totally blank**.

8.6.4 Recording the responses

In census work, you will use pens with blue ink to complete all the census forms. Your supervisor will do their work using red ink. There are two types of questions in the census form.

- Questions which have pre-coded responses, and
- Questions which do not have pre-coded responses, i.e., 'open ended'.

Questions with pre-coded responses

- For some questions we can predict the type of answers a person will give. The answers to these questions are listed on the census form.
- To record a person's answer you write the number listed that corresponds to the reply. Make sure you write the number in the box provided on the census form. Nearly all answers must be converted to numbers as provided.
- Examples of questions that you write in the code numbers are illustrated below.

Example: Write in correct number according to the respondent's reply.

2.	What is the person's relationship to the head of the Household?	2. Wife/Husband 3. Own Son/Daughter 4. Adopted/Step Child 5. Other Relative 6. Non Relative
		<input style="width: 40px; height: 20px;" type="text"/>

Recording responses, which are not pre-coded (answers to open-ended questions)

The answers to these questions are not pre-coded. You have to write in the answers. Words are required, not numbers when entering the answers for these questions you write the respondent's answer in the space provided. You do not write any number in the boxes provided. These codes will be entered later in the office.

Example: 1

16 (a)	What kind of work did the person do in last 7 days? <i>(Describe the kind of occupation, e.g. plumber, growing kaukau, car mechanic, etc)</i>	
.....
(b)	What was the main task/duties done in the work? <i>(Describe the kind of tasks or duties done in the work stated in Q16 (a), e.g. mending taps, selling betel nut, weeding garden, fixing engine etc.)</i>	<div style="border: 1px solid black; width: 100%; height: 20px; display: flex; justify-content: space-between;"> </div>

8.6.5 Correcting Mistakes

- It is very important that you record all answers neatly. For pre-coded responses, be sure to write down the correct number for the correct responses carefully. For open-ended responses, the reply should be written clearly so that it can be easily read.
- If you make a mistake in entering a respondent's answer or they change their answer, be sure to cross out the incorrect response and enter the right answer. Do not try to erase an answer. Just put two lines through the incorrect response.

EXAMPLE

Q3. Is the person male or female?	1. Male 2. Female	<div style="border: 1px solid black; width: 100%; height: 20px; display: flex; justify-content: center; align-items: center;"> 2 </div>
-----------------------------------	------------------------	--

8.7 Tally Boxes

Look now at the bottom right corner of the form. There are sets of tally boxes.

- a). The first tally box say 'This is form number, of, total forms of this household'

This is form
number

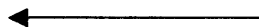
of

Total forms
for this household

These boxes just tell us how many forms you've had to use at each house. You have to fill these boxes in. Be sure that the totals make sense with answers in Q. 1 and 3.

- b). The second tally box is in the bottom right hand corner of the form.

Totals for this house
Males
Females
Total Persons



All you have to do is to get the number of males and the number of females from 'Person Numbers' and enter the numbers in the boxes.

Exercises - Chapter 8

- 8.1 How many persons can be recorded on one single census form?**
.....
- 8.2 If there are 12 persons in one household, how many forms should you use?**
.....
- 8.3 What is a sequence guide?**
.....
- 8.4 List the sequence guides?**
.....
.....
.....
.....
.....
- 8.5 What is the last question for persons aged 5 years or more?**
.....
- 8.6 What is the first question for all citizen women aged 15 years or more?**
.....
- 8.7 What is the first question to the head of the household regarding the household economic activities and characteristics?**
.....
- 8.8 What is the interviewer instruction in Question 1 on the Census Form?**
.....

Chapter 9

THE CENSUS QUESTIONS

HOUSE TYPES

The box for '**House type**' is at the top of the census form with the Indicative Information.

For each household you must decide on the correct code from the list below and the pictures in Appendix 6. Then check that this matches the code on the listing information in your workload folder. Update the listing form if necessary.

WHO TO ASK : Use your own judgement to decide the house type. Do not ask respondents to answer this question.

GET THIS INFORMATION FOR : All households in your listing as part of your workload.

HOW TO RECORD : Record the correct code from the list of 10 house types below, which are shown as pictures in Appendix 3. Enter the numbers as two digits. For example **as 01 or 02 NOT 1 or 2.**

No	House type	Brief description
01	High cost	: Large well-built usually fibro, timber, brick or weatherboard construction metals roofs.
02	Low cost	: Small well built house usually fibro or wood construction.
03	Flats	: Flats are units of more than two living quarters in the one block.
04	Duplex	: This covers two houses joined together by a common wall. They can be different sizes. A house with a flat underneath or attached is a duplex.

- 05 Domestic or workers quarters : Domestic quarters are mostly in high covenant areas but are also common behind shops where they are often workers' quarters. The only workers quarters to be included here are small married quarters behind shops or factories which are really very much the same as the domestic quarters behind high covenant houses. They are made of fibro or wood.
- 06 Dormitories : Large building with cubicles, usually found in the grounds of schools and colleges.
- 07 Makeshift : This type of house can be made of pieces of wood, roofing iron, tins and even cardboard, generally scrap materials used.
- 08 Traditional : These are usually in traditional villages. The materials used are predominantly traditional. (grass, bamboo, pitpit, wood)
- 09 Self help house : (High cost) This is a very well built house of commercial materials, which is very similar to those in urban areas. It has well built steps, roof and stumps.
- 10 Self help house : (Low cost) This type of house is not as well built as the high cost one, but it has similarities. It should have good supports and reasonably well built walls and roof.

QUESTIONS ON PERSONAL CHARACTERISTICS

Questions 1 to 7 provide information on personal characteristics such as age, sex, marital status and religion. They help us to plan for the needs of communities.

Question 1. NAMES OF PERSON (S)

The names of persons in every household must be recorded on the form so that we can ensure that everybody gets counted in the census. Names are not kept after the census is completed and are never published with the results.

Question 2. RELATIONSHIP TO HEAD HOUSEHOLD

How each person is related to the head of the household?

QUESTIONS 1 AND 2 MUST BE ASKED TOGETHER

	PERSON NUMBER	PERSON 01
1.	What is the name of each person including the visitors who slept here on the night of Sunday 9th July <i>(Start with the Head of the Household)</i>	

2.	What is the person's relationship to the head of the household?	1. Head of household	
		2. Husband/wife	
		3. Own son/daughter	
		4. Step/adopted child	
		5. Other relatives	
		6. Non-relatives	

WHO TO ASK

:

Ask the head of the household or the person responding.

GET THIS
INFORMATION FOR

:

For all persons who slept in the household on Sunday 9th July 2000?

HOW TO ASK : Ask the head of the household or the person responding; ***'Please tell me your name and the names of every person who stayed here on the night of Sunday 9th July, including visitors'.***

As the head of household or the person responding says each name, ask ***'How is he (or she) related to the head of this household?'*** (Unless they tell you when they say the name).

- The Head of the Household is the best person to decide who should be included. Make sure they include babies, children, old people and disabled people as well as all other adults. Make sure they include any relatives or other visitors who stayed that night.
- **Every person** who slept in that household on census night must be recorded on the form. Include any usual resident who might have been out on census night, for example fishing, and was not counted as a visitor anywhere else.
- Make sure that none of these people have been counted at another place.

HOW TO RECORD :

- Write the names of each person, starting with the head of the household.
- Write names as they are used every day including given names and surnames.
- For infants without any name, write "BABY".

If you refer to the Household Record Card (HRC) it may show people who usually live there but were not there on census night. **DO NOT LIST THESE PERSONS! Use the HRC as a guide.**

Recording Names on the census form.

The order of recording names in each household is:

1. The head of household. (See definitions on chapter 4)
This is usually the most senior man (husband/father) or woman if the man is dead or away. Some heads of household will be women, if the husband is dead, away from home or not available.
2. Husband/wife (usually wife) of the head. In some cases it may be the husband if the wife is automatically head for some reason.
3. The own sons and daughters of the head and wife (or husband), if they are unmarried, oldest first.
4. Married sons or daughters if they sleep and eat in the same house as their parents.
5. Wives/husbands of married children (in-laws of head) their children (grandchildren of head), oldest first.
6. Other Relatives such as nieces and nephews by blood or marriage.
7. Any non relatives or visitors who spent the census night with the household

<u>Remember:</u>	The names of Own Sons and Daughters who are single should be recorded first, followed by married sons and daughters and their wives and children if they share common cooking and eating.
-------------------------	--

Question 3. SEX

In every the community population is made up of males and females. This is important information that shows distribution of population by sex.

3.	Is the person a male or female?	1.Male	2.Female	<input type="checkbox"/>
-----------	--	--------	----------	--------------------------

WHO TO ASK : Ask the head of the household or the person responding.

GET THIS INFORMATION FOR : Every person listed in Question 1.

HOW TO ASK : You only need to ask this if you cannot tell from a name that the person is male or female. Politely ask the respondents *“Can you tell me if this person is a male or female?”*

HOW TO RECORD : Write in code 1 for Male or code 2 if the person is a Female. Only one code is to be entered in the box provided.

Exercises – Questions on House type, Names, Relationship and Sex

9.1 Where do you record the house type on the census form?

.....

9.2 Which house types would you expect to find in the settlements and villages?

.....

In a household you find Maria Garin. Her husband died three years ago and she owns the house, so she is the household head. You also meet her oldest son Tom, his wife Lucy and their two year old daughter Nati. Maria also has two unmarried sons living in that house. They are Simon who is 19, and Gawi who is 17. Lucy has a male cousin, Paul Pasa who also stays with the family.

In order to record information for each of the members of the household on your census form:

9.3 List the names in correct order, starting with Maria.

9.4 Give the correct relationship code in the spaces provided.

9.5 Give the correct sex code.

i).	Names	Relationship Code	Sex
01.	_____	_____	_____
02.	_____	_____	_____
03.	_____	_____	_____
04.	_____	_____	_____
05.	_____	_____	_____
06.	_____	_____	_____
07.	_____	_____	_____

- To do this correctly, study the instructions for How to Record Q1, 2 and 3.

THE SOMBOK FAMILY SAMPLE INTERVIEW
Questions 1-3

You go to a teacher's house and you find the teacher, his wife and their children at home. You introduce yourself politely and tell the head of the house, Mr. JOHN SOMBOK, that you've come to carry out the census for his house. He tells you that he knows all about the census as he has been teaching his school children about it this year. He's very happy to help you.

QUESTIONS 1, 2 and 3

Now, you can start asking the questions for the whole household of Mr. Sombok.

The first question you ask him is "**What is the name of each person including visitors who slept here on census night?**" (Sunday 9th July 2000)

He says there was himself, his wife MARY, his son MARK and his daughter NORA and one visitor, his younger brother TONY who was here last night. You ask if TONY has the same surname, SOMBOK, and JOHN says, "Yes."

Now, go ahead and complete Questions 1, 2, and 3 on the Census Form for the household.

Question 4: DATE OF BIRTH OR AGE

Every community has people of different ages, ranging from very young to very old. Peoples' needs change according to their age. Policy makers and planners need to know the number of people of each age group in every community, so they can plan for enough schools, aid posts and other community needs. Here are examples of how information on age is used.

- Identify the balance between people who can work and people who are too young or too old to work. This helps to identify people who are likely to be dependent on other people.
- Identify certain proportion of the population who are likely to be in need of immediate attention to the authorities. 1990 census information tells us that about 43 percent of the population in New Ireland were less than 15 years old.
- Certain age groups are most likely to move around within the country. According to the 1990 Census findings in East Sepik Province, about 6, 000 persons in the age group 20-24 moved to other provinces. This information helped the national government policy makers and planners to address the issues related to internal migration.

When answering the question, make sure that the age of every person is recorded.

4.	What is the person's date of birth or age in years?						
	<i>(Write date of birth in the Boxes provided. If not known write age in completed years.</i>	day / month / year					
		Age in years:.....					

WHO TO ASK : Ask for all persons in the Household.

GET THIS INFORMATION FOR : Every person listed in Question 1.

REMEMBER: Date of birth is the most useful information. Try to get date of birth if possible. **If you cannot get the date of birth, ask for the age.**

HOW TO ASK : Ask the head of the household or the person responding, ***When did your mother give birth to you? Can you also give the date of birth of all members of your household that I just listed?***

- It is important that you ask firstly for the person's **full date of birth**.
- If the person does not know the full date of birth then ask for his/her **month and year of birth**
- If month is not known, ask for the **year of birth**.
- If year of birth unknown, ask for **age in completed years**.
- For **small children** if full date of birth is unknown, ask if any of the following records are available;
 - ii) Baby Clinic Books,
 - ii) Baptism/Communal/ Parish Membership Cards
 - ii) and School Records.

Use this information to record correct dates of birth.

- HOW TO RECORD :
- If the full date of birth is known, enter the figures in the six boxes provided.
 - If the person knows his/her **month and year of birth**, record the month and year in the boxes provided, leaving two boxes blank
 - If month is not known and only the **year of birth is known** record year of birth in the two boxes provided, leaving four boxes blank.
 - If year of birth unknown, ask for **age in completed years**, and record age in the two boxes for *Age in Years*.
 - For babies who have not reached one (1) year, record the full date of birth, this can be obtained from the records such as the clinic cards and other church documents such as baptismal cards.
 - If a person does not know date of birth or age, leave date of birth blank and estimate the age using methods that are discussed in next section.

1. Clinic and other records

Begin by asking if the household has any records, which show exact age, such as Baby's Clinic Book (MCH Clinic Book), Baptism/Communion/Parish Membership Cards or school records. Ask if you can see them. Copy the date of birth or age from these records into the code boxes provided.

2. Household Record Card (HRC)

HRCs will be available in some CUs in the Rural areas, the Rural Non Villages (RNV) and in some urban areas, like settlements.

Check the date of birth and ages shown on the HRC.

If the date of birth is in the HRC, copy it on the boxes provided.

The HRC is usually a few years old, so you will have to add on the years since the HRC was filled out.

WAYS OF ESTIMATION AGE WHEN DATE OF BIRTH IS NOT KNOWN

Many people in PNG do not know their exact date of birth or age. It is very important that every persons' age must be recorded or estimated as accurately as possible.

Age can be estimated using the following methods;

1. Look at the Physical Characteristics of persons.
2. Look at the age of the children against the parents.
3. Work out age by use of Notable Events
4. Determine age by comparing the respondent with someone whose age is known
5. Use the Age Conversion Table.

1. Physical characteristics developed by persons at certain ages

When the date of birth or age is not known, one way to work out their age is by referring to certain changes that occur to each person physically. Some of the physical evidences are:

- **Age at puberty;** Many boys grow beard at 15 years while girls commence menstruation at 11, 12 or 13 years old and breasts also begin to grow around the same age.
- **Age at first marriage;** men tend to get married around 21 years old, while girls get married at 16 –19 years.
- **Age at first birth of child;** most women nowadays give birth to their first child at age 21 years, although in the past it was earlier, about 16 years.
- **Age at first entry into school;** most children begin school at age 7.
- **Physical changes among children;** some babies still breast-feed till age 2; young children start loosing first teeth at about 6 years of age.

Add the age at the time to the number of years that have elapsed since the event. If age is reported, enter just that in the box provided.

Example:

Anna says that she does not know her exact date of birth but she has the birth record for her eldest son, Alex who was born on 24/05/1973 and is 27 years old now

Step 1: Work out Anna's age at first birth.

Most women in the past years began childbirth on average at age 16.

Step 2: Add son's age 27 years to average age at first child birth 16 years to get mother's estimated age which is about 43 years old; $27+16=43$.

2. Look at the age of the children against the parents.

Another way is to look at the age structure of family and check that the ages look right and make sense. For example, check if person is married and work out the number of children in order to determine his/her age. Usually men get married at 21 years and are 2 to 3 years older than their wives. They become parents at age 21 years.

Other physical features to check the age difference between family members are:

- If the person is married, then age must be 15 years and above.
- If the person has own child/children, then the age difference with the head (father) and mother must be at least 15 years or more. The minimum age difference between a child and mother should be 15 years,
- If a person is a full time student, then age is usually between 5 and 25 years.

3. Work out age by use of Notable Events

Another to work out age is by using Notable Events Books;

- (i) Find out the province and district where the person was living when he/she was young.
- (ii) Read out the lists in order of the events for that particular district to the person until he/she remembers one of the events.
- (iii) Find out the year in which the event occurred. (You can use the province by district list in appendix 4).
- (iv) Work out how old the person was at the time of that event.
- (v) Subtract the year of the past event that the person remembers from the present year (e.g. 2000).
- (vi) Add the results of the above points (iv) and (v).

Some major events that person can easily remember are: world war 2, flood, earthquake, Independence, change in political leadership which are regarded as notable events.

Example:

Raka says he does not know his age, but he says that he was just going to school when PNG got its Independence from Australia.

Step 1: Compute Raka's age at first entry into school.

Most children begin schooling at age 7. PNG got its Independence on 16 September 1975.

Step 2: Subtract 1975 from current year 2000 to get the number of year since he entered school; $2000 - 1975 = 25$ years.

Step 3: Add 25 to age he begun schooling, $25 + 7 = 32$ years

His estimated current age is 32 years.

Step 4: Record the estimated age in the box.

4. Determine age by comparing the respondent with someone whose age is known

This method should be used only when all other methods have failed. Ask the respondent to identify another person(s) within the household or the community, who is about the same age. Find out if they know their exact date of birth. If they do, use their age to estimate the age of the respondent.

Example:

John does not know his date of birth because his mother died when he was born. His mother's sister took care of him. Her own son was born in the same year as John, but a month later.

As John's cousin's date of birth is 31 October 1958, John's date of birth is /09/1958. As the day is not known, write 00/09/58 in the six boxes.

AGE CONVERSION TABLE

CONVERT YEAR BORN TO PRESENT AGE

- (1) If person is born in 1949 then age now is 51 years
 (2) If a person was born in 1972 then age now is 28 years.

Born in or before July	AGE NOW IS	Born in or before July	AGE NOW IS	Born in or before July	AGE NOW IS
2000	0	1966	34	1932	68
1999	1	1965	35	1931	69
1998	2	1964	36	1930	70
1997	3	1963	37	1929	71
1996	4	1962	38	1928	72
1995	5	1961	39	1927	73
1994	6	1960	40	1926	74
1993	7	1959	41	1925	75
1992	8	1958	42	1924	76
1991	9	1957	43	1923	77
1990	10	1956	44	1922	78
1989	11	1955	45	1921	79
1988	12	1954	46	1920	80
1987	13	1953	47	1919	81
1986	14	1952	48	1918	82
1985	15	1951	49	1917	83
1984	16	1950	50	1916	84
1983	17	1949	51	1915	85
1982	18	1948	52	1914	86
1981	19	1947	53	1913	87
1980	20	1946	54	1912	88
1979	21	1945	55	1911	89
1978	22	1944	56	1910	90
1977	23	1943	57	1909	91
1976	24	1942	58	1908	92
1975	25	1941	59	1907	93
1974	26	1940	60	1906	94
1973	27	1939	61	1905	95
1972	28	1938	62	1904	96
1971	29	1937	63	1903	97
1970	30	1936	64	1902	98
1969	31	1935	65	1901	99
1968	32	1934	66	1900	100
1967	33	1933	67		

How to Read the Age Conversion Table

Example,

If a person tells you the year he/she was born, you simply look across from the year and you will get the persons age.

For example, if Sally Tau says she was born on 13th September, 1971. You will get 29 as her age but remember Sally's next birthday will be in September, this year so she is still 28 years old. (29 years – 1 year = 28 years). But, if she was born on February 1971, then her birthday has gone by, so she is 29 years now.

You will do the same if a person tells you his/her age in years, you will look across the table to find the year the person was born. If James Tau said he is 35 years old, you will find that he was born in 1965.

Exercises - Question 4 - Date of birth or Age in years

The head of the household tells you he doesn't know his date of birth. His mother told him that he was born in April 1955.

9.5 How will you record his date of birth?

Day		/	Month		/	Year	
Age in Years							

Laka tells you he doesn't know his exact date of birth or age but tells you he was 15 years old when the 1980 census was carried out.

9.7 Can you work out his age and show how you will record his age?

Day		/	Month		/	Year	
Age in Years							

Miriam says that she doesn't know her age. From your observation she is a middle-aged lady. She tells you she remembers giving birth to her eldest daughter Tania who is now 29 years old.

9.8 Can you work out Miriam's age?

Vincent says that he does not know his date of birth and age. When you ask further, he tells you that he was in grade 3 when PNG got its Independence. Using the correct method work out his age.

9.9 Can you work out his age?

Angela tells you she does not know her date of birth but she recalls that her mother died when she was in Grade 1. She then went to live with her uncle and his family. Her uncle's daughter Jenny is a year younger than Angela. When you asked Jenny's mother for Jenny's date of birth, she tells you she was born on the 26th of January, 1972.

9.10 Can you work out Angela's approximate age? Also show how you will record the date of birth?

Day		/	Month		/	Year	
Age in Years							

THE SOMBOK FAMILY SAMPLE INTERVIEW
Questions 4

Now we need to ask about each person's date of birth or age in years.

You should ask **"What is your date of birth?"**

John says he is about 32 years old, but he doesn't really know his date of birth. Now, fill in the age for John, which is 32 years, under person number 01 on your Census Form.

You then ask for Mary's date of birth. She gives you an old hospital book, which indicates that she was born in October 1959. Write this in the space for month and year. When you write the month put the number for the month and **not** the name of the month. In Mary's case she was born in October which is the 10th month of the year. So you write 10 in the space provided for month and 59 as the year and leave the day blank.

Mary has clinic cards for both the children.

Mark was born on the 23rd of April 1991 and Nora was born on the 10th of May 1995. Write these on your Census Form under this person numbers, which are 03 and 04.

For Tony, the date of birth is not exactly known. But John says that he remembers him playing while the interviewer was at the house at the time of the last National Census of Papua New Guinea. He would have been about 5 years old. In this case if you need the date you refer to the notable events book which says that the last census of PNG was in 1990. So Tony was born five years before then, which means the year of his birth is 1985. So he is now 14 years old, which you write in the space provided for years.

That completes question 4.

Question 5. MARITAL STATUS

This question asks if the person is never married, married, separated, divorced or widowed. This is called the person's marital status.

5.	What is the person's present marital status?	1. Never Married 2. Married 3. Separated 4. Divorced 5. Widowed
-----------	---	---

WHO TO ASK : Ask the head of the household or the person responding

GET THIS INFORMATION FOR : All persons. It is not necessary to ask the question for young children who are obviously not married. Use your judgement and ask only about those people who could be married.

Be very careful not to offend respondents. If they say someone is married or that someone is divorced, accept whatever they tell you. **DO NOT** try to find out whether they have a legal marriage or are just living together, or whether they have a legal divorce or not.

HOW TO ASK : You should simply ask *'Are you/ is he/she single, married, divorced, separated, or widowed?'*

HOW TO RECORD : Write in the box the correct code, 1-5, from the census form. **For example**, if a person says he is currently Widowed, Code 5 should be written in the box

- A woman or a man is widowed (code 5) if the spouse has died.
- If a widow has remarried - Record her/him as Married (Code 2)
- If a man has remarried - Record him as Married (Code 2)
- Remember to record Code 1 for children, or anyone obviously never married.
- If a couple is apart for a long time or if one is far away, (e.g. working in another province) they are still married (Code 2) unless they have decided that their marriage has ended. Separated in the codes does not mean separated by distances.

Question 6: RELIGION

Religion affects the way people chose to live. We need to know how many people in each religion or church.

6.	What Church/Religion does the person belong to?		
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>		

WHO TO ASK : Ask the head of the household or the person responding.

GET THIS INFORMATION FOR : Every person in each household

HOW TO ASK : ***What church or religion does the person belong to?***
 There are cases where members of households belong to different church/religious groups. You may have to ask every member of the household. **Never assume that everybody in the household belongs to the same church as the head of household.**

Also, do not assume that everyone in the village belongs to same religious group or church. There are pockets of households and individuals in some areas who may have different religious beliefs.

These are quite common in urban areas where increases in numbers of other religions have occurred in recent times.

HOW TO RECORD : In the space provided write the name of the church/religion, which the person says he/she belongs to. **For example** a lady says she's a Lutheran, you write Lutheran Church and not L.C for short.

- If the person does not belong to a church or religion, write None.
- Christian is not clear. Ask which church the person belongs to.(Anglicans, Catholics, Baptist or other)
- Do not write in the boxes.

Question 7. SURVIVAL OF OWN MOTHER.

This question is used to find out how long people live. The information needed is about the natural mother, not the adopted mother. The Mother's Person number is needed so we can work out the mother's age. This information is important to find out health and social needs.

7.	Is the person's mother still alive? <i>(If "Yes" and mother in this house, enter mother's person number in the boxes. Enter "00" if mother not in this house.)</i>	1.Yes	2.No		
		<input style="width: 30px; height: 20px;" type="text"/>			
		Mother's Person Number			

WHO TO ASK : Ask the head of the household or the person responding.

GET THIS INFORMATION FOR : Every person in each household.

HOW TO ASK : ***Is your/his/her own mother still alive?***
Remember, this question is about the *person's own biological or natural mother, not their adopted mother*
You must ask if the person's own mother is alive, and whether or not the mother is in the same household.

If the answer is 'yes' ask **'Is your/his/her own mother living in this household?'**

HOW TO RECORD : Write the code 1 'Yes' (alive) or 2 'No' (not alive) in the first box.

- If the response is Yes, (Code 1), and the mother lives in the household, fill in the mother's person number in the two boxes below.
- If the mother is alive but does not live in the household, enter 00 in the two boxes.
- If the response is 'No' (Code 2, not alive) do not write in the mothers person number in the two boxes provided.

QUESTIONS ON MIGRATION

The next set of questions, (Questions 8-10), give information on movement of people from one place to another. Information on movement of people is useful to plan for peoples' needs such as health, education and employment.

Question 8. PLACE OF BIRTH

8.	Where was the person born? (Give country if born outside PNG)	Province / Country			
		District			

WHO TO ASK : Ask the head of the household or the person responding.

GET THIS INFORMATION FOR : Every person in each household.

HOW TO ASK : *Can you tell me where you were born, he/she was born?*

- Some people will not be able to name the district where they were born. List of provinces divided by districts is in appendix 4. If the respondent does not know his/her district of birth, you go to the person's province of birth and read the names of districts to the person.
- If districts cannot be determined, give best information available.
- Write the country, if born outside PNG. Leave District blank.

HOW TO RECORD : Make sure you record the names of the province and district in which the person's mother was living at the time of his/her birth.

If the person was born outside PNG, write the name of the country of birth in the space marked for Province, and leave District blank.

Do not write in the two boxes, as they are needed later for office use.

Note:	The space for you to write names of province/district/country is limited so please write clearly and neatly.
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Question 9. DURATION OF RESIDENCE

9.	How long has the person lived in this district/town? (If "Other" give number of years lived here. If less than one year, enter 00 in the boxes.)	1. Continuously since birth <input style="width: 40px; height: 15px;" type="text"/> 2. Other
		Number of years lived <input style="width: 40px; height: 15px;" type="text"/> <input style="width: 40px; height: 15px;" type="text"/>

WHO TO ASK : Ask the head of the household or the person responding.

GET THIS INFORMATION FOR : Every person in each household.

HOW TO ASK : Ask ***"How many years have you lived here?"***

HOW TO RECORD : If the person was born here and has always lived here, enter Code 1 (continuously since birth).

- If the person was not born in here, enter Code 2. (other)
- Then enter the number of years the person has lived here.
- If less than 1 year write 00 in the two boxes for years.
- For other numbers less than 10 put a zero in the first box and the number in the second box. For example, for 5 years write '05'.
- For persons born where you are interviewing but who have been away, record the period since they last returned until the day of interviewing.
- Some people move often. We only want to know about the most recent move to this place.
- Short visits to other people, to give birth, to enroll a child in a school, for a holiday, or a family visit should be ignored in calculation of the number of years. These are not migrants.

Question 10. CITIZENSHIP

This question is to tell us how many PNG citizens and how many non-citizens there are in PNG.

10.	What is the person's citizenship?			
		<table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>		

WHO TO ASK : : Ask the head of the household or the person responding.

GET THIS
INFORMATION FOR : : Every person in each household.
:

HOW TO ASK: : If the person is obviously a PNG citizen by appearance and/or place of residence (rural), it may not be necessary to actually ask this question.

- Non-citizens are more common in urban areas and some border provinces such as Sandaun, Western and Bouganville. In such places you need to ask the question on citizenship. You simply ask "*What is the person's citizenship?*" (not "*where were you born?*"), or you can ask, "*What passport do you/he/she carry?*"
- Ask all people who seem to be expatriates "*What passport do you/he/she carry?*".

HOW TO RECORD : : Write down the name of the country the person tells you.

- Write PNG for PNG citizens.
- If any person is a citizen of two countries, record the citizenship the person chooses.

Exercises - Question 5-10

Marital status

A woman tells you that her husband died 3 years ago after a long illness. She is now married to another man.

9.11 What code can you give this woman?

What is the persons present marital status?	1. Never Married		
	2. Married		
	3. Separated		
	4. Divorced		
	5. Widowed		

Religion

A young man tells you he was baptised into Catholic Church when he was a baby. Since then he is a faithful member.

9.12 How will you record the religion?.

6.	What Church/Religion does the person belong to?			
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Survival of own mother

A woman tells you her mother is alive, but she lives in another village, six hours drive away.

9.13 How will you record her answer for Q7?

7.	Is the person's mother still alive? <i>(If "Yes" and mother in this house, enter mother's person number in the boxes. Enter "00" if mother not in this house.)</i>	1.Yes	2.No	
		Mother's Person Number		

Place of Birth

You interview a young married couple. The wife says she was born in Minj, Western Highlands province. Her husband tells you he was born in Namatanai, New Ireland Province. They have both lived in Rabaul for about 10 years.

9.14 Record the place of birth for each?

Question: Where was the person born?..

Wife			
Province/Country			
District			

Husband			
Province/Country			
District			

Duration of Residence

In one household in Lae, you meet a man from Lae who says he worked at the Divine Word Institute in Madang from 1994 until he came home in May 1999. He is now home to stay for good.

9.15 How will you record his answer?

9.	How long has the person lived in this district/town? (If "Other" give number of years lived here. If less than one year, enter 00 in the boxes.)	1. Continuously since birth	
		2. Other	
		Number of years lived.....	<input type="text"/> <input type="text"/>

Citizenship

In one household you interview an Australian man who has been in PNG for many years. His wife is a PNG citizen.

9.16 How would you record their citizenship?

a) Husband

What is the person's citizenship?			
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b) Wife

What is the person's citizenship?			
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<p style="text-align: center;">THE SOMBOK FAMILY SAMPLE INTERVIEW Questions 5-10</p>
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Now we will go back to our census form for the Sombok family. We are up to **QUESTION 5, "What is the person's present marital status?"**

For the Sombok family we can just go ahead and fill this question without asking it. We have already been told that John and Mary are married. Mark, Nora and Tony are all under 15 years so obviously they've never been married.

QUESTION 6, "What church/religion does the person belong to?"

For this question you ask every member of the household about the church/religion he/she belongs to. "Do you/or does he/she belong to a church?"

For the Sombok family everybody is Roman Catholic. Only Tony is a member of the Assembly of God Church in Lae.

QUESTION 7, "Is the person's mother still alive?"

(If 'yes' and mother in this house, enter mother's person number in the boxes. Enter "00" if mother not in this house).

John Sombok's mother is dead, but Mary's mother is still alive. Tony is John's younger brother, so you check if they have the same mother. They did, so obviously his mother is also dead.

QUESTION 8, "Where was the person born?"

John says Mary, Tony and himself were born in Huon District in Morobe Province. Mark was born in Bogia, Madang Province whilst Nora was born in Angau Hospital in Lae.

QUESTION 9, "How long has the person lived in this district/town?"

Although, John, Mary and Tony were born in Huon District, the Sombok family has moved around a bit. Mr. Sombok taught in Madang Province for five years and then moved back in 1994. Tony has lived all his life in Houn Distrcit, Morobe.

QUESTION 10, "What is the persons citizenship?."

Question 10 asks for citizenship. Most people will be citizens of PNG but you should make sure. In this case John has already told you they were all born in PNG and have never left, so you can safely write PNG.

Fill in answers for the Sombok family.

QUESTIONS ON EDUCATION

The next four questions are on education and literacy. Information on education and literacy is important because it tells us how many people have attended school and helps us plan for the education needs of the community in the future.

Question 11: SCHOOL ATTENDANCE

This question is about the number of persons over the age of 5 years who are currently attending school and those who are not at school.

11.	Is the person attending any formal schooling now?	1. Yes. 2. No, attended in past. 3. Never attended.
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WHO TO ASK : Ask the head of the household or the person responding.

GET THIS INFORMATION FOR : All persons 5 years and older. That is, all persons born **before** 9 July 1995. If date of birth is not recorded, use age given in years.

HOW TO ASK : *“Are you/ Is he/she attending any formal schooling now?”*

HOW TO RECORD : Write a code number in the box beside the answer.
 Code 1 is for persons who are attending formal school full-time.
 Code 1 is also for persons who are enrolled in school but are not attending because of illness, school holidays or other reasons.
 Code 2 is for persons who have attended a school in the past.
 Code 3 is for those who have never attended school.

- This question is only about attendance at a formal school. Formal education grades are Grade 01 to Grade 12.
- Do not record attendance at Vocational, Tokples, Bible School, or Correspondence courses.
- The census is being conducted during the school holidays, so many students will not be in school. If they usually attend school, record them as Code 1 (Yes).

Question 12. EDUCATIONAL ATTAINMENT

This question is about the level of education people have completed.

12.	What is the highest formal educational grade completed?		
-----	---	-------	--	--

WHO TO ASK : Ask the head of the household or the person responding.

GET THIS INFORMATION FOR : All persons 5 years and older. That is, all persons born before 9 July 1995. If date of birth is not recorded, use age given in years.
Persons who were given code 1 & 2 in Q11.

HOW TO ASK : *What is the highest grade/level of education that the person has completed?*

HOW TO RECORD : Write the highest grade completed in the two boxes, Formal education grades are Grade 01 to Grade 12. e.g. for Grade 5 write '05'.

- Write 00 for no schooling, or no grades completed.
- Record only the grades completed. If they are still at school, do not include the grade the person is in now. For example: Ila is in Grade 9 this year. He completed Grade 8 last year, so write '08' in the code boxes.
- In most cases you will not need to write anything in the space before the boxes.
- If the person was educated overseas, write the highest level achieved in the blank space provided (e.g. high school).

Then write the number of years of schooling in the two boxes.
Write "00" for persons who have never attended school and those who are in their first year of formal school, attending pre-schools, elementary or Tok Ples schools.

: Only write the highest grade completed in the formal school system. Do not include education after leaving high school.
For example, if a person completed Grade 10 before completing a computer correspondence course, write 10 in the box.

Note:	Record the grade completed and not the grade he/she is doing now.
--------------	--

Question 13. TRAINING AND QUALIFICATION

This question is about skills, training and qualifications received after leaving school.

13.	Has the person completed a certificate, diploma or university degree or any other educational qualification since leaving school? <i>(If yes, specify level and subject of qualification, in the space provided.)</i>	1. Yes	2. No	<input type="checkbox"/>
			

WHO TO ASK : Ask the head of the household or the person responding.

GET THIS INFORMATION FOR : All persons 10 years and older. That is, all persons born before 9 July 1990. If date of birth is not recorded, use age given in years.

HOW TO ASK : *Have you/ has he/she completed a certificate, diploma or a university degree or any other educational qualification since leaving school?*

HOW TO RECORD : Write in the space the name of the training/qualification the person completed since leaving school.

For Example: Certificate in Carpentry;
Diploma in Accounting.

DO not write in the boxes, these are for office use.

- Some people might confuse Certificate with a Grade 6, 8, 10 or 12 Certificate. **Do not** include Grade certificates here. This question is only about qualifications after leaving school.

Note:	The training period should be at least three (3) months full time or more to be recorded. Any training which lasted less than three months should not be recorded.
--------------	---

Question 14. LITERACY

This question is about whether or not people can read and write with understanding.

14.	Which languages can the Person read and write with Understanding?	English	1 Yes	2 No	
		Pidgin	1 Yes	2 No	
		Motu	1 Yes	2 No	
		Tokples	1 Yes	2 No	

WHO TO ASK : Ask the head of the household or the person responding.

GET THIS INFORMATION FOR : All persons 10 years and older. That is, all persons born before 9 July 1990. If date of birth is not recorded, use age given in years.

HOW TO ASK : *Which of the following languages can you/he/she read and write with understanding?*

- This question is not about spoken language but about **reading** and **writing** with understanding.
- That is, not just saying or copying the words, but understanding what is written and able to write.

HOW TO RECORD : Write '1' for 'Yes' or '2' for 'No' in the box beside each language.

Examples:

- If the person reads and writes English with understanding write 1 in the box beside English.
- If the person speaks Tok Ples but does not read or write it, write 2 for NO.
- Write the correct code beside each language, English, Pidgin, Motu and Tok Ples.
- Tokples is same as mother tongue. For example, if Motu or French is spoken, it must be recorded as Tokples.

Note: A person is considered to be able to read and write a language only if he or she can both read and write with understanding, a short simple letter or message in that language. A person who can only read and write figures or his name, or memorise a phrase, should not be considered as able to read and write with understanding.

People may be sensitive about this, so after explaining what the question means, the interviewer should accept the person's word without further questioning.

Exercises - Questions 12 - 14

**9.17 What would you record for the following respondents for Q11 & Q12
A student in Grade 5 at the time of the census?**

Q11 _____ Q12 _____

**9.18 A old man who says he did a couple of years at a Tok Ples mission school
many years ago?**

Q11 _____ Q12 _____

**9.19 A man who tells you he went to university a few years ago. He did grade 10
and then a foundation year at the University before starting his degree?**

Q11 _____ Q12 _____

**9.20 Would you record the following for Q13. Circle the best choice.
A Grade 10 Certificate?**

YES/NO

9.20 A University Degree?

YES/NO

9.22 A certificate for a three week course at DALTRON?

YES/NO

**9.23 Are the following good Qualification Descriptions? If not, give reason and/or
an example of a good description**

Degree	
Apprenticeship in Plumbing	
Vocational Cert in Carpentry	
Computing Diploma	
German Technikon Cert-	
Engineering	
Home Economics	
Certificate in Stats – ADCOL	
Diploma – Dental Technician	

Exercises - Questions 14

**9.24 How would you record the following for Q14 for the language given
A woman tells you she can read Pidgin a bit but cannot write it?**

.....

9.25 A person can read simple signs and say common greetings only in Motu?

.....

**9.26 A man who went to Tok Ples school for a year. He speaks his language well
and can read parts of the bible in his language and can write simple
sentences?**

.....

<p style="text-align: center;">THE SOMBOK FAMILY SAMPLE INTERVIEW Questions 11-14</p>

This question should have answers for all members of the Sombok family.

QUESTION 11, "Is the person attending any formal schooling now?"

Nora who is five years old is not yet at school, Mark and Tony are full time students. John and Mary have attended school in the past.

QUESTION 12, "What is the highest formal education grade completed?"

John says he did grade 10 before going to teachers college. Mary completed grade 8. Currently Mark is in grade 2 and Tony in grade 8.

QUESTION 13, "Has the person completed a certificate, diploma or a university degree, or any other educational qualification since leaving school?"

John says he has a Teachers Certificate from Madang Teachers College. Mary did a short computer course lately but only for 2 weeks.

QUESTION 14, "Which languages can the person read and write with understanding?"

John replies that he and Tony can read and write Pidgin and English. Mary speaks and writes English but speaks Pidgin only.

Only John and Mary read and write their Tok Ples.

Record correct answers for the family.

ECONOMIC QUESTIONS

The economic questions are an important part of the census form. The economic questions for each person over 10 years are in Questions 15 to 19.

The census provides the chance for us to find out what kind of work people do. Work that earns some income or helps to support the family, such as growing food, is called 'economic activity'. Some people are not economically active. On the information collected community needs can be identified. Better plans can be in place.

Question 15: ECONOMIC ACTIVITY

15.	<p>In the last seven days, has the person done any of the following ? <i>(If more than one answer is given, Record main activity)</i></p> <p><i>If code 7 'None' Go to Question 18.</i></p>	<p>1 Gardening/Fishing for money 2 Gardening/Fishing for own use 3 Business (any type) with paid help 4 Business(any type) with no paid help 5 Help in family business with no pay 6 Wage job (incl temporary absence) 7 None (Go to Q18)</p>
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WHO TO ASK : Ask the head of the household or the person responding.

GET THIS INFORMATION FOR : All persons 10 years and older. That is, all persons born before 9 July 1990. If date of birth is not recorded, use age given in years.

HOW TO ASK : *"In the last seven days has the person done any of the following?"*

- You must then read out all of the 6 categories, explaining each category if necessary.
- If the person did more than one of activities 1 to 6 then you ask which was the main activity in the last 7 days.

HOW TO RECORD : Write **one** code only in the box provided.

- If the person did not do any of activities 1 to 6, write Code 7 in the box.
- When Code 7 is recorded, do not ask Q16a, Q16b and Q17 but skip straight to Q18.

What each code means:

Code 1: *Gardening/fishing for money.*

Use Code 1 if the person did any gardening/agricultural, hunting or fishing activity in the last 7 days and **SOLD** some or all of the produce. The activities include growing cash crops such as coffee, tea, cocoa, rubber and oil palm and also producing other things **FOR SALE**. This includes growing any vegetables, making sago, gathering food, fishing, keeping livestock or hunting wild pigs or other animals **FOR SALE**.

Code 2: *Gardening/fishing for own use only.*

Use Code 2 for a person doing any gardening/agricultural, hunting or fishing activities in the last 7 days for their own or family use **BUT NOT FOR SALE**. This is called subsistence.

Code 3: *Business (any type) with paid help*

Use Code 3 for persons who have a business of any type at all, big or small, which has some paid workers (in pidgin, wokman).

The person gets Code 3 if they own the business or partly own it and get a share of the profit. (e.g PMV, trade store, professional practice, or a farm run as a business with paid workers).

Do not use Code 3 if he/she is paid a regular wage by the business. Wage earners are Code 6. Code 3 is used only for people who take all or part of the profit from a business.

- A Code 3 business includes professional practices (e.g. private doctor, lawyer) as well as very informal activities such as selling crops or betel nut, as long as they employ one or more workers.

Code 4: *Business (any type) with unpaid help*

Use Code 4 is for the owner or part-owner of any type of business which does not have any paid workers. Family members may help without payment.

- The difference between Code 3 and Code 4 is that a Code 3 business has paid workers but a Code 4 business does not.

Code 5: *Helping in family business without pay*

Use Code 5 for persons who work in a family business without pay. It is quite common for family members to help businesses such as trade stores. Women and school children often do this activity without pay.

- Gardening is not counted as business unless there are also wage workers. Women and children who help in gardens, which are not businesses, get Code 1 or Code 2.

Code 6: *Wage job (includes temporary absence)*

Use Code 6 for all persons who are employed in a wage or salary job of any kind, including part-time, temporary or casual work.

Include persons who are temporarily absent from their work due to illness, lay-offs, labour disputes, strikes or were on leave or holiday, even if they did not go to work during the last 7 days.

- All economic activity is to be recorded, even if part-time or only one hour during the week. You should stress to respondents that we want to record **all** economic activity, even if only for an hour during the week.
- Be alert and ask carefully. If rural households have a garden or a canoe, it is very likely that all active adults will do some economic activity.
- Women are counted as economically active if they do any work, which earns income or helps support the family, such as gardening or helping in the family shop. If they do **only** household duties, they are not counted as economically active.
- Make a special effort to find out if women do any work that could be counted as economic activity.
- Students often do some economic activity, even if they spend most of their time at school. They might work after school and on week-ends in a garden, caring for animals, fishing or helping in a trade store. If they do any economic activity this must be recorded.
- For persons on leave (or other temporary absence from work) their usual job should be taken as their main activity.

For example: A man employed at OK Tedi might be visiting his family for a week holiday. He is counted as having a wage job (Code 6).

- Make sure you understand the meaning of all the Codes 1 to 6. Think about what you would write for the people you know.

Note: Be alert and be sure to ‘skip’ to question 18 if the person is not economically active (Code 7).

You will look silly if you ask people about their occupation (Q 16) if they have just told you they do not do any of activities 1 to 6.

Question 16: OCCUPATION

A person's occupation is what the person does for their economic activity. It is the kind of work they do.

There are two parts to this question. Q16 (a) is for the name or description of the occupation and Q16 (b) says what duties the person actually does.

It is important to fill out **both** parts of the question.

16	What kind of work did the person do in last 7 days. (<i>Describe the kind of activity, work e.g., plumber, street seller, kaukau farmer, car mechanic,)</i>	<hr/> <hr/> <hr/> <hr/>
(a)		
(b)	What was the main task/duties done in that Work? (<i>Describe the kind of tasks or duties Done in the work stated in Q16 (a), e.g. Mending taps, selling betel nut, weeding garden, Fixing car engines).</i>	<hr/> <hr/> <hr/> <hr/> <div style="border: 1px solid black; width: 100%; height: 20px; margin-top: 5px;"></div>

WHO TO ASK : Ask the head of the household or the person responding.

GET THIS INFORMATION FOR : All persons 10 years and older who said they were economically active in the past 7 days, i.e. Code 1 to 6 in Q15.

HOW TO ASK : *What kind of work did you(he/she) do in the last 7 days?*

Write the answer to this question and then follow up with Q16 (b).

What is the main task/duty you (he/she) do in that work?

HOW TO RECORD : Give a brief answer for both parts. At least two words are necessary to give a clear job description.

- **Do not write in the code boxes for this question.**
- Be specific, describe the job and the task or duty clearly. For example, do not just write 'clerk' but give details of the type of clerk and type of work, as follows:

Q16a:(job) bank clerk, Q16b: (task) = deposits and withdrawals

Q16a:(job) payroll clerk, Q16b: (task) = preparing wages

Q16a: (job) accounts teller Q16b: (task) = bookkeeping

For our purposes, task means main duty.

- It is very important to record different levels of skill. A Dentist is very different from a Dental Technician and a Mechanical Engineer from a Engineering Technician.
- Most of rural people are engaged in agricultural activities and these are easy to record. For subsistence farmers simply record as "subsistence farmer". For cash farming record the name of the main crops or livestock in part a). In part b) give main activity in the seven days e.g. weeding crops, , repairing fences, planting, clearing ground, harvesting or some similar jobs.
- It does not matter whether a person is experienced or inexperienced, if they are doing the same work. Apprentices, trainees and foremen are coded the same if they do the same work.
- For Government Departments or other large organisations try to give the person's job title or Grade/Classification for Q16a eg Senior Statistician, Police Superintendent or Inspector. In Q16b) briefly describe their duties.
- A person is only classified as a manager if they supervise at least one person. A person running his own trade store with no full-time help should be recorded in Q16a as a shop assistant and not a manager. His actual duties (tasks) e.g. serving customers, in Q16b, would make clear he is not a manager.
- If the person being interviewed is on leave, record his regular job when he is at work.

Note: In Q16a the description should usually be two words. In Q16b give duties or tasks briefly to help give an accurate code.

Some examples of possible bad and good answers for questions 16a & 16b

Q16 (a) ACTIVITY/OCCUPATION

<u>Bad Answers</u>	<u>Good Answers</u>
Famer	Coffee farmer
Selling	Selling 2 nd hand clothes
Clerk	Accounts clerk
Labourer	Builders labourer
Teacher	Primary teacher
Manager	Hotel Manager
Sewing	Sewing clothes
Repairs	Video technician
Photographer	News photographer
Printer	Print setter

Q16 (b) MAIN TASK/DUTIES

<u>Good Answers</u>
Clearing ground
Unpacking and pricing
Preparing invoices
Making bricks
Teacher Grade 3
Supervising staff
Cutting material
Repairing VCR's
Developing films
Making plates

Question 17: INDUSTRY

Industry is about what activity occurs at the person's place of work. It is not about the person's own activity, which was asked in Q16.

In Q17 we ask about what the Company, Government Department or business does e.g. Mining, Immigration Office, Retail shop.

You must make sure you understand the difference between Q16, which is about what the person does, and Q17, which is about the place where they work.

17.	<p>What kind of business is done at the place where the person works? <i>(Describe the business by activity, e.g. transport, selling betel nut, repairing cars).</i> (Go to Q 20)</p>	<table border="1" style="margin: auto;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>				

WHO TO ASK : Ask the head of the household or the person responding.

GET THIS INFORMATION FOR : All persons 10 years or more who said they were economically active in the past 7 days, i.e. Code 1 to 6 in Q15.

HOW TO ASK : *What kind of business or activity is done at the place where the person works?*

HOW TO RECORD : Describe what is done at their place of work, e.g.

- Agricultural Industries have a description similar to the Occupation e.g. a coffee grower is in the Coffee Growing industry. A subsistence farmer is in the Subsistence Farming industry.
- Describe the industry as fully as possible. At least two words are necessary to give clear industry description. Be specific, describe the industry clearly. Example: House Construction not just construction, Road Maintenance, not just maintenance, Medical Doctor not just Doctor. *"Do not enter anything in the code boxes for this question."*
- For Government Departments or Organisations describe what the actual place or branch where the person works does. Schools should be described by type e.g. Secondary School, Nursery School.
- Health locations should be described by activity e.g. Aid Post, Hospital.
- Provincial administration officers should be 'Government Administration'.
- If at all in doubt give the name of the Company or Department.
- Market or Roadside Selling should simply be described as Market or Roadside Selling.

- If the person being interviewed is on leave, record the kind of activity at their usual place of work.
- Most large Companies are coded according to their main activity e.g. Mining Companies as Mining Industry, Air Niugini as Air Transport. However some big Companies may have big branches with different names and different activities. Then the activity of the branch should be recorded e.g. Steamships – Stop & Shop is Retail Trade but there is also Steamships Wholesale which is Wholesale Trade.
- Two words are usually needed to give a good industry description.

Q17 Industry

Bad Answers

Factory
Market
Farming
Workshop
Food
Retail
Repairs
Flowers
Making Things

Good Answers

Furniture Factory
Betel Nut Selling
Coffee Farming
Leather Goods Workshop
Chinese Restaurant
Food Supermarket/Stop & Shop
Vehicle Repairs
Selling Flowers/ Linden Blossom
Making Artifacts and pottery

- For Q17 write the activity and not the name of the business, if possible.
- If you cannot record a suitable description of the main business activity, the business name is better than no answer at all. Some business places have many things going on at one time.

**All persons answering Q17 had an economic activity so after answering Q17 skip to Q 20 for those who are citizen women 15 years or more. The rest should stop. If the person is head continue to Q24 - 28.
Do not ask them whether they were looking for work (Q18) or about their non-work activities (Q19).**

Question 18. LOOKING FOR WORK

This question is only for people who said they did not have an economic activity. We want to know whether they looked for any kind of work in the last four weeks. This tells us if there are people who do not have jobs but would like to be employed.

18.	Has the person actively sought any kind of work in The last four weeks?	1. Yes 2. No
		<input style="width: 40px; height: 20px;" type="checkbox"/>

WHO TO ASK : Ask the head of the household or the person responding.

GET THIS INFORMATION FOR : All persons 10 years or more who had Code 7 (None) in Q15. That is, people who did not report an economic activity.

HOW TO ASK : ***“Has this person looked for any kind of work in the last four weeks?”***
Stress ‘any kind of work’ and give examples, as explained below. Explain that the government must know about unemployment if they are to help people find jobs.

HOW TO RECORD : Enter only one code, Code 1 or 2 in the correct box given.

- Be clear in your explanation. The person must have answered an advertisement, or asked friends or employers if they have jobs available, or enquired at offices or companies, or tried to start a small business or a farm/garden.
- We have deliberately taken the longer period of four weeks for this question to include persons who may not look for work every week.

Note: Continue to Q 19 for these persons.

Question 19. NON-ECONOMIC ACTIVITY

This question tells us what those who do not have jobs are doing.

19.	What was the person doing most of the time in the last seven days?	1 Housework 2 Studying 3 Waiting to start work 4 Looking for work Not working because 5 Too young 6 Too Old/Retired 7 Sick 8 Permanently Disabled 9 Other (<i>describe</i>)
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WHO TO ASK : Ask the head of the household or the person responding.

GET THIS INFORMATION FOR : All persons 10 years or more who had Code 7 (None) in Q15. This question is asked after Q18.

HOW TO ASK : *What was the person doing most of the time in the last seven days?*

HOW TO RECORD : Enter one code only in the box provided.

If the person answers 'other (Code 9), write beside the box exactly what they did.

- All persons answering this question are not working, so their main activity will be a non-work activity. For the census, not working means not employed or not producing anything.
- Codes 1 to 4 are non-work activities.
- Codes 5 to 8 are reasons why the person was not economically active (Not working because...)
- **Housework** includes cleaning, washing, cooking and child minding around the home for the family without pay. (So it is not an economic activity).
- Cleaning, washing, cooking or child minding for someone else for pay would be counted in Q15 as a wage job. People who do a wage job should not be asked Q19.
- **Studying** includes any type of formal or informal studying or training, provided it is the main activity. If the person is paid for studying by their employer they should be recorded as a wage job in Q15, and their usual job

recorded in Q16 and Q17. People who are paid for studying should not be asked Q19.

- **Waiting to start a job** only includes persons with a definite, arranged job to go to. Do not include persons who are only hoping to find a job.
- Some of the people who were looking for work (Code 1) in Q 18 could have a different answer in Q19 because the period is shorter here (7 days). For example, some women may have looked for work in the last 4 weeks but their main activity in the last 7 days was Housework.
- Only use 'looking for work' (Code 4) if the person actively tried to find a job – i.e. answering advertisements, writing letters, asking people if they have work.
- Accept what the respondent says for Q19. For example, if they say a sixteen year old is **too young** to work, we accept that.
- Also, for '**too old**'/retired', accept what the person says.
- It is important to find out if people are not working because they are **sick** as this tells us about their health needs.
- Note again that only **permanently disabled** persons who do not have an economic activity are asked this question and recorded answers.
- Only write '**other**' (Code 9) if you cannot put the person into one of the other categories.
- Give each person a code. **Do not leave the code blank.**
- For students home on holiday and not doing any economic activity, record their usual activity, which is student or studying.

EXERCISES - Questions 15 - 19

9. 27, Which Code would you, give the following respondents for Q15?

- A subsistence gardener?
- A person who sells buai at the market every day just by himself for himself?
- A girl who helps in the family tuck shop without pay most afternoons after school?
- A villager who goes fishing regularly for both sale and for his family?
- A PMV owner who has two PMVs. He drives one and employs a driver for the other PMV?
- The Government Statistician?
- A school student who helps in the house but who does no other economic activities?
- A husband and wife both working on their own food garden. The food is only for their own use?
- A woman who only looks after her three small children?
- A man on leave from his job at Steamships. He was working in his village Coffee plot in the last seven days?
- A man who runs a small oil palm plot on which he employs others?

9.28 What is the main reason you do not ask Q 16 and Q17 of respondents with no economic activity?

.....

9.29 Are the following good Occupation Descriptions? If not, give reason and an example of a good description.

a. Mechanic

b. Fixing things

.....

a. Veterinarian

b. Treating dogs, cats

.....

a. Farmer

b. Farming

.....

a. Senior Quarantine Officer

b. Checking fruit etc.

.....

a. Senior Purchasing Officer

b. Placing orders

.....

a. Cleaner

b. Cleaning

.....

a. Housemeri (House girl)

b. Clean, Wash, etc.

.....

a. Supervisor

b. Supervising

.....

Q17 EXERCISES

9.30 Complete the following sentence “ An Occupation is what the person does whereas an Industry is”

9.31 Are the following good Industry Descriptions? If not, give reason and an example of a good description

Workshop	
Provincial Health Office	
Stop and Shop Supermarket	
Trading	
Hotel	
School	
Chinese Business	
Dentist	

EXERCISE - Q18 - Q19

9.31 Give any three examples of actions a person could have taken to have actively sought work?

.....
.....

9.32 Why do we allow four weeks for a person to have looked for work?

.....

9.33 Why is question 18 important for Planners?

.....

9.34 Which Code would you give or what action would you take for the following respondents for Q19?

- A person who only works very hard looking after her own small children?

- An eleven year old who only helps her mother in the house?

- A schoolboy who only studies?

- An old man who says he is too sick to work now?

- A youth who says he just sits around the village doing nothing?

- The fifty year old man who says he was retrenched and has now given up looking for work. He does not do any economic activity and lives off his pension?

SOMBOK FAMILY SAMPLE INTERVIEW
Question 15 - 19

Now we will ask the Sombok family about their economic activity.

QUESTION 15 'In the last 7 days, has the person done any of the following?' (If more than one answer is given, record main activity).

John replies that he was working as school teacher, which of course is a full-time wage job. John says that Mary did some work in the garden and some vegetables and fruits were sold to the market besides home use. Tony, John has said earlier, is a full-time student and does not do any other work (but he might help in the garden, so be sure to ask).

Now, fill in Question 15 on your form.

QUESTION 16 (a) 'What kind of work did the person do most of the time last week?'

Mr. Sombok said he is a community school teacher, and he teaches Grade 6. The specific job must be recorded i.e primary school teacher.

Mrs. Sombok says she grows fruits and vegetables for sale and for the family's own use as well. Always find out as much detail as you can about the person's work and write the best description you can.

QUESTION 16 (b) 'What are the main tasks/duties done in that work?'

(Describe kind of tasks or duties done in the work stated in Q16a, e.g. mending taps, selling betel nut, weeding garden, fixing engine).

Mr. Sombok spent last week teaching and marking tests; Mary was planting and weeding in her garden.

QUESTION 17 'What kind of business is done at the place where the person works?'

The Sombok example is simple in that John's industry can be primary education, and Mary's is growing fruits and vegetables.

QUESTION 18 ‘Has the person actively sought any kind of work in the last 4 weeks?’

This question will be directed at people who had Code 7 as their answer in Question 15. Tony is the only one, and he did not look for work. He says he would take a part-time job if one came up.

QUESTION 19 ‘What was the person doing mostly in the last 7 days?’

1. Those who responded to question 18 also answer this question. The options are listed on the census form.

You already know that Tony is studying.

Now record answers for the Sombok family.

RECORDS OF BIRTHS AND DEATHS OF CHILDREN

The next four questions are about the number of children women have had, and the number of children who have died. This is important information to help us estimate how many people PNG will have in the future, and to help us plan for maternal and child health services.

Question 20. TOTAL CHILDREN EVER BORN

20.	How many children have you given birth to?	Boys	Girls

WHO TO ASK : Ask all **PNG citizen** women born before July 9 1985, who are aged 15 years or more. If date of birth is not recorded, use age given in years.

GET THIS INFORMATION FOR : All **PNG citizen** women aged 15 years or more.

HOW TO ASK : *How many children have you given birth to?*

- This means all children born alive, even if they died soon after they were born.
- When the respondent tells you the number of children, ask

How many of these babies were boys and how many were girls?

HOW TO RECORD : Record the total number of boys in the box for boys, and the total number of girls in the box for girls.

If the woman has never given birth write '0' in each box. Do not leave blank spaces for this question.

Do not ask any more questions if the woman has never given birth.

Note: Record **ALL** of the respondent's natural births, i.e. the total number of children she has given birth to,

- even if the child no longer lives in the household, and
- even if the child is no longer alive.

Include any birth which showed signs of life (by crying, breathing or moving), even if the baby died soon after birth.

This question is also used to check against the total number of children Questions 21, 22 and 23.

- Do not include stillbirths, (i.e. giving birth to a dead child)
- Do not include adopted children (i.e. children the woman did not give birth to herself).
- Do not include step-children (children of the husband who have a different mother), or foster children.
- **Question 20-23 are sensitive issues. You must remember this, and be careful not to upset or offend the respondent.**
- Explain the questions clearly and remind them politely that they should include children who have died.
- If possible, ask each woman herself, separately. Explain to the head of household that the woman, or mother is the best person to give accurate information about her children.
- Try to avoid having other people answer for the woman.
- Ask all women 15 years or older, even if they are not married.

If the woman says she has never given birth, do not ask her any more questions. Move on to the next respondent.

Question 21. NUMBER OF OWN CHILDREN AT HOME

21.	How many of your own children are living in this household?	Boys	Girls

- WHO TO ASK** : Ask all **PNG citizen** women aged 15 years or more who said in Q20 that they have given birth to a child.
- GET THIS INFORMATION FOR** : All **PNG citizen** women aged 15 years or more who have given birth to at least one child.
- HOW TO ASK** : Ask *'How many of your own children live with you? When a number is given, ask "How many of these children are boys and how many are girls?"*
- HOW TO RECORD** : Write the number of male children in the box for Boys, and female children in the box for Girls.

Question 22: NUMBER OF OWN CHILDREN LIVING ELSEWHERE

22.	How many of your own children are living elsewhere?	Boys	Girls

- WHO TO ASK** : Ask all **PNG citizen** women aged 15 years or more who said in Q20 that they have given birth to a child.
- GET THIS INFORMATION FOR** : All **PNG citizen** women aged 15 years or more who have given birth to at least one child.
- HOW TO ASK** : Ask *How many of your children live elsewhere?*
The children may have married, moved out of the village, or been adopted. They may be living on their own or with another household.
When a number is given, ask *"How many of these children are boys and how many are girls?"*
- HOW TO RECORD** : Record the number of male children in the box for Boys, and the female children in the box for Girls.

Question 23: NUMBER OF OWN CHILDREN DEAD

23.	How many of your own children are dead?	Boys	Girls

WHO TO ASK : Ask all PNG citizen women aged 15 years or more who said in Q20 that they have given birth to a child.

GET THIS INFORMATION FOR : All PNG citizen women aged 15 years or more who have given birth to at least one child.

HOW TO ASK : *Have any of your own children have died?*

It may be difficult to get a good response because some women don't like to talk about dead children. Be kind and considerate when you ask.

The question is important and must be asked.

Even if the answer is No, ask; *'Did you ever have any babies who cried or showed signs of life but survived only a few minutes/days/weeks?'*

- When a number is given, ask *"How many of these dead children were boys and how many were girls?"*

HOW TO RECORD : Record the number of dead male children in the box for Boys, and the number of dead female children in the box for Girls.

Note: Do not record still births (that is, giving birth to a dead child), adopted/foster children, step-children.

The figures in Q21, Q22 and Q23 for each woman MUST add up to the figures in Q20.

Check these totals as you go.

If the numbers don't add up to the number in Q20, ask the respondent to clarify.

EXERCISES ON QUESTIONS 20, 21, 22 AND 23

9.35 In what words would you use ask a woman about any children of hers who have died?

.....

You are interviewing Mrs. Semi who is from a village in Goilala area of the Central Province. She tells you she has five children. Two of her daughters are working and living in Mt Hagen and in Lae. One of her sons is also in Lae and currently studying at the University of Technology while her other son stays with her in the village. She later tells you that soon after marriage she gave birth to a baby boy who died an hour after birth.

9.36 From the above information, record the figures in the boxes provided.

		Boys	Girls
20	How many children have you given birth to?		
21	How many of your own children are living in this house?		
22	How many of your own children are living elsewhere?		
23	How many of your own children are dead?		

Daisy tells you she has five children. Two boys from her previous marriage are currently living with her parents in the village. In this current marriage she has three young children at home with her. Two of them are boys while the other is a baby girl.

9.37 Now record figures in the appropriate boxes.

		Boys	Girls
20	How many children have you given birth to?		
21	How many of your own children are living in this house?		
22	How many of your own children are living elsewhere?		
23	How many of your own children are dead?		

9.38 Will you record in Question 23 a fully formed baby who is born dead?
 Circle the appropriate answer.
 Yes/No

SOMBOK FAMILY SAMPLE INTERVIEW
Questions 20-23

QUESTIONS ABOUT BIRTHS AND DEATHS OF CHILDREN

The only person who will provide answers for this group of questions is Mrs. Sombok. This is because she is the only citizen woman aged 15 or older in this household. She is also the best source of information about her own children.

We know that she has two children, Mark and Nora. When we ask, she says that she also had a miscarriage after Nora. She has not had any other children.

Fill in the answers for the next group for questions.

QUESTION 20 “How many children have you given birth to?”

QUESTION 21 “How many of your own children are living in this house?”

QUESTION 22 “How many of your own children are living elsewhere?”

QUESTION 23 “How many of your own children are dead?”

Now record answers for the Sombok family.

HOUSEHOLD ECONOMIC ACTIVITY

Q24 give us important information on which foods and cash crops households grow and raise. These are the produce for the household that they get cash for or for their own use.

Question 24: HOUSEHOLD AGRICULTURE AND LIVESTOCK

24.	Does this household grow/raise any of the following? 1. Cash 2. Own use. 3. None	code
01	Cocoa	
02	Coffee	
03	Rubber	
04	Oil plam	
05	Coconut	
06	Betel nut	
07	Livestock (Cattle, Pigs, Goats, Sheep)	
08	Poultry	
09	Food crops/Vegetables/Root crops	
10	Fishing (eg, fish, crabs, sea shells)	
	Other (Any major crop or livestock)	

WHO TO ASK : Ask every head of household.

GET THIS INFORMATION FOR : All households. The activities listed here must include activities of all listed persons who are not visitors in Question 1 of the census form. Also the activities took place during a period of one year

HOW TO ASK : *Does your household grow or raise any of the following?*

- Remember the household is a group of people.
- Then read the list to them (Code 1 to Code 10)

Each time they say 'yes'

Ask *'Is this for cash, or only for your own use?'*

HOW TO RECORD :

For each item on the list:

Write Code 1 if they say 'yes, for cash'

Write Code 2 if they say 'yes, only for home use'

Write Code 3 if they say 'no'.

If they grow or raise any crops or animal which are not in the list 1 to 10, record main one under 'other', and use

Code 1 'Yes, for cash' or

Code 2 'Yes, only for home use'.

If there are no other main activity write Code 3.

Question 25: HOUSEHOLD INCOME GENERATING ACTIVITIES

This question is about the source of income that the whole household is involved in, this may be the business activity of the whole household. Source must be the activity that any one of the household members who were listed in Question 1 excluding visitors.

25.	Does this household get any money from the following? 1. YES 2. NO	Code
01	Selling food crops and cooked food at market/roadside	
02	Selling fish (e.g. crabs, shell fish) at market/roadside	
03	Selling meat (e.g. pig, magani,) at marketside/roadside	
04	Selling things they make e.g. carvings, bilums	
05	Selling bettlenut/mustard/lime	
06	Running a PMV	
07	Hiring boats	
08	Running a trade store	
	Other (Any major income generating activity)	

WHO TO ASK : Ask every head of household.

GET THIS INFORMATION FOR : All households.

HOW TO ASK : *Does this household get any money from the following?*

Then read the list to them (Code 1 to Code 8).

HOW TO RECORD : **For each item on the list:**

Write Code 1 if they say 'yes'

Write Code 2 if they say 'no'.

If they get money from any activities which are not in the list 1 to 8, write one main activity under 'other'.
Write code 1 for if they say there is another activity
Write code 2 if there are no other main activity.

HOUSING QUESTIONS

Questions on housing are needed for planning and to develop housing policies for PNG.

Question 26. HOUSING OWNERSHIP

26.	Do you own this house? <i>(If Yes record 1 and Go to Q28)</i>	1. Yes 2 No <div style="text-align: right; margin-top: 5px;"> <input style="width: 20px; height: 15px;" type="checkbox"/> </div>
-----	---	--

WHO TO ASK : In urban areas, you must ask this question of all heads of household.

In some rural areas you may not need to ask this question of a villager who lives in a thatched roofed, traditional-style house, if you are sure he owns the house.

GET THIS INFORMATION FOR : All households.

HOW TO ASK : *Do you own this house?*

HOW TO RECORD : Write 1 (Yes) if owned.

Write 2. (No) if not owned.

If the answer is Code 1 (Yes) skip to Q28.

If the answer is Code 2 (No) go on to Q27

Note: Households in non-private dwellings (NPDs) should not be asked these questions.

Question 27: RENTED HOUSE

27.	<p>If Rented who does the person rent the house from? <i>(if rented record one code from the list below)</i></p> <p>1. National Housing Corporation 2. Semi Government (PNGBC, ELCOM, Telikom) 3. Other Govts, Provincial, District, LLGs etc 4 Other Private, e.g TST, Real Estates, Wantoks 5. Not Rented</p>	<input type="checkbox"/>
------------	--	--------------------------

WHO TO ASK : The head of all households which answered Code 2 (No) for Q26

GET THIS INFORMATION FOR : All households which answered Code 2 (No) for Q26

HOW TO ASK : *Who do you rent this house from?*

HOW TO RECORD : Write the correct code in the box:

Code 1 is for houses rented from the National Housing Corporation.

Code 2 is for houses rented from semi-government businesses like PNGBC, ELCOM and Telikom.

Code 3 is for Provincial, local and district governments.

Code 4 is for houses rented from other businesses, Real Estate companies, the church, private landlords, wantoks and others.

Code 5 is when no rent is paid.
 For example, a family who is looking after a relative's house while the relative is away on holidays.

Question 28: NUMBER OF ROOMS

28.	How many rooms are there in this house? <i>Enter a figure for number of rooms. Exclude kitchen, bathroom and store rooms.</i>	
-----	---	--

WHO TO ASK : All heads of households

GET THIS
INFORMATION FOR : All households.

HOW TO ASK : *How many rooms does your house have?*

HOW TO RECORD : Count only main rooms (e.g. living room, family room, dining room, lounge) and rooms used for sleeping.

- Do not count separate kitchens, bathrooms, toilets, hallways, verandahs or storerooms.
- Bedrooms which are used as store rooms are counted as rooms.
- A room does not have to have permanent walls. If matting or cloth is hung to divide up an area so that people cannot see into it, then the parts should be taken as separate rooms.

EXERCISES ON Questions 24 - 28

Circle the best choice.

- 9.39** Would you record crops for a household who tells you the crops are only grown seasonally and not in the last week?

YES/NO

- 9.40** Would you record crops for an urban household if they tell you the crops are not in town but back in their village. They work on them most weekends.

YES/NO

- 9.41** Would you record in the blank rows separately – Kaukau, Aibika, Pumpkins?

YES/NO

If NO, how would you record them? _____

- 9.42** Would you record crops if only a visitor to the household grows them?

YES/NO

Q25 Exercises

- 9.43** Would you record a case where the head says he has no other source of income but his son who lives with him has a PMV business?

YES/NO

- 9.44** Would you record pension income in this question?

YES/NO

Q26 & 27 Exercise

- 9.45** How would you record someone for these questions who says it is not his house but a wantok lets him stay in it free?
-

Q 28 Exercises

9.46 Would you count a room which was a bedroom but is now used as a storeroom.

YES/NO

9.47 How many rooms would you record in the following cases?

- **A house in POM with 3 bedroom, 1 bathroom, 1 kitchen, 1 hallway, 1 toilet and one verandah?**

- **A large traditional village house on a platform with no partitions and an external kitchen?**

- **An improved house in a village with a kitchen area, one good separate bedroom for the parents and the other main area also has two areas with temporary walls for the boys and girls of the parents to sleep separately?**

<p style="text-align: center;">SOMBOK FAMILY SAMPLE INTERVIEW Questions 24-28</p>

To the head of the household ask the following questions:

**QUESTION 24 “Does this household grow/raise any of the following for 1. Cash
2. Own use 3. None?”**

You ask each category on the list. John replies that Mary raises some chickens for the family’s own use, but doesn’t grow or raise any of the other items mentioned. She does grow other vegetables, and she sells some of them at the market.

**QUESTION 25 “Does this household get any money from the following?
1. Yes 2. No.”**

John says no, apart from Mary’s sales at the market.

Go ahead and fill in questions 24 and 25. Remember to answer every question.

QUESTION 26 “Do you own this house?”

Two options are given for respondents to select; either 1. Yes 2. No (specify).

John says that he doesn’t own the house, he rents it at a special low rental from the Education Department.

QUESTION 27 “If rented, who does the person rent the house from?”

John has already answered this question for you.

QUESTION 28 “How many rooms are in this house?”

John’s house has 3 bedrooms and a small lounge room. These are the only rooms recorded for the census.

TALLY BOXES and FORM NUMBERS

Now, if you haven’t done this already, the last thing to do is to complete the boxes in the right hand corner at the bottom of the form. For the Sombok family we used one form because there are only 5 people, so this is form 1 of 1. You can also now fill in the response code at the top, to show this house has been enumerated.

Finally, don’t forget to sign on the bottom of the form and write the date.

Chapter 10

THE INTERVIEWER'S JOB AFTER INTERVIEWING

After Each Interview:

10.1 Coverage Check

- After you have written answers for the last person in the household, ask if anybody has been left out.

Persons who are most likely to be left out are:

- visitors,
 - babies and small children,
 - the old people,
 - people who are disabled or mentally ill.
- Go through the form again to check if there are any blanks that should be filled in.

You must check that the form has been filled in correctly BEFORE you leave the household. Take your time and check properly.

- When you have finished, thank the respondent(s) politely before you leave for the next house in your workload area.
- If you have to make a return visit to the household (perhaps no adults were home) ask for the best times to call again.

10.2 Stickers

In settlements and some villages, you must paste a sticker onto the door or wall of the house after the interview has been completed.

In areas where this is necessary, stickers will be distributed in workload folders.

Stickers have code boxes. Using the marker in your workload folder,

- write the CU number in the three boxes.
- If the CU is divided into more than one workload, write the Workload Area Letter in the box provided. Leave this blank if there is only one workload area in the CU.
- write the household number.

Here is an example:

Census Unit Number (CU)

0	7	9
---	---	---

A

 Workload Area Letter (W/L Area)
 Household Number (H/H)

0	1	4
---	---	---

Stickers are needed so that you and your supervisors can see easily which households have been enumerated and which have not been enumerated (no stickers).

Explain to respondents why a sticker is needed and stick it where it can be seen easily, such as on the door or wall. Ask respondents to leave the sticker in place for at least one month.

10.3 Checks on the Census Form

At the end of each day you must again check all the forms you have completed that day and complete the indicative information and totals.

Household Indicative Information

Check that you have recorded the codes for following items correctly:

- province
- district
- LLG
- urban area/rural ward
- census unit

These code numbers must be the same as the codes on the pad cover.

- Check that you have correctly recorded the household number in the three boxes provided.

Now is the time to fill out the **Response Code** box. The codes are:

Code	Meaning	Explanation
1	Enumerated	This household has been successfully interviewed and completed.
2	Vacant	Nobody lived in this house on census night.
3	Demolished	The house is not there any more, or has been so badly damaged that nobody could live there.
4	Non-contact	This household could not be contacted, although several attempts were made.
5	Refused	This household refused to be interviewed, even though several attempts were made.
6	Other	e.g. the house is still under construction and not occupied; or there was a listing error; or the address not a dwelling; or the household could not be found.

Recording of Form Number

- Write the number of forms used for each household in the boxes provided at the bottom right hand side of the form.
- If you have used only one form for one household, write 'form 1 of 1'.

This Form Number
of

Total Forms for this
Household

- If you have used **TWO** forms, write 'form 1 of 2' on the first form and 'form 2 of 2' on the second form for this household. Here is an example,

ON the first form write:

This Form Number
of

Total Forms for this
Household

ON the second form write:

This Form Number
of

Total Forms for this
Household

Continue in this way if you have used more than two forms for any households.

Totals for this Form

For each form:

- Count the number of males and enter the number in the box on the bottom right hand of the form. There cannot be more than seven males on one form.
- Count the number of females and enter the number in the box. There cannot be more than seven females on one form
- Add the total number of males and females to get the total number of and enter that in the box provided. There cannot be more than a total of seven persons on one form.

Here is an example:

Totals for this Form	
Males	2
Females	3
Total Persons	5

Quick check list for each form

- *Is all indicative information filled in correctly?*
- *Are the sequence guides for the questions followed correctly?*
- *Have you written the date of birth or age in years for every person?*
- *Are there any blank spaces which should have been filled in?*
- *Are good description given for 13, 16a & b and Q17*
- *Is the writing clear and easy to read?*
- *Have you left the code boxes blank in Questions 6, 8, 10, 13(double boxes only) 16b, and 17, so they can be coded at HQ in Moresby?*
- *Are the total males, females and persons correct?*
- *Have you entered the form numbers for each form used for the household?*

10.4 Completing the Pad Cover

When you have completed and checked your census forms, you will need to complete the pad cover.

Indicative Information

This should have been filled in before you started interviewing. Check it now.

Pad Number (middle right hand side of pad cover)

You must print the number of each pad and the total number of pad(s) you have used for your workload.

Example,

- if you have only used one pad, then write in the boxes Pad 1 of 1.
- if you have used 2 pads write Pad 1 of 2 on the first pad, and Pad 2 of 2 on the second pad.
- use the same method if you have used more than two pads

Interviewer's Summary

The **Interviewer's Summary** is very important, because

- households are not always interviewed in number order, i.e. Household 007 could be interviewed after Household 008)
- large households may require more than one census form.

The Interviewers Summary must be filled out AFTER you have finished filling in forms in the pad.

The Interviewer's Summary is a table in two sections, side by side. Each section has 30 lines, plus one line for the TOTAL.

Each section of the Interviewer's Summary has five columns, which you must fill in as follows:

Form

These are the numbers 1-60 that you wrote in the circle on each page when you received the Census Pad.

Household

Copy the household number from each form and write it beside the correct form number.

- Remember, household numbers may not be in number order. For example, the order of household numbers on your cover sheet could be 001, 003, 007, 013, 004.

FORM	HOUSEHOLD
1	001
2	003
3	007
4	013
5	004

- In this example, if household 007 needed two forms, the order could be 001, 003, 007, 007, 013, 004.

FORM	HOUSEHOLD
1	001
2	003
3	007
4	007
5	013
6	004

- In large CUs, which could be split into several workloads, household numbers may not start at 001, but could start at any number, like 083, or 124, or any other number.

Males/ Females Columns

Enter the number of males recorded on each census form in the column for males. Note that there cannot be more than seven, as there are only seven columns on each census form. *Repeat for Females.*

Persons

Add together the number of males and the number of females on each form and write the total in the Persons column. Note that there cannot be more than seven, as there are only seven columns on each census form.

Here is an example of a correctly filled out summary:

Form Number	Household Number	Males	Females	Persons
22	008	1	2	3
23	009	4	3	7
24	009	3	2	5
25	013	5	1	6

Each row represents counts for **each form**, NOT **each household**. If you have used two or more census forms for one household, do not write the total numbers of males, females and persons in the household, only the number on each form.

There is space for only **seven** persons on each form, so there must be only **seven persons or fewer** on the summary for each form.

This is shown for Household 009 in the example above, which has a total of 12 people, seven on the first form and five on the second.

Remember, you have already numbered every census form from 1-60.

- If you have made a mistake and spoiled the form, write "Mistake" beside the number for that form.

Vacant households, households which refuse to be interviewed and households which cannot be contacted have also been allocated a household number and must be accounted for.

- Write their household number beside the form number, and then write 'vacant' 'refusal' or 'non-contact' across the columns for Males, Females and Persons.

Column Totals

The column totals sum up the numbers of males, females and persons on each form.

- For each of the two sections, add the total males, females and persons in each column, and write in the TOTAL line at the bottom of each section.

Grand Totals

The grand total sums up the total males, females and persons in each of the two sections of the Interviewer's Summary

- Add together the TOTAL for males on the bottom line of each of the two sections, and write it in TOTAL MALE on the bottom right hand corner, under GRAND TOTAL FOR THIS PAD.
- Do the same for TOTAL FEMALE and TOTAL PERSONS.
- Check your addition carefully, making sure you get the same answer **at least twice** before deciding a total is accurate.

Here is an example of the GRAND TOTAL FOR THIS PAD.

Grand Total for this Pad	
Total Males	126
Total Females	94
Total Persons	220

Check and Sign

- When all information on the cover sheet and the census forms has been filled in correctly, sign your name and write the date on the bottom left hand corner of the cover sheet.

As soon as the information for each pad is complete, return the pad to your supervisor, even if some of the forms are unused.

- Give the pad to your supervisor, who will check your work and sign their name and write the date.

Your supervisor will ask you to revisit certain households if any answers are incomplete or unclear on the census form.

10.5 Census Unit Summary Form

The Census Unit (CU) Summary Form is a separate form on hard cardboard as shown in appendix 5.

Normally your Supervisor will complete the CU Summary after interviewing in the CU has been completed.

However you must understand this form in case you have to assist with completing it.

For bigger CUs with a number of splits, it is essential that all supervisors assigned for such CUs meet and fill the CU summary form. This includes explanation of change found in the CU.

How to fill out the CU Summary Form

Only one CU Summary is to be completed for each CU, including those CUs which have been divided into several workloads.

The CU Summary Form has two holes at the top so it can be tied to the pad(s) for each CU after the pad(s) have been checked by your Supervisor.

The CU Summary Form has four sections:

- Indicative
- Summary and Coverage Check,
- Rural Non Village Checklist (RNV)
- Pad Movement Control.

Top Section – Indicative Information

This is exactly the same as on the Pad Cover as explained in Section 7.2.1 Copy it from the cover sheet of your census pad(s).

Second Section – Summary And Coverage Check

The Summary and Coverage Check gives you a chance to check that your enumeration numbers are reasonable.

Reasons must be given for any major differences from previous figures.

On the *left hand* side of the page is a table headed Enumeration 2000 Census. The first column is headed Pad No. and numbered 1-5. The last row is for the Total.

The second column is headed Total Forms Used.

- In the second column write the total number of forms used in each pad, including mistake, vacant, refusal and non-contact.
For example, if you have used every form, write 60.

If you have used only 36 forms, write 36 (the same as the number of the last form you have used).

The next four columns are headed Households, Males, Females and Persons

- Add up the total number of forms used for each pad and write it on the last line of the column, beside the word Total.

RURAL ONLY

- If you have interviewed in a Rural Area, transfer the total households and total persons onto the top line of the table on the right hand side, which is headed RURAL ONLY.
- The Previous Figures are on the 'Workload Distribution Sheet' from your workload folder and the supervisor also has a copy. These figures must be copied onto the second row of the table.
- Subtract the Previous Figure from the 2000 Census Totals (X-Y) to give you the difference (Z).

RURAL ONLY

	Households	Persons
2000 Census Totals (x)	60	216
Previous Figures (y)	56	180
Difference (x-y)	4	36

If the difference (X-Y) between the 2000 Census Totals (X) and the Previous Figures (Y) is more than 25 percent (%) of (Y), give reasons:

Comparison

- To find the change, you divide the difference by previous figures and then multiply by 100.
 - If the difference is more or less than 25 percent of the previous figures, write possible reasons in the box with dotted lines. You may have to ask village officials or local officials for reasons.
- An example of a reason might be that many people who have their homes in the workload area sometimes stay elsewhere to work.
 - It is very important that we have reasons for major differences. If you cannot calculate 25%, please give a reason for any differences.

Third Section – RNV Checklist (Rural Village CUs only)

Rural Non-Villages (RNVs) are easily missed, as village officials often feel that these locations are not part of their village. The purposes of this section is to ensure that they are covered.

- The first column lists the most common types of RNVs, with space for other types.
- If and only if there are any of these RNVs near or in the Village you must either:
Give the CU number for that RNV (this shows it should have been enumerated separately)

OR

Give the number of households and persons which you have enumerated with this village (this shows you have included it in this CU)

If a RNV in your assigned area does not have a CU number, you need to enumerate this households and add them as part of your workload.

URBAN ONLY

If you have interviewed in an **urban area**:

- Write only the number of households on each pad and the total number of households on all the pads you have used. (This is the same number as on your *updated* household listing).
- Then go to the table below, headed **URBAN ONLY** and copy the total number of households into the space beside Total Workload.

URBAN ONLY

	TOTAL HOUSEHOLDS
ORIGINAL LISTING	
ADDITIONS	
TOTAL WORKLOAD	
ENUMERATED	
VACANT	
DEMOLISHED	
NON-CONTACT	
REFUSAL	
OTHER	

Original Listing

- This is the figure from the Listing that you were given in your workload folder.
- Record here the total number of households in the listing *before you updated it*.

Additions

- Record the number of households you added to the original listing when you updated it;
i.e. household(s) that were not listed previously or households which turned out to be multiple households and so on.
- If your original listing was correct and you did not need to make any updates, write zero (0) here, as the original listing will equal the TOTAL WORKLOAD.

Total Workload

This must equal the Original Listing plus Additions.

Enumerated

On this line record the total number of households successfully interviewed and recorded in your workload area.

Vacant

On this line record the total number of vacant households you discovered in your workload area.

Demolished (destroyed)

On this line record the total number of demolished households in your workload area.

Non-Contact

On this line record the total number of non-contacted households in your workload area.

Refusal

On this line record the total number of households who refused to be interviewed in your workload area.

Other

On this line record the total number of households in your workload area which were not interviewed for other reasons, e.g. listing error, not a dwelling.

Here is an example of how to fill in the table for an Urban Area:

	Total Households
Original Listing	44
Additions	4
Total Workload	48
Enumerated	45
Vacant	1
Demolished	0
Non-Contact	0
Refusal	1
Other	1

In this example, you had 44 households on your original listing. You found 4 additional households, so you visited a total of 48 households.

Of the total of 48 households, 45 were fully enumerated, 1 was vacant, none were demolished, non-contacts, 1 was a refusal and 1 was a result of listing error.

Check

The totals *below* the Total Workload must add up to Total Workload.

In the above example, $45 + 1 + 0 + 0 + 1 + 1 = 48$ households.

Reasons

Write details for all households that were not enumerated because they were vacant, demolished, non-contact, refusal or for other reasons.

Bottom Section-Pad Movement Control

The Bottom Section is for Census HQ and does not concern interviewers. Do not write in it.

10.6 Final Workload Tasks

Completion of Assigned Workload

Check through your listing and make sure you have covered all dwellings in your workload area.

Check that you have completed interviews in those households you have marked for call backs.

- Have you made at least three attempts to interview houses with the response 'non-contact' or 'refused'? If not, go back and try again.
- Returning your folder and unused supplies
- When all your interviews are complete you must give your supervisor:
- your workload folder,
- the listing and CU maps/sketch maps, aerial photos and any other information,
- any unused census pads.

Exercises on Chapter 10

10.1 What is the purpose of the stickers?

.....
.....
.....
.....

10.2 How many response codes are provided?

.....

What response code would you give to the following:-

- a) A demolished or destroyed house?
- b) A vacant household?
- c) A household that refuses to be interviewed?

10.3 What response code would you give a household that is not a house but a shop as a result of a listing error?

.....
.....

10.4 After you have completed your enumeration workload, what do you copy onto the Interviewer's Summary table and from where do you get this information

.....
.....

10.5 Name the two types of information you will record on the CU Summary Form if you find an RNV in the CU you are working in?

- 1.
- 2.

Chapter 11

SITUATIONS THAT MIGHT CAUSE DIFFICULTIES

11.1 Situations that might cause difficulties

It is normal to experience some difficulties during census work. Some common difficulties related to household responses are listed and described below.

Nobody lives in the dwelling.

Example 1: The household has moved away and the dwelling is vacant.

- If no one is living in the dwelling now, report that dwelling as vacant.
- Fill in only the indicative information, and record Code '2' (vacant) in the box for Response Code at the top of the census form
- Your supervisor must double check all vacant houses to be sure the household is really vacant before using this code.

Example 2: The house is all closed up and neighbours say the people are away in town, or away visiting or for some other reason, and will back in several days or weeks.

- Revisit the house at least two more times during the enumeration week to see if the members are in. If contact is made, confirm whether they were there on census night.
- If they do not return or confirm they did not sleep there on census night, enter Code '2'(vacant) in the Response Code box.
- Write notes and the number of times you visited the household on the Interviewer's Summary.

Note that only in cases of a definite vacant dwelling and the usual residents would be counted elsewhere should the vacant code be recorded. If the people are out fishing or at an unlisted house, they must be recorded as a non-contact as in example 4.

Example 3:

The house is not there any more, or has been so badly damaged that nobody could live there.

Example: A household is **not found** in the Census Unit, and neighbours tell you it was destroyed in a recent fire.

Enter Code '3' (demolished) in the Response Code box.

Example 4:

There is no one at home

- Go back to that house at a different time, and see if you can find anyone.
 - In urban areas people might be at work, so go back after working hours.
 - In rural areas people might be fishing or in their gardens, so go back when you would expect them to have come home.
- Ask neighbours when people are most likely to be at home.
 - When you do contact someone in the household, they may be busy because they have just returned home, so be prepared to make an appointment to return again at another time that is convenient for them
 - If you fail to make contact by the end of the fieldwork period, enter Code '4' (non-contact) in the Response Code box.
 - Record any information you find out from neighbours about the household, such as how many people live there, and their age and sex.
 - Make a note of number of visits made to the household on the household row on the Interviewer Summary.

Visit every household in your workload during familiarization and early in the enumeration week, so there is enough time to call back if contact is not made during your first visit.

**Do everything possible to contact someone in occupied households.
A good interviewer always makes contact with respondents.**

Example 5:

People in the household refuse to be interviewed

This is a difficult situation which should not occur if you introduce yourself and explain the purpose of the census properly during the familiarization period.

- Remember to:
 - explain that the interview will take only a short time.
 - explain that the information collected is **confidential**.
 - be patient and polite.
 - offer to call back at a different time and try to make an appointment.

Try three times. If the respondent still refuses to be interviewed on your third visit, then

- Record Code '5' (refused) in the Response Code box.
- Report the refusal to your supervisor.
Your supervisor will try to persuade the household to agree to be interviewed.

Example 6:

Interview not completed.

Sometimes a respondent may be called away during the interview or may not want to answer all the questions.

If an interview is incomplete for any reason, try to make an appointment to see the respondent again as soon as possible to obtain the missing information.

You must call back if:

- **if no one is home**
- **if the time is not suitable for the person being interviewed**
- **if there is no one who can answer the questions is away**
- **if you cannot get all the information in one interview.**
- **if queries from your supervisor need to be clarified by the people.**

11.2 Other possible difficulties in contacting a household

Sometimes the people on the listing have moved, or the listed information is wrong.

Difficulty: The original household members have moved away and new people are now living in the dwelling.

Solution: Interview the new household members.

Difficulty: In your listing HH 003 is headed by Roa Vele. When you visit HH 003 you find the head is Luki Kwalu, not Roa Vele

Solution: Update the listing, interview Luki Kwalu and record his responses on the form for HH 003.

Difficulty: In your listing Ravu Kila is head of HH005, but you discover that that Ravu Kila lives in HH-016 and Jimi Vele is head of HH 005.

Solution: Update the listing, interview Ravu Kila and Jimi Vele at their correct households.

Difficulty: The listing shows only HH 011 in a dwelling, but two households are living there now.

Solution: Interview each household on separate forms, and give the new household a temporary number, using a letter (A) to the household number, i.e.. HH 011A. Inform your supervisor, who will assign a number to the new household. Enter the new number on the census form.

Difficulty: The head of the household has changed since the listing.

Solution: Interview the person who was head of the household on census night.

You will have few response difficulties if you do carry out your familiarisation and initial contact well.

**It is very important to complete all households assigned to you.
The quality of the 2000 Census depends on you.**

Exercises Chapter 11.

11.1 How many response codes are provided?
.....

11.2 What response code would you give to the following :-

- a) A demolished or destroyed household?
- b) A vacant household?
- c) A household that refuses to be interviewed?

11.3 What response code would you give a household that is not a house but a shop as a result of a listing error?
.....
.....

11.4 Give two main reasons why call backs are necessary?
.....
.....

11.5 What would you do if a household head listed has moved away permanently and a new one is in the household now?
.....

PRACTICE INTERVIEW

These information will be read by the trainer and each participant should fill in the required information on the census form.

Respondent:	Thomas Havape	
Province name	Gulf	02
District name	Kikori	02
LLG area name	West Kikori rural	10
Rural Ward		
or Urban area name:	Kikori urban	82
Census Unit name:	Council compound	001
Section:	Boubou	
Household number		001

My name is Thomas Havape. I live in Boubou section of the Council Compound at the banks of Kikori river. I live here with my wife Doris, my son Tawa, his wife Farapo and their son Hahovere and daughter Alice. My younger son, Jerry is also staying with us. We all slept in this house last night. Tawa and Jerry both use the same surname as I.

I was born in the first year of the Second World War because my mother told me my father was not around as he was recruited at that time as a carrier in the War. Doris is a year younger than I am. Tawa was born a year after the Kikori airstrip was opened and Jerry, our youngest son is now 26 years old. Tawa's wife Farapo is the same age as her husband as they completed grade 6 in the same year. My grandson Hahovere's birthday is 12th February, 1995 while Alice's birthday is 11/11/99.

We all are Catholics while Jerry was baptised recently in to the Christian Revival Church. Both Doris and my parents have died a long time ago. I know for sure that Farapo's mother is dead while her father is still alive. All of us in this house have lived here since birth except Jerry, who attended Madang Teachers College from 1991 – 1994. He has been teaching here at the village community school since 1995.

My wife and I have never been to school. Tawa and Farapo did not make it to grade 7 but both had completed grade 6 several years ago. After grade 10, Jerry had gone to teachers College and got a Certificate in Primary School Teacher Training. My wife and I cannot read and write while Tawa and Farapo can read and write simple sentences only in English. Jerry can read and writes well in English, Pidgin, Motu and our own Tokples.

I am a fisherman as well as a subsistence farmer however, I went fishing last week but specifically spent more time mending my broken fishing net. Doris is also a subsistence farmer but in the last 4 days she has been making sago for our family, as sago is our staple food. She has been mainly wrapping the sago in sago leaves and bringing them home. Tawa is a crocodile hunter and spent more time last week catching crocodiles to sell the skin at the local government station. While on holiday Jerry, has been helping his brother and they were mainly stripping and drying the crocodile skins in the last few days. Farapo is a subsistence farmer but have not been working in the garden in the last couple of days as she was at home looking after baby Alice who was sick.

After our first year of marriage, Haro our eldest son was born. He is currently working and living in Tabubil. We had twin daughters two years after Haro was born. Unfortunately, due to complications at birth one of the twins died a week after birth while Margaret the other twin is now married and living in Australia. After the twins we had Tawa and then Jerry.

Our family makes some money from the crocodile skins that Tawa and Jerry sells and also Doris sells betel nut at the nearby market. The food crops and sago we produce are for our own consumption as well as the fish that I catch.

At present we have four pigs and two cassowaries that we intend to sell if people want to buy and we may also kill for food in parties, feasts and other ceremonies. As you can see this self-help low cost 3 bedroom house was financed and built for Doris and I by our son Jerry.

APPENDIX 1: INTERVIEWING IN NON-PRIVATE DWELLINGS (NPDs)

What are Non Private Dwellings? (NPDs)

Non-private dwellings refer to places such as barracks, educational institutions, hostels, hotels and guesthouses. Some examples of NPDs are Police and Defence barracks, University student accommodation, school dormitories, and college accommodation. The NPDs can be identified by type of living arrangements that includes shared eating facilities, shower and toilets. The number of people in an NPD should not be less than 5 single persons who have communal eating arrangement, for example a common dining hall.

Where can you find Non Private Dwelling (NPD) ?.

NPDs are commonly found in urban areas and in some Rural Non-Villages (RNV). An urban area is a geographical unit where its physical structure is predominantly non-traditional. People in urban areas are engaged in activities, other than subsistence agriculture and are characterized by provision of electricity, water supply, roads, shipping, and commercial facilities. A RNV refers to non-traditional settlements in rural areas. Some examples of RNVs are settlements such as schools, missions and plantations.

During preparations for the census, listers from the Census Office will have visited each of the NPDs and prepared sketch maps of the buildings and listed each room and bed on the listing sheet. For each NPD in an urban area, information has been filled out with a sketch map showing locations of blocks and locations of rooms within each block. In RNVs, the NPDs are listed and are identified by the 900 series numbers given to them. Some examples are single quarters in plantations, apprentice quarters, nurses' quarters. In all cases where there are no sketch maps and lists, create them before conducting interviews.

How can you identify Non Private Dwelling (NPD)?

Special numbers allocated to them easily identifies NPDs and these numbers are in the '900 series'. Each NPD is allocated this special number and can be easily found in a Census Unit (CU). Where there are NPDs, the workload folders should contain the NPD information.

Types of Non Private Dwellings (NPD)s

For census work, the NPDs are grouped to ensure that all persons in NPDs are counted in this census. In Table 1, the groups are listed so some way of counting can take place.

Table 1. NPD types

Type 1 →	Hotels, Motels, Guest houses and Shipping in the harbour including Yatch clubs.
Type 2 →	Institutions, Working type, e.g., Universities, Barracks, Workers quarters, and Hostels.
Type 3 →	Boarding High Schools
Type 4 →	Prison inmates, mental and hospital patients
Type 5 →	Mobile persons with no fixed address, including guardians at hospitals and people sleeping in the street or at the market, people sleeping at the wharf/airport terminals waiting to catch the plane on the 9 th July.

Census Questions that can be asked in NPDs

Only some census questions will be asked in NPDs. The selected questions are **questions 1 to 19**. In a few of them only the basic head count will take place. This means people will fill out basic information for themselves and interviewers will be required to collect the cards immediately after census night. This way of counting will be used so that every person is counted in the census even if they are in a hurry.

- In **type 1**, Hotels, Motels, Guesthouses and Shipping in the harbour including Yatch clubs, a total of 8 questions are to be asked. Questions 1, 3, 4, 10, 12, 13, 16, and 17 are asked.

- For **type 2**, Working type Institutions, such as Universities, Barracks, Workers quarters, and Hostels, all questions 1 - 19 are asked, excluding Q2 And Q7.
- For **type 3**, boarding students, all questions 1 – 19 are to be asked, excluding Q2, Q5, Q7. For Q15 – 19, you will fill in the pre-coded answers as given.
 Q15 = code 7 ‘none’
 Q18 = code 2
 Q19 = code 2
- In **type 4**, Prison and mental inmates and hospital patients, only questions 1, 3 ,4 10, 12 – 14 are to be asked. Questions 15 - 19 will fill in pre-coded answers as given.
 Q15 = code 7 ‘none’,
 Q18 = code 2,
 Q19 = 7 for hospital and mental patients; Code 9 for the prison inmates
- In **type 5** Mobile persons only questions 1, 3 ,4 10, and 12 are to be asked.

Table 2. NPD types by Questions

Type	2000 Census Questions																		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Type 1 →	✓	×	✓	✓	×	×	×	×	×	✓	×	✓	✓	×	×	✓	✓	×	×
Type 2 →	✓	×	✓	✓	✓	✓	×	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Type 3 →	✓	×	✓	✓	×	✓	×	✓	✓	✓	✓	✓	×	✓	×	×	×	×	×
Type 4 →	✓	×	✓	✓	×	×	×	×	×	✓	×	✓	✓	✓	×	×	×	×	×
Type 5 →	✓	×	✓	✓	×	×	×	×	×	✓	×	✓	×	×	×	×	×	×	×

Note : ✓ means that the question will be asked; × Means that the question will not be asked.

How to fill in the 2000 Census Form in Non Private Dwellings (NPD)

In large NPDs you may have to tear off several forms for each interviewer in the team to conduct interviews in all parts of the NPD. The supervisor should put all this forms together after interviews.

Household indicative information

This information must be copied from the Census Unit (CU) listing and the NPD information form from the workload folder. It must be completed before any interviewing starts. All information for the indicative information must be filled in the same way as in any private dwellings. The entries must be entered in the boxes provided. The Household number in this case refers to the NPD number; which is always in the 900s.

Example of indicative information for an NPD.

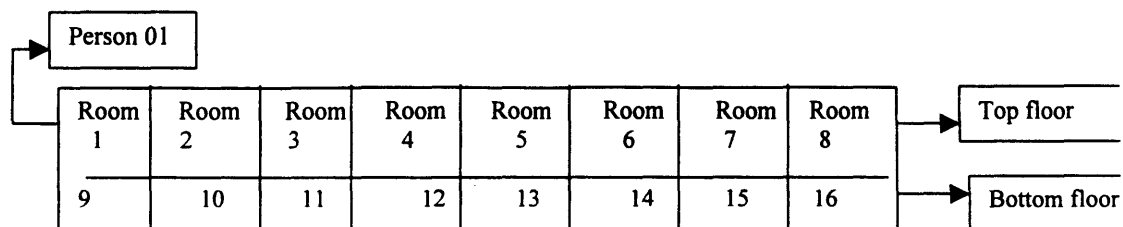
An example of blank household indicative boxes as on the Census Form

HOUSEHOLD INDICATIVE INFORMATION							
PROVINCE	DISTRICT	LLG	URBAN AREA/RURAL WARD	CENSUS UNIT	HH NO:	HOUSE TYPE	RESPONSE CODE

The next box is the **Household number**. In a *Dormitory type* accommodation, there can be more than a block forming an NPD. Even if there are 4 dormitories, all become a household and an NPD number is given, eg., 901 for all blocks.

After the indicatives, the person numbers are given. The first person in order of rooms is given person 01, the next room is person 02 until the end room. The person number must be continuous for the entire NPD. Note this numbering could go up to hundreds in larger NPDs.

Illustration 1. *Allocation of person numbers in a dormitory type accommodation*



Another way of identifying **Person 01**; in a case of a college or a school dormitory, the head, team leader or the prefect becomes Person 01. Other residents are given person numbers according to the listing route from the workload information. However, the person number 01 is not important and will not mean anything, thus anyone can be 01, if required.

Remember: Person numbers must be continuous in the entire NPD.

Who conducts interviews in Non Private Dwellings (NPD)?

In each urban census unit in every province, a selected team will be given special instructions to count such persons as Corrective Institutions inmates, hospital ward patients, mobile persons, hotel guests and residents of working quarters. You as a member of this team may find out that living arrangements of some institutional housing have shifted from communal eating arrangements to family units. These types of situations should have been corrected during the listing operations of the 2000 Census and should no longer be NPDs but treated as separate households.

In rural areas where an NPD is located in an RNV, the interviewer assigned for the particular workload will cover the NPD. He/she conducts interviews in the NPD and also the private dwellings. NPDs will *not* usually be assigned to special teams for Rural-Non-Villages (RNVs). They must be censused by the interviewer for that area.

In RNVs, NPDs will not be censused by a selected team, they will be censused by the interviewer who has the NPD as part of his workload.

STEPS IN CONDUCTING CENSUS IN NON PRIVATE DWELLINGS (NPD)

a) General Instructions for those who will conduct interviews in NPDs.

- Contact the person in charge and check to find out the best time to do the interview. Arrange for a suitable time for you as well as the people in the dwelling.
- Check with persons in charge if the sketch map is correct and ask if there are any more rooms where people are living. Also check if any 'passengers' are staying there.
- If a person who you want to interview is not at home, leave a message that you will be back.
- Always watch out for visitors or passengers who may have stayed on the census night. Be sure to count these people too.

b) Specific Instructions for those who will conduct interviews in 5 NPD types.

- In **type 1**: a simple A5 Card will be used for enumeration. A card is design especially for this NPD type and will be distributed to the special teams before fieldwork.

In hotels and guesthouses, the census night should be the deciding factor for the listing of people who were there on the census night. If guests are there on the census night, it is important that we count these people. If there are current guests but were not there on the census night, we do not include them at the guesthouse or hotel. If a person was a guest but does not fill out a card, try to estimate the census for that person with hostel staff.

The cards must be distributed before the census night, that is the afternoon of 9th July. Guests should fill in the cards as they enter and return the card at the reception and will be collected by interviewers. The interviewers will transcribe information from the card on to the Census Form

- For **type 2**: Working type institutions, the census form will be used during interview.

The interviewers will conduct interviews using the 2000 census Form and the method will vary. In most cases you will have to go to room to room and find persons. In some cases it may be possible and useful to get all the workers in hostel residents to line up. This is where all persons will be interviewed in person to provide the information.

- For **type 3**: boarding students, the census form will be used during interview,

The interviewers will conduct interviews using the 2000 census Form. This is where all persons will be interviewed in person to provide the information. If interviewers are unable to conduct interviews, then school records should be used.

- In **type 4**: Prison and mental inmates and hospital patients, the census form will be used during interview.

The interviewers will conduct interviews using the 2000 census Form and the records of the institutions will be used. Otherwise check with institution staff for the most convenient method.

- In **type 5**: Mobile persons, the census form will be used.

The interviewers will conduct interviews using the 2000 census Form. This is where all persons will be interviewed in person to provide the information.

APPENDIX 2. ACCESS TO HIGH COVENANT HOUSES, APARTMENTS, BUILDINGS OR COMPOUNDS.

You might be assigned to cover a CU that includes buildings that have stronger than usual security. Most expatriates live in rented accommodation where a great deal of money is spent by landlords and employers to keep the area secure. Such buildings, even occasionally separate houses, will have high fences, razor wire, electric gates, security guards and sometimes guard dogs.

Strangers are not welcome, even when they are census interviewers. When you do your pre-interview planning and you find such a building, or group of dwellings on your list, you will need to arrange your access before you begin, preferably at least a day or two before.

a) Preliminary Visit

At the first visit, it is very important that some form of contact is made so that the best time to call is established and an appointment is made for such a time. Remember that when an appointment is made, make sure you are there at that time. It is important to establish whether the area is managed by a Real Estate agency before actually talking to the residents. Below are suggested steps to take to gain access to these difficult areas. Your supervisor must be asked to assist.

1. Contact the Real Estate agency that manages the property. An employee could accompany you to the building. When you have gained entry, you might find that the persons you need to interview are away at work all day or only the wife is there.
2. If this arrangement does not exist, there may be a resident organisation or a body corporate that can be contacted for the list of residents and their contacts.
3. Find out which security company provides the guards and try to contact a manager or supervisor who can help you.
4. You might leave a written message in a mail box or under the door, or with domestic staff.
5. If you are unable to meet the people face to face, you could ask them to fill in the necessary contact information on a note which you will write.

b) Actual Interview

At this visit, it is hoped that you have successfully made contact with the persons and an appointment has been set for an appropriate time. However, if no contact was made at the preliminary visit, the following steps should be made to enable you to interview the persons.

1. Collect the persons names and contact information from sources listed above.
2. Attempt to make an appointment for interview at work or at home by phone or in person.
3. Wait at the gate with the security personnel until the person(s) get home and attempt interview.
4. Leave a form with publicity material for the persons to fill in as a last resort

Some of the questions on the form will not be relevant to expatriates, so you should use your best judgement and advice from your Supervisor *or* an NSO officer, and record whatever seems sensible.


It is always best to collect information from the persons directly. However, when you cannot, you will need to ask someone else who is likely to know at least some of the answers.

Not all expatriate (non-citizen) residents are English speakers. You might find that some Asian expatriates speak little English and they may not understand what you are asking or why you are there. In these cases make an appointment to come back when the head of house or school going children are present. If this doesn't work, the employer may be the best person to talk to.

Language problems can make interviewing difficult. Some people might understand more Pidgin than English, or you might find a member of the household who understands more English than the head.


If all or most of your efforts fail, any information is better than nothing.

APPENDIX 3 THE 2000 CENSUS FORM



2000 CENSUS FORM

HOUSEHOLD INFORMATION



The information asked for is collected under the authority of the Statistics Service Act (1989). You are permitted your privacy, the use outside of the office and use your name or full name remains with your right and address.

All persons present on the Census Night must be counted. Check they are fully recorded or not. Check whether persons who were absent during the Census Night but were present on the Census Night are fully recorded or not.

FOR ALL PERSONS

PERSON NUMBER	Person 01	Person 02	Person 03	Person 04	Person 05	Person 06	Person 07
1	What is the name of each person including names who slept here on the night of Tuesday 10 July? (Start with the Head of Household.)						
2	What is the person's relationship to the head of household?						
3	Is the person male or female?						
4	What is the person's date of birth or age in years? (Write day / month / year or day / month / year)						
5	What is the person's present marital status?						
6	What identification does the person belong to?						
7	Is the person's own mother still alive? (If 'Yes' or 'No', enter the mother's present address in the Annex, Annex 1 or Annex 2 in this Census.)						
8	Where was the person born? (If not PNG, write country name.)						
9	How long has the person lived in this household? (If 'Other' give number of years lived here. If less than one year enter 0.)						
10	What is the person's citizenship?						

CONTINUE ONLY FOR PERSONS AGED 5 YEARS OR MORE

11	Is the person attending any formal schooling now?						
12	What is the highest formal educational grade?						

CONTINUE ONLY FOR PERSONS AGED 10 YEARS OR MORE

13	Has the person completed 10 years of schooling? (If you specify level and subject of completion in the census schedule.)						
14	Which languages can the person read and write with understanding?						
15	In the last seven days, has the person done any of the following? (If more than one answer is given record each activity.)						
16	What kind of work did the person do in the last seven days? (Specify kind of work or occupation, e.g. plumber, electrician, teacher, driver, etc.)						
17	What kind of business does the person do in the world? (Specify kind of business or other activity, e.g. street vending, weekly market, daily market, etc.)						
18	Has the person voluntarily worked any kind of work in the last four weeks?						
19	What work has the person doing usually in the last seven days? (If other describe in the census schedule.)						

CONTINUE ONLY FOR ALL CITIZEN WOMEN AGED 15 YEARS OR MORE

20	How many children have you given birth to?													
21	How many of your own children are living in this house?													
22	How many of your own children are living elsewhere?													
23	How many of your own children are dead?													

FOR THE HOUSEHOLD ASK THE FOLLOWING QUESTIONS

24	25	26	
24. How has household electricity used in the last 12 months? 1. Not at all 2. Less than 1 hour 3. 1 to 5 hours 4. 6 to 10 hours 5. More than 10 hours	25. How has household got any money from the following? 1. Yes 2. No	26. Do you wear this house? 1. Yes > 60 TO 6.15 2. No	THIS IS FORM NUMBER _____ OF _____ TOTAL HOUSEHOLDS FOR THIS HOUSEHOLD _____ TOTAL PERSONS _____ TOTAL PERSONS _____ Form Number _____
27. If possible, who does the person read the Census form? (Enter one name only) 1. National Reading Campaign 2. Non-government (e.g. P.N.G. (LOCAL), I.M.C.M.A.) 3. Other government (e.g. P.N.G. (LOCAL), I.M.C.M.A.) 4. Church/Parish (e.g. P.C.C., P.C.T., P.C.S., P.C.M.) 5. Not stated	28. How many reasons are there in this house? (Enter figure for the number of reasons. Exclude children, if not necessary)		

APPENDIX 4 THE PAD COVER



NATIONAL STATISTICAL OFFICE
2000 NATIONAL POPULATION AND HOUSING CENSUS
CENSUS FORM



PAD COVER
INDICATIVE INFORMATION

ENTER APPROPRIATE CODE

PROVINCE NAME:.....

DISTRICT NAME:.....

LLG NAME:.....

RURAL WARD NAME:.....
OR
URBAN AREA NAME:.....

CU NAME:.....

INTERVIEWER'S SUMMARY PAD OF

FORM No.	HOUSEHOLD No.	MALES	FEMALES	PERSONS
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				
25				
26				
27				
28				
29				
30				
TOTAL				

FORM No.	HOUSEHOLD No.	MALES	FEMALES	PERSONS
31				
32				
33				
34				
35				
36				
37				
38				
39				
40				
41				
42				
43				
44				
45				
46				
47				
48				
49				
50				
51				
52				
53				
54				
55				
56				
57				
58				
59				
60				
TOTAL				

Completed by:..... Date of last interview:
(Name of interviewer) DD MM YY

Checked by:..... Date:
(Name of enumerator)

GRAND TOTAL FOR THIS PAD

TOTAL MALES	
TOTAL FEMALES	
TOTAL PERSONS	

APPENDIX 5 CENSUS UNIT SUMMARY FORM



**NATIONAL STATISTICAL OFFICE
2000 NATIONAL POPULATION CENSUS**



CENSUS UNIT SUMMARY FORM

INDICATIVE INFORMATION

ENTER APPROPRIATE CODE

PROVINCE NAME:

DISTRICT NAME:

LLG NAME:

RURAL WARD NAME:
OR
URBAN AREA NAME:

CU NAME:

(If CU split, write in range of workloads; e.g. A to B, A to E)

SUMMARY AND COVERAGE CHECK

PAD No.	TOTAL FORMS USED	ENUMERATION 2000 CENSUS			
		HOUSEHOLDS	MALES	FEMALES	PERSONS
1					
2					
3					
4					
5					
TOTAL					

RURAL ONLY

	HOUSEHOLDS	PERSONS
2000 CENSUS TOTALS (x)		
PREVIOUS FIGURES (y)		
DIFFERENCE (x - y)		

If the difference (X - Y) between the 2000 Census Totals (X) and the Previous Figures (Y) is more than 25 percent (%) of (Y), give reasons:

URBAN ONLY

	TOTAL HOUSEHOLDS
ORIGINAL LISTING	
ADDITIONS	
TOTAL WORKLOAD	
ENUMERATED	
VACANT	
DEMOLISHED	
NON-CONTACT	
REFUSAL	
OTHER	

Give reasons for all (i.e. vacant, demolished, non-contact, refusal, other):

.....

.....

.....

.....

FOR RURAL VILLAGES

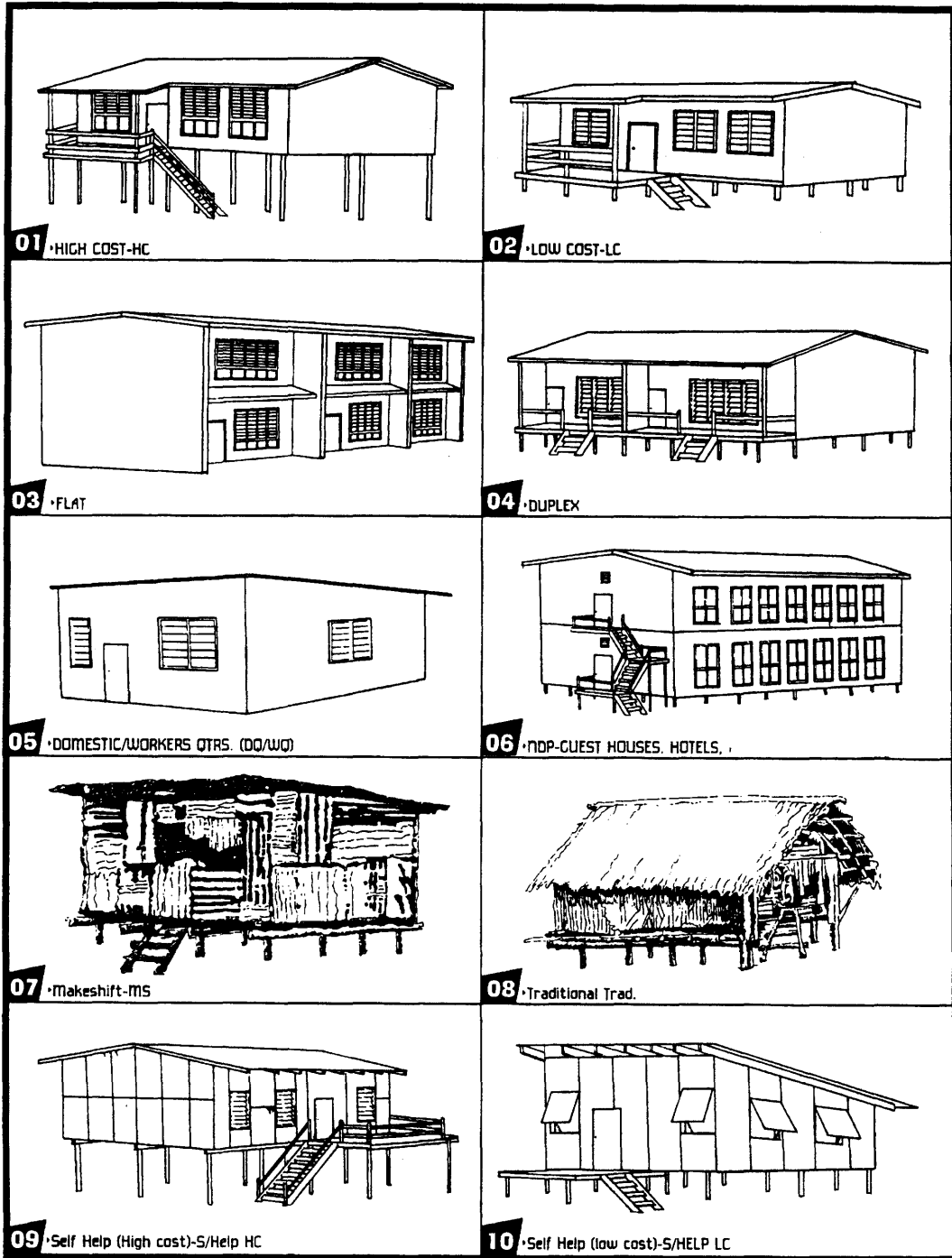
ENV CHECKLIST			
Are there any of the following in or near this Census Unit?	Census Unit Number (s)	OR	Number Enumerated as part of this Census Unit
			Households Persons
Community Schools			
Missions			
Aid posts			
Sub-Health Centres			
Trade Stores			
Government Stations/Camps e.g. DPI			
Squatter Settlements			
Others (Specify)			

PAD MOVEMENT CONTROL

OFFICER RESPONSIBLE (Pads and Totals Checked)	NAME	SIGNATURE	DATE	ACTION TAKEN
Census Unit Supervisor				
Quality Controller				
LLG Census Coordinator				
District/Town Census Coordinator				
Provincial Census Coordinator				
Receiving Officer Census Headquarters - Waigani				

APPENDIX 6. HOUSE TYPES

APPENDIX 3-HOUSE TYPES



APPENDIX 7. PROVINCE AND DISTRICT CODES

Province Code	Province Name	District Code	District Name
01	Western	01	Middle Fly
		02	North Fly
		03	South Fly
02	Gulf	01	Kerema
		02	Kikori
03	Central	01	Abau
		02	Goilala
		03	Kairuku-Hiri
		04	Rigo
04	National Capital District	01	National Capital District
05	Milne Bay	01	Alotau
		02	Esa'ala
		03	Kiriwina-Goodenough
		04	Samarai-Murua
06	Northern	01	Ijivitari
		02	Sohe
07	Southern Highlands	01	Ialibu/Pangia
		02	Imbongu
		03	Kagua/Erave
		04	Komo/Magarima
		05	Koroba/Kopiago
		06	Mendi
		07	Nipa/Kutubu
		08	Tari
08	Enga	01	Kandep
		02	Kompam/Ambum
		03	Lagaip/Porgera
		04	Wabag
		05	Wapenamanda
09	Western Highlands	01	Anglimp/South Waghi
		02	Dei
		03	Hagen Central
		04	Jimi
		05	Mul Baiyer
		06	North Waghi
		07	Tambul
10	Simbu	01	Chuave
		02	Gumine
		03	Karimui/Nomane
		04	Kerowagi
		05	Kundiawa
		06	Sinasina/Yongomugl

11	Eastern Highlands	01 02 03 04 05 06 07	Daulo Goroka Henganofi Lufa Obura/Wonenara Okapa Unggai-Bena
12	Morobe	01 02 03 04 05 06 07 08 09	Bulolo Finschaffien Huon Kabwum Lae (Lae/Huon/Nawae) Markham Menyamy Nawae Tewae-Siassi
13	Madang	01 02 03 04 05 06	Bogia Madang Middle Ramu Rai Coast Sumkar Usino/Bundi
14	East Sepik	01 02 03 04 05 06	Ambunti/Drekikir Angoram Maprik Wewak Wosera/Gawi Yangoru/Sausia
15	West Sepik	01 02 03 04	Aitape/Lumi Nuku Telefomin Vanimu/Green River
16	Manus	01	Manus
17	New Ireland	01 02	Kavieng Namatanai
18	East New Britain	01 02 03 04	Gazelle Kokopo Pomio Rabaul
19	West New Britain	01 02	Kandrian/Glouster Talasea
20	North Solomons	01 02 03	Buka Buin Kieta