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GOVERNMENT OF TOKELAU

Ofiha o te Fono a te Malo Fakaaau o Tokelau

Statistics
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TATAURANGA AOTEAROA



Profile of Tokelau Ata o Tokelau:

2011 Tokelau Census of Population and Dwellings/

Tuhiga Igoa a Tokelau 2011 mo te Faitau Aofaki o Tagata ma na Fale





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Cover image

A pair of Akiaki in Tokelau

Source: Office of the Council for the Ongoing Government of Tokelau

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The relationship between the Tokelau Statistics Office and Statistics New Zealand has gone from strength to strength over the past eight years. It is reflected through the commitment by both organisations to work collaboratively on statistical projects that will enhance local statistical skills and capabilities. The 2011 Tokelau Census of Population and Dwellings is the second census that Statistics NZ has supported in six years.

I would like to acknowledge with deep gratitude all the support and assistance received from various organisations, both outside Tokelau and locally. Implementing the 2011 Tokelau Census would have not been possible without your commitment.

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To the Tokelau team, thank you all for your dedication. The 2011 Tokelau Census has been completed as planned. We appreciate your hard work.

Finally, to anyone I have failed to mention, thank you very much for all your support. You know who you are.

Fakafetai lahi



Kele Lui

2011 Tokelau Census Manager
Tokelau Statistics Office
Office of the Council for the Ongoing Government of Tokelau

New Zealand has a special relationship with Tokelau, which means that Statistics New Zealand is committed to helping Tokelau develop its statistical understanding, use of statistics, and local capability.

We worked closely with Tokelau on their 2006 Census and achieved a similar successful approach for the 2011 Tokelau Census. Mark Feary, Statistics NZ's International Relations Manager, paved the way and worked closely with Tokelau, New Zealand's Ministry of Foreign Affairs and Trade, and Secretariat of the Pacific Community.

Our core census team included me, Charlie Russell, Lute Ata, Kiri Saul, and Adrienne Stringer. I thank them all for their outstanding contributions to a special project. Charlie was my right-hand man and was involved in all stages of the census, including the collection phase in Tokelau. His commitment to the project, hard work, analytical skills, and attention to detail was second to none.

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Doing back-to-back censuses for Tokelau has been a wonderful experience for me. Being able to improve on 2006 and make comparisons between 2006 and 2011 has been a thrill. Tokelau is a unique place. To be able to contribute in a small way to this nation's development is very special.

The Statistics NZ Census team would like to sincerely thank the Tokelau Public Service for their support; and the wider Tokelau census team, in particular the supervisors and processing staff, for their involvement. Local support is critical in achieving cooperation with any census. A big thank you goes to all the people of Tokelau for your willingness to take part and your generous hospitality.

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Michael Berry

Pacific Censuses Project Manager
Statistics New Zealand



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1 Introduction

Profile of Tokelau Ata o Tokelau is the final official release from the 2011 Tokelau Census of Population and Dwellings.

This report complements the previous releases and is aimed at a broad and knowledgeable audience. There is detailed analysis on a range of census topics including: population and demography, social and cultural life, education, paid and unpaid work, and household and dwelling information. There is also a methodology section about the census process, which makes this the most comprehensive report available for users.

The 2011 Tokelau Census was conducted on Tuesday, 18 October 2011 by both local and Statistics NZ staff. Significant planning went into the development, collection, and output of the 2011 Tokelau Census. We consulted Tokelau Public Service staff, key atoll stakeholders, including the general managers, and staff from the Ministry of Foreign Affairs and Trade on aspects of the census (eg questionnaire content and outputs), where appropriate. The 2011 census form was based on the 2006 version, with small content changes and some improvements to existing questions.

Measuring Tokelau's population is a challenging task

Tokelau's population has a unique composition. A significant proportion of the country's population is away from the atolls at any one time, for various reasons (eg healthcare or education).

In 2006, we put considerable time and effort into developing effective population measures. The focus was to ensure all usual residents were counted whether they were present in Tokelau or not. This approach was repeated for the 2011 Tokelau Census. Core demographic information was completed by the head of the household, on behalf of absentees (people who usually live in Tokelau, but were away on census night). The census included the Tokelauan Public Service workers, and their immediate families, who were based in Samoa.

Statistics NZ's involvement in the 2011 Tokelau Census

The Tokelau Government and New Zealand's Ministry of Foreign Affairs and Trade approached Statistics NZ to provide guidance and support to the local staff involved in developing and running the 2011 Tokelau Census. This was similar to our involvement in the 2006 Tokelau Census.

While an important task for Statistics NZ was to ensure the local people's capability was enhanced, we are likely to have ongoing obligations to Tokelau. We need to ensure a core set of good quality statistics is produced, and can be reproduced, for Tokelau government agencies, New Zealand-based users, and for international agencies. Statistics NZ also has a role in encouraging the use of statistics in local planning and policy decision making.

Why Tokelau has a census

The census is the official count of the population and dwellings in Tokelau. It provides a unique source of detailed information on the demographic, social, and economic make-up of Tokelau's population. The census is particularly important because it is currently the only regular official survey undertaken in Tokelau.

The information collected in the census is used by many different groups in varying ways. For example, government employees, schools, and individuals can access and use the census data to help make decisions. Given the uniqueness of Tokelau and its special relationship with New Zealand, international agencies are interested in the data. The census is also a primary source of information for allocating public funding across Tokelau.

A key strength of the census data is that it provides detailed information on the whole population of Tokelau, as well as on the three atolls. Information about people who usually live in the country, but who were away on census night for some reason, is also available from the census.

Time-series information that compares data from 2006 and 2011 is available in this report.

2 Geography and history

This chapter provides a brief summary of Tokelau's physical place in the South Pacific, its history, and the country's special relationship with New Zealand.

Geography

Tokelau is made up of three small coral atolls. The northern-most atoll, Atafu, lies 92 kilometres north-west of the central atoll Nukunonu. The third atoll, Fakaofu, is 64 kilometres south-east of Nukunonu.

Tokelau has strong ties with its nearest significant neighbour, Samoa. Supplies are shipped fortnightly from Apia in Samoa, and the Tokelau Public Service office is based in Apia.

Except for Fakaofu (which has two villages), the population of each atoll is concentrated in a single village on the western shore, close to a small natural pass into the central lagoon. This allows canoes and smaller boats to transport passengers and cargo from larger ships docked in the deeper open sea.

The low fertility of the coral-sand 'soil' means that only a few food crops can be supported in the Tokelau environment (coconut, breadfruit, pandanus, giant swamp taro, taamu, and banana).

View an aerial photo of Tokelau's [Atafu atoll](http://imedia.io/photos/Tokelau-1.jpg) (see <http://imedia.io/photos/Tokelau-1.jpg>).

View a map of [Tokelau's place in the South Pacific Ocean](http://www.maps-of-the-world.com/mappages/tokelau_map.htm) (see www.maps-of-the-world.com/mappages/tokelau_map.htm).

History and settlement

Archaeological evidence suggests that settlement of Tokelau began around 1,000 years ago. Most traditions can be traced back through oral history to the past few hundred years.

The three atolls worked largely independently of one another, and each was run by a 'taupulega' (local chief). However, the similarities between the societies of the three atolls were evident in language and social customs – this is still true today.

European contact with Tokelau was first reported in 1765. Commodore John Byron sighted Atafu; it was recorded as Duke of York Island. From the 1840s, more significant exploration and settlement by Europeans occurred, and they introduced new food and materials.

Along with settlement came Christianity and therefore a major societal change. Tokelau became a British protectorate in 1877. Under a protectorate, the country formally agrees (by treaty) to have the stronger country protect it against third parties.

Tokelau's relationship with New Zealand

In 1926, administration of Tokelau passed from Britain to New Zealand. However, without New Zealand having an administrative base in Tokelau, governance remained 'light-handed'.

Today, each atoll is responsible for its own public administration; and, since 2003, Tokelau has been responsible for administering its own budget. New Zealand and

Tokelau approved the draft text of a Treaty of Free Association and a Tokelau Constitution in 2005.

Following two unsuccessful referendums for change in 2006 and 2007, Tokelau remains a non-self-governing territory of New Zealand, and the Treaty of Free Association is on hold.

At the time of New Zealand's 2006 Census of Population and Dwellings, over 6,800 people identifying with the Tokelauan ethnic group were living in New Zealand – further displaying the countries' close relationship.

The Tokelau Government and the New Zealand Government recently endorsed the Joint Commitment for Development, which is based on the Tokelau National Strategic Development Plan.

3 Population definitions

The 2011 Tokelau Census uses three main population counts to define the population of Tokelau. Readers should understand how the three main population counts are constructed. Each count has an important difference, and users should use the most appropriate count for their purposes.

In the diagrams below, a dark shaded box indicates the group is included in the population count, and a light shaded box indicates that the group is excluded from the count.

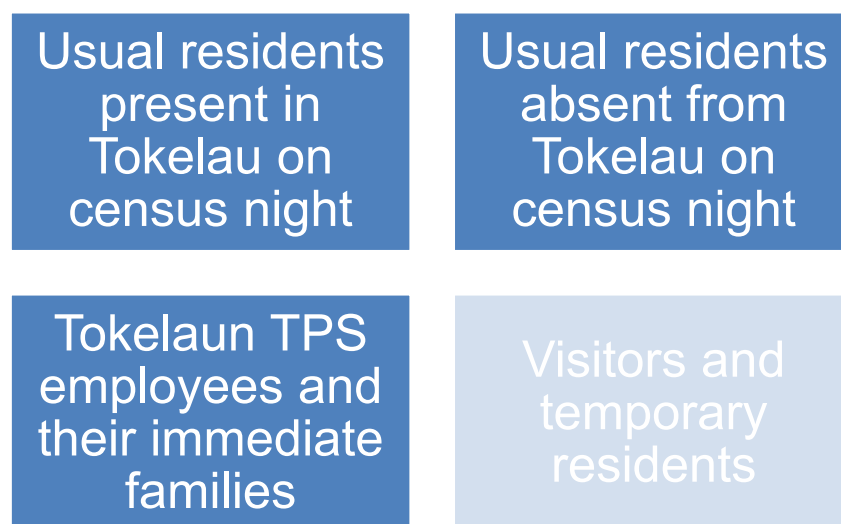
De jure usually resident population

The de jure population count consists of the usually resident population present in Tokelau on census night plus usual residents who were temporarily overseas at the time of the census. This includes Tokelauan Tokelau Public Service (TPS) employees based in Apia, Samoa, and their immediate families.

This population count is of major interest to Tokelau-based data users, as it is used for distributing funds to the three atolls.

Figure 1.1 illustrates who was included in the 2011 Tokelau Census de jure usually resident population.

Figure 3.1 Composition of the de jure usually resident population



Usually resident population present in Tokelau on census night

The usually resident population present in Tokelau on census night is a count of all people who usually live in Tokelau, and were present in Tokelau on census night. This count excludes visitors from overseas and residents who were temporarily overseas on census night.

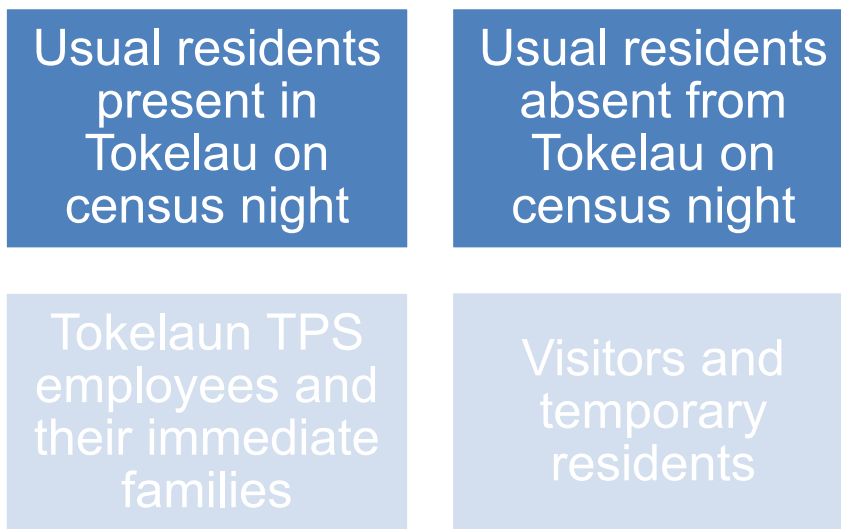
Residents who were away from their usual address (eg on another atoll), but were in Tokelau on census night are counted as part of the population of the atoll where they

usually live. This ensures they are part of the usually resident population present in Tokelau on census night for their home atoll.

The majority of detailed census data is available only for this population. This is because the usually resident population present in Tokelau on census night is the only population that answered the majority of census questions and is therefore the population for which the bulk of analysis was done.

Figure 3.2 illustrates who was included in the usually resident population present in Tokelau on census night in 2011.

Figure 3.2 Composition of the Tokelau usually resident population

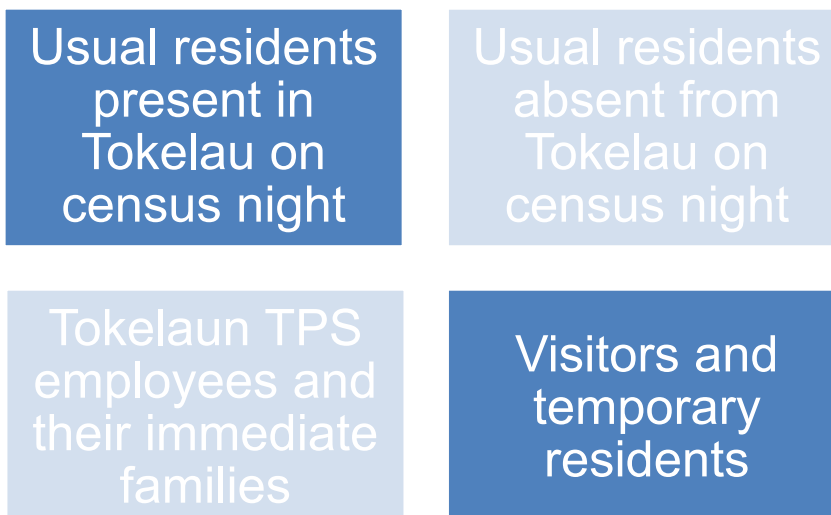


Census night population

The census night population count gives a snapshot of the population at a point in time. It is the number of people at the place where they were interviewed on census night. This count includes overseas visitors as well as visitors from elsewhere in Tokelau. It excludes Tokelau residents temporarily overseas.

Figure 3.3 illustrates who was included in the 2011 census night population for Tokelau.

Figure 3.3 Composition of the census night population





4 Population structure

This chapter provides context for the 2011 Tokelau Census by describing results from the three key population counts for the census.

Like other nations in the South Pacific, Tokelau has a highly mobile population. Due to the limited resources available on Tokelau's three atolls, people often need to travel offshore to:

- further their education, including secondary school and tertiary education
- receive specialised or emergency medical treatment.

This makes it important to include people who are absent from Tokelau on census night in the population counts produced from the 2011 Tokelau Census.

Final counts for 2011

Three different population counts are available for the 2011 Tokelau Census.

De jure usually resident population

The de jure usually resident population of Tokelau in 2011 was 1,411.

The de jure population includes the usually resident population present in Tokelau on census night (1,143) and the usually resident absentee sub-population (268).

A total of 268 people were recorded as absentees from Tokelau on census night (made up of 42 Tokelau Public Service (TPS) employees and their immediate families counted in Apia, Samoa, and 226 other international absentees).

To be counted in the de jure usually resident population, respondents and absentees had to meet strict criteria. See appendix 1 for more information.

Usually resident population present in Tokelau on census night

The usually resident population present in Tokelau on census night in 2011 was 1,143.

Census night population

On 18 October 2011, there were 1,205 people in Tokelau. This figure includes all people present in Tokelau on census night, including overseas visitors. People absent from Tokelau on census night were not included in this total.

About the population's structure

Nearly one-quarter of usual residents away on census night

Table 4.1 shows the 2011 de jure usually resident population, by sex and atoll of usual residence. It also gives the numbers of usual residents absent from Tokelau on census night.

Nearly one-quarter (23.4 percent) of the de jure usually resident population was absent on census night. In 2006, 26.7 percent of this population was absent on census night.

Nukunonu and Atafu had similar proportions of absentees on census night, 22.2 percent and 20.1 percent, respectively. Fakaofu had a significantly lower proportion of absentees (8.4 percent).

Nukunonu also had the highest proportion of absentees in 2006 (32.6 percent).

At the national level, the proportions of absentee males (19.7 percent) and females (18.3 percent) were similar. These proportions were similar at the atoll level.

Ratio of males to females varies on atolls

For those in the de jure usually resident population (the population that includes absentees), the ratio of males to females varies for the atolls. Atafu had 88 males for every 100 females; for Fakaofu the ratio was 91; and for Nukunonu, 127.

While nationally the sex ratio was relatively balanced, at 99 males to 100 females, Nukunonu's ratio of 127 is considered high.

Table 4.1

People present and absent in Tokelau on census night

By sex

De jure usually resident population, 2011

Usual residence	Male		Female		Total	
	Present	Absent	Present	Absent	Present	Absent
Atafu	182	43	203	54	385	97
Fakaofu	212	22	237	19	449	41
Nukunonu	169	53	140	35	309	88
Samoa	0	20	0	22	0	42
Total	563	138	580	130	1,143	268

Source: 2011 Tokelau Census of Population and Dwellings

Most of Tokelau's people are aged under 30 years

Figure 4.1 shows the age-sex distribution of the usually resident population who were present in Tokelau on census night. The graph shows a pyramid that narrows between ages 30 to 59, and from 60 to 75+ years. The pyramid is significantly wider for ages 0 to 29 years.

This broad base indicates a young population, where most of the usual residents present on census night were under 30 years (58.5 percent).

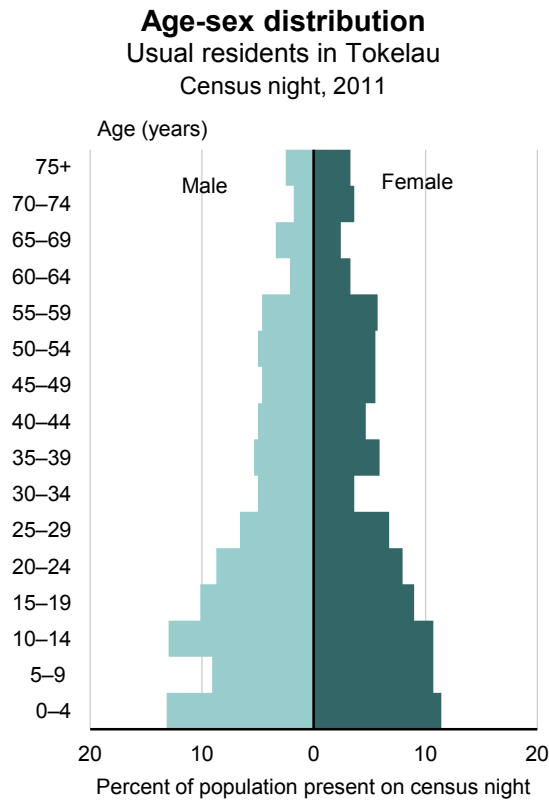
The graph also shows the sex structure of each age group. The number of males and females is relatively uneven across the age groups. The age groups 5–9 years, 30–34, 35–39, 60–64, and 65–69 years have noticeably uneven numbers of males and females.

There were more females than males in the 5–9, 35–39, and 60–64-year age groups. There were more males than females in the age groups 10–14, 30–34, and 65–69 years.

In the 75+ age group of usual residents, 19 females and 14 males were present on census night. This reflects the generally higher life expectancy for females.

The median age for the usually resident population present in Tokelau on census night was 24 years (in 2006 it was 22 years). The median age for males was 22 years (in 2006 it was 20), while the median age for females was 25 years (in 2006 it was 23). This shows the population has aged slightly.

Figure 4.1



Source: 2011 Tokelau Census of Population and Dwellings

Figure 4.2 shows the age-sex distribution of the de jure usually resident population. The distribution is only slightly different to that in figure 4.1, which shows the usually resident population present on census night.

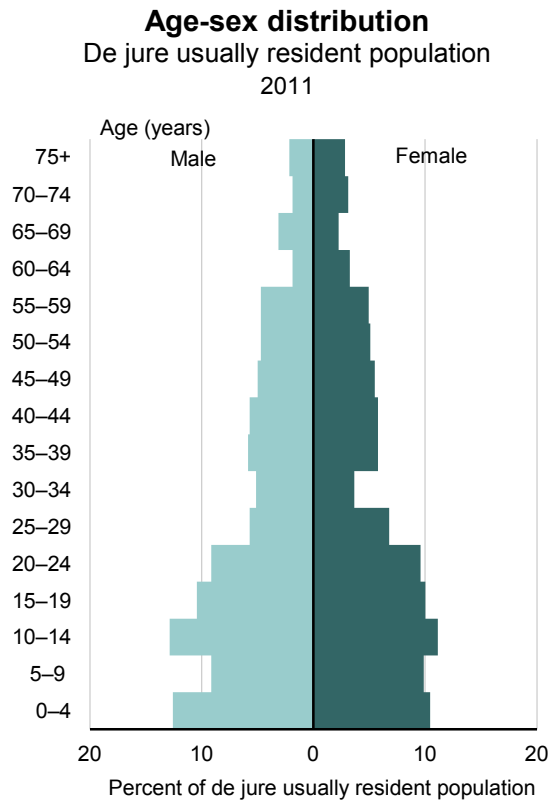
In 2006, these two distributions looked quite different from each other. The similarity of the two distributions in 2011 resulted from fewer absentees. The absentee population fell 37 percent between 2006 and 2011. This means that the absentee population had less of an effect on the overall age and sex distribution of Tokelau's population.

Although figures 4.1 and 4.2 are similar for 2011, when we include absentees in the de jure count the proportions in the younger age groups increase.

There is a noticeable narrowing in the pyramid for the 25 to 29, and 30 to 34-year age groups. This suggests these groups are more mobile than other age groups. Tokelauans in these age groups may be leaving Tokelau to raise their families, to further their education, or for better job opportunities.

Between 35 and 59 years, the proportions of the population stay relatively even across the age groups.

Figure 4.2



Source: 2011 Tokelau Census of Population and Dwellings

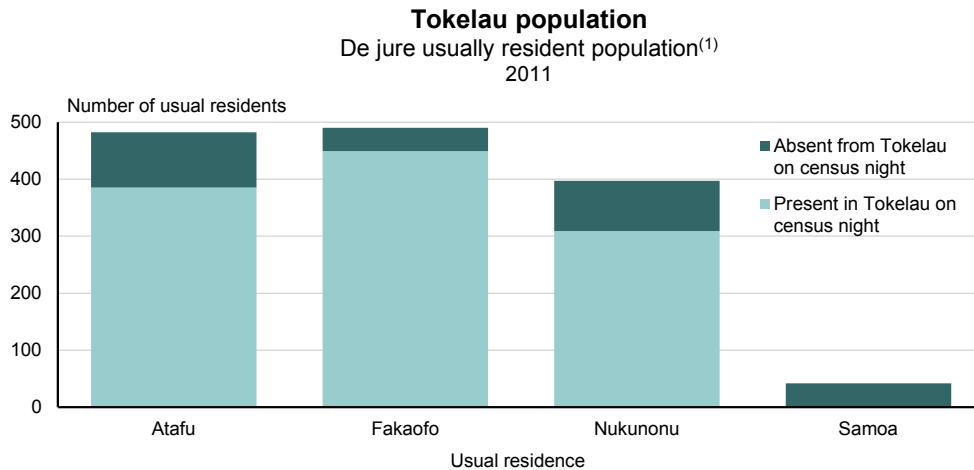
Both figures 4.1 and 4.2 show a higher proportion of children in the 0 to 4-year age group, than in the 5 to 9-year age group. This could be due to an increase in the birth rate.

Understanding the absentee population

The large proportion of the de jure usually resident population that was absent from Tokelau on census night creates a unique challenge in measuring, analysing, and understanding the population of Tokelau. However, key demographic information was collected about absentees, because they have an ongoing relationship with their atolls. It is important to include them in the final population count.

Figure 4.3 shows the proportions of the de jure usually resident population who were present, and absent, on census night.

Figure 4.3



1. Includes TPS employees in Samoa.

Source: 2011 Tokelau Census of Population and Dwellings

Fakaofu has fewest people away on census night

Figure 4.3 shows that Nukunonu atoll had the highest proportion of people absent on census night in 2011 (28.5 percent). Atafu had 25.2 percent of its usual residents away, and Fakaofu only had 9.1 percent absent.

In 2006 Nukunonu also had the highest proportion of usual residents absent on census night. Nearly one-third (32.6 percent) were away. However, in 2011 all three atolls showed a marked decrease in absentees compared with the 2006 Tokelau Census.

Since 2006 absentee numbers have decreased 37.0 percent nationally, but Fakaofu's absentees were less than half the 2006 number (down 63.7 percent).

Drops in absentee numbers could be caused by factors that include:

- the global financial crisis meant fewer people could afford to make regular trips away from Tokelau, or back to Tokelau from New Zealand, Australia, and Samoa.
- the 'point in time' nature of the census. This means that, depending on what else is happening in and around census day, the number and reasons for people who usually live in Tokelau being away on census night will vary. Users need to be aware of this when comparing absentee numbers between censuses.

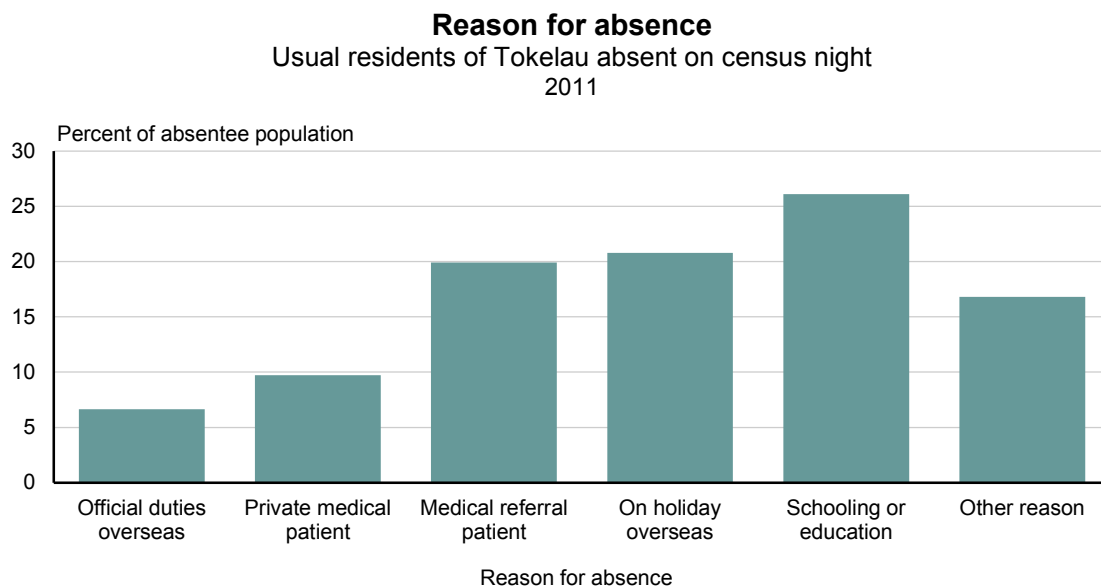
The 42 absentees in Samoa were Tokelauan TPS employees and their immediate families (who are part of the de jure usually resident population of Tokelau).

More than one-quarter of absentees away for education

As figure 4.4 shows, the most-common reason for absence on census night was schooling or education. More than one-quarter of the absentees (26.1 percent) were away for this reason. The next most-common reasons for absence were a holiday overseas (20.8 percent), and being a medical referral patient (19.9 percent).

The main reason for absence varied by atoll. In Nukunonu, the most-common reason was being on holiday overseas (26.1 percent). In Fakaofu and Atafu, it was schooling or education (36.6 and 28.9 percent, respectively).

Figure 4.4



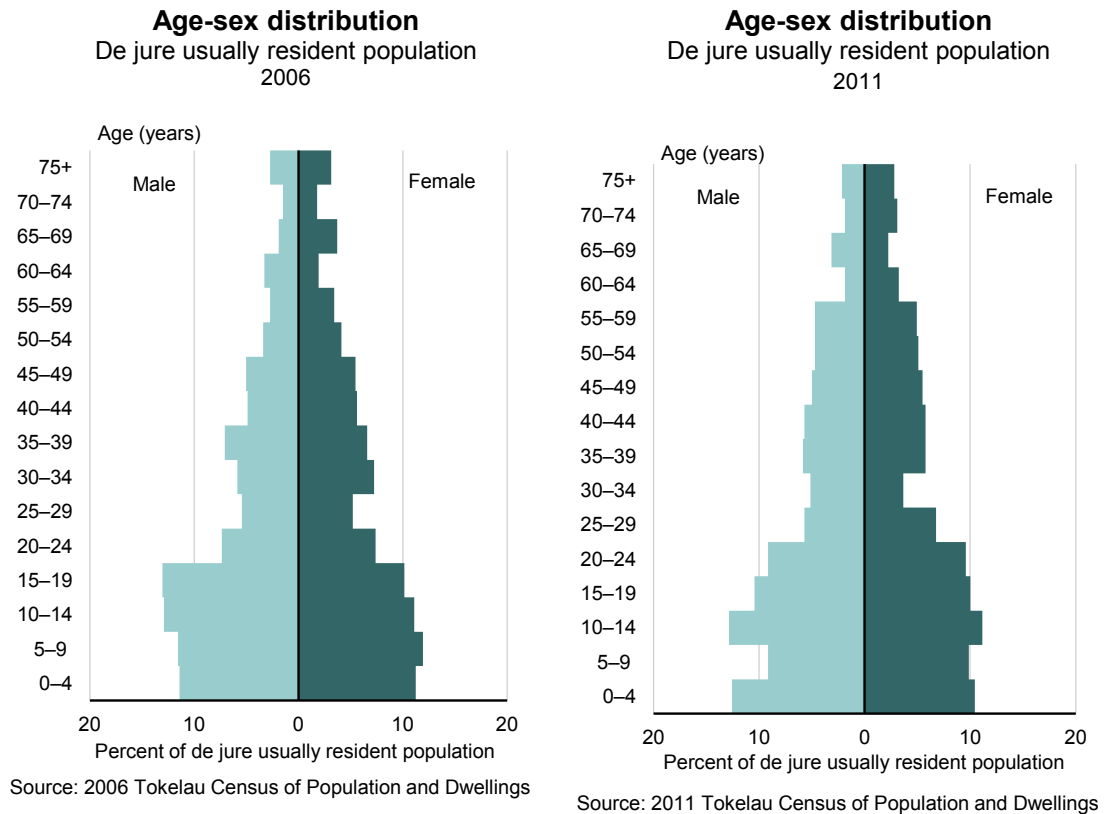
Source: 2011 Tokelau Census of Population and Dwellings

Tokelau’s population changes between censuses

Comparing the age-sex distributions over time can provide some useful insights into the population trends.

Figure 4.5 compares the age and sex distributions of the de jure usually resident population for the 2006 and 2011 Tokelau Censuses. The figures show change in almost every age group.

Figure 4.5



The base of the pyramid has generally narrowed, and lengthened slightly, between 2006 and 2011. The 35 to 59-year age groups have also changed – the 2011 pyramid shows a more even oblong-looking distribution.

A change in the sex distribution is also evident. The 2011 pyramid shows roughly an even number of males and females, but a significant distortion in some age groups (eg 5–9 years, 25–29, 60–64, and 65–69 years).

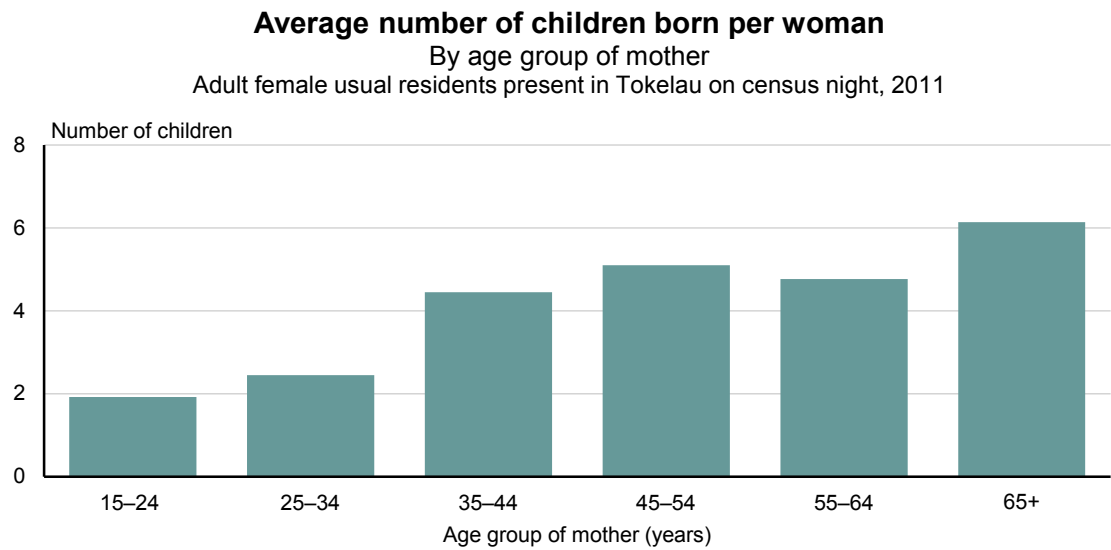
The change in shape between the two pyramids is due to several factors. In the 0 to 4-year age group, childbirth is the most dominant factor. In the 5 to 59-year groups, migration plays the largest role, and in the 60+ age groups, a growing life expectancy is likely to be the biggest driver of change.

Tokelau birth rate similar to Samoa's

The 2011 Tokelau Census asked women aged 15 years and over (15+) how many children they had given birth to, and the date that their most-recent child was born. This information provides insight into the country's fertility patterns.

Figure 4.6 shows the average number of children born to women aged 15+ in Tokelau, by the age group of the mother. The graph shows that women who had completed their childbearing had, on average, four or five children.

Figure 4.6



Source: 2011 Tokelau Census of Population and Dwellings

In the 12 months before census night, 19 mothers had given birth to their most-recent baby. Nearly half these babies were born in Atafu (nine babies), while six were born in Fakaofu and four in Nukunonu.

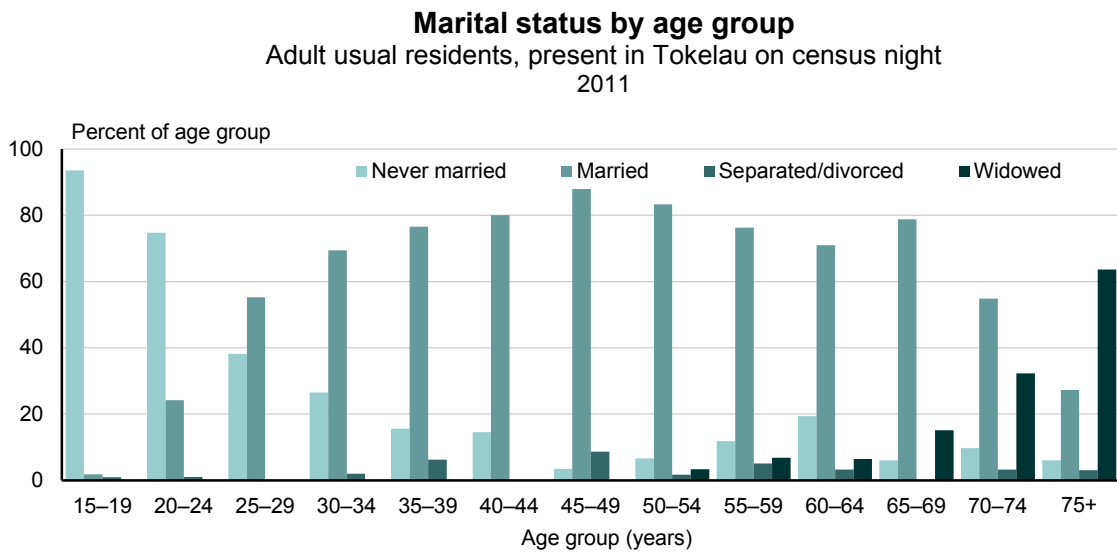
The 2011 Tokelau Census reveals a crude birth rate of 22.5. This means that for every 1,000 people in Tokelau, 22.5 babies are born each year. Tokelau’s birth rate is higher than New Zealand’s (14 per 1,000), but is similar to Samoa’s (23 per 1,000). (See [Crude birth rate](#) (UN Data, 2012).)

Nearly 90 percent of 45 to 49-year-olds are married

People aged 15+ were asked to indicate their current marital status.

Figure 4.7 shows the percentage of people in each five-year age group, by their marital status at the time of the 2011 Tokelau Census.

Figure 4.7



Source: 2011 Tokelau Census of Population and Dwellings

The married category shows a generally even curve. There were decreasing levels of never married for the 15 to 44-year groups, and increasing levels of widowed for the 50 to 75+ groups. Figure 4.7 shows the proportion of married people peaks at almost 90 percent for the 45 to 49-year age group.

Only 2.5 percent of the adult population is divorced or separated

On census night in 2011, 54.9 percent of the adult population was married, 34.4 percent had never been married, and 5.8 percent was widowed. People in the divorced and separated categories accounted for only 2.5 percent of the adult population.

Population becomes more diverse though migration

Almost all the usual residents present in Tokelau on census night in 2011 were in their village of usual residence. Only 1.7 percent of the population was elsewhere in Tokelau on census night.

The majority (69.7 percent) of the 2011 usually resident population who were in Tokelau on census night were also in Tokelau on census night in 2006.¹ This was less than the 82.3 percent who were in Tokelau for both the 2001 and 2006 Tokelau Censuses.

The people most likely to have been away from Tokelau five years earlier were those in the 20 to 29-year age group – 7.6 percent had been overseas on census night in 2006.

Between the 2006 and 2011 Tokelau Censuses, the proportion of the population born overseas has increased. Almost two-thirds of Tokelau's 2011 population was born in Tokelau (62.1 percent). This is down from 75.8 percent at the 2006 Tokelau Census. For people not born in Tokelau, the most-common countries in which they were born were Samoa (16.2 percent) and New Zealand (9.1 percent).

Nukunonu has the most diverse population in terms of country of birth. While 55.7 percent of people usually living in Nukunonu were born there, a further 11.7 percent were

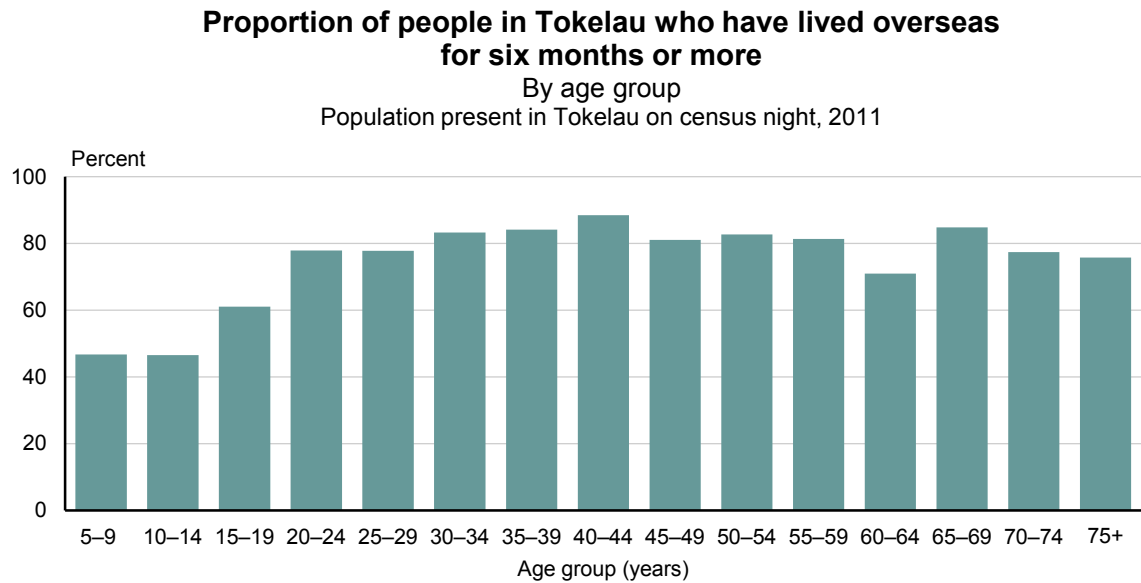
1. Excludes usual residents aged under 5 years (who were not alive when the 2006 Tokelau Census was held).

born in New Zealand, and 20.1 percent were born in Samoa. Fakaofu had the highest proportion of people born in Tuvalu (5.8 percent).

As well as having a reasonably high proportion of the population born overseas, Tokelau has a large proportion who have lived overseas for six months or more (68.9 percent).

Figure 4.8 shows the proportion of people in each five-year age group who had ever lived overseas. The graph shows that from age 20, people were very likely to have lived overseas. This is often due to moving offshore to further their education.

Figure 4.8



Source: 2011 Tokelau Census of Population and Dwellings



5 Social and cultural profile

Census data on the social and cultural profile of Tokelau's population gives planners and policy-makers a detailed picture of the make-up of Tokelau. Background information on ethnic origin, languages spoken, and religious affiliation is important, as different groups often have different values and beliefs.

Census information is used to make informed decisions in areas such as healthcare and education.

Languages spoken

Literacy rates are an important indicator of the social development of Tokelau. Indicators that contribute to measuring literacy are the languages spoken, and reading and writing skills. Languages spoken are covered in this section; reading and writing skills are covered in chapter 6, Education.

Over 90 percent of people speak Tokelauan

Since 2006, there has been growth in the proportion of the Tokelau population who can speak languages other than the country's native tongue. In contrast, the proportion of the total population able to speak Tokelauan has dropped, from 96.1 percent (in 2006) to 94.1 percent (in 2011).

Tokelauan and English remain the first and second most-common languages spoken in Tokelau (see table 5.1). Over half (59.2 percent) of the Tokelau population could converse in English in 2011.

The biggest difference since 2006 in languages spoken is the proportion of the population able to carry out a conversation in Tuvaluan, up from 7.2 percent (in 2006) to 11.7 percent (in 2011).

These figures reflect Tokelau's population becoming more diverse through migration. The proportion of the population who were born in Tokelau has dropped from 75.8 percent (in 2006) to 62.1 percent (in 2011).

As well as an increase in overseas-born usual residents, Tokelau has a large proportion of people who have lived overseas for six months or more (68.9 percent).

Table 5.1**Languages spoken by Tokelau residents (total responses)⁽¹⁾**

For usually resident population in Tokelau on census night

2006 and 2011

Language spoken	Census year			
	2006		2011	
	Count	Percent	Count	Percent
Tokelauan	1,023	96.1	1,069	94.1
English	622	58.4	673	59.2
Samoan	447	42.0	520	45.8
Tuvaluan	77	7.2	133	11.7
Kiribati	11	1.0	31	2.7
Other(s)	15	1.4	29	2.6
None (eg too young to talk)	32	3.0	47	4.1
Not stated	9	0.8	7	0.6

1. Where a person reports more than one response, they are counted in each group they report.

Source: 2006 and 2011 Tokelau Censuses of Population and Dwellings

Most people in Tokelau speak more than one language

In Tokelau, approximately two-thirds (67.6 percent) of the population were able to speak two or more languages. Also, a large proportion of the population (40.7 percent) could converse in three or more languages.

The most-common number of languages spoken on Atafu and Fakaofu atolls was three languages. Just over one-third (34.6 percent) of Atafu residents spoke three languages, compared with 33.3 percent on Fakaofu and 24.6 percent on Nukunonu. The most-common number of languages spoken on Nukunonu was one language. Almost half (43.9 percent) of Nukunonu residents spoke only one language.

People in the younger age groups were more likely to speak only one or two languages. Over half (57.2 percent) of 0 to 9-year-olds spoke one language; 45.3 percent of 10 to 19-year-olds spoke two languages. We can note that 4.3 percent of the Tokelau population had no language (ie they were too young to talk) – 87.8 percent of these people were aged 0 to 9 years.

In contrast, the majority of 30–59 year-olds (62.7 percent) spoke three or more languages.

Ethnic origin changing

In the 2011 Tokelau Census, respondents were asked to identify their ethnic origin. Respondents could state that they identified with one or more ethnic origin(s), and responses were collected using 'multiple response' categories. For example, a person could be Tokelauan **and/or** Samoan. Table 5.2 shows total responses given by respondents in the 2011 Tokelau Census, by age.

Table 5.2**Ethnic origin of Tokelau residents (total responses)⁽¹⁾**

By age group

For the usually resident population present in Tokelau on census night, 2011

Age group (years)	Ethnic origin							Total people stated	Total people
	Tokelauan	Samoan	Tuvaluan	European	Other Pacific islander	Other ethnic group	Not stated		
0-9	239	55	37	15	15	4	1	252	253
10-19	224	40	31	10	6	1	1	243	244
20-29	139	42	16	3	9	3	1	170	171
30-39	91	25	14	5	8	0	0	113	113
40-49	96	16	17	2	3	2	0	113	113
50-59	102	15	9	2	3	3	2	117	119
60-69	56	7	7	1	4	0	0	64	64
70-79	42	2	3	2	3	1	0	44	44
80+	19	1	0	0	0	0	0	20	20
Not stated	0	2	0	0	0	0	0	2	2
Total	1,008	205	134	40	51	14	2	1,138	1,143

1. In 2011, ethnic origin was collected using multiple responses. This table counts respondents in each category they reported.

Source: 2011 Tokelau Census of Population and Dwellings

In 2006, people were also able to identify with one or more ethnic group(s), but responses to this question were collected using 'single response' categories. For example, a person may be Tokelauan **or** part Tokelauan/Samoan.

Table 5.3 shows 2011 ethnicity data presented in the same way as in 2006.

Most Tokelau residents are full- or part-Tokelauan

Table 5.3 gives a breakdown of the ethnic groups for the usually resident population present in Tokelau on census night.

On census night in 2011, over 60 percent of Tokelau residents identified only with Tokelauan ethnic origin (65.6 percent). A further 19.3 percent stated they were part-Tokelauan. The proportion of Tokelau residents identifying only as Tokelauan has dropped – down from 73.7 percent in 2006 and 88.8 percent in 2001.

Since 2006, the proportion of Tokelau residents identifying only with Samoan ethnic origin has increased markedly, up from 2.8 percent (in 2006) to 6.8 percent (in 2011). The proportion who identified as part Tokelauan/Samoan has decreased slightly – down from 10.7 percent (in 2006) to 8.8 percent (in 2011).

These figures again reflect Tokelau's population becoming more diverse – through migration and an increase in overseas-born Tokelau residents.

Table 5.3

Ethnic origin of Tokelau residents (selected combinations⁽¹⁾)

For the usually resident population present in Tokelau on census night
2006 and 2011

Ethnic origin	Census year			
	2006		2011	
	Count	Percent	Count	Percent
Tokelauan	791	73.7	746	65.6
Part Tokelauan/Samoan	115	10.7	100	8.8
Part Tokelauan/Tuvaluan	49	4.6	79	6.9
Part Tokelauan/other Pacific islander	17	1.6	22	1.9
Part Tokelauan/European	26	2.4	11	1.0
Samoan	30	2.8	77	6.8
Tuvaluan	15	1.4	13	1.1
Other Pacific islander	4	0.4	32	2.8
European	2	0.2	1	0.1
Other ethnic group	24	2.2	2	0.2
Other combinations of ethnic groups	55	4.8
Total people stated	1,073	100	1,138	100
Not stated	1	...	5	...
Total people	1,074	...	1,143	...

1. In 2006, ethnic origin was collected with single-response categories. In 2011, it was collected using multiple responses. This table shows ethnicity in the same way as in 2006. However, comparing censuses should be done with caution because of changes to the question.

Symbol: ... not applicable

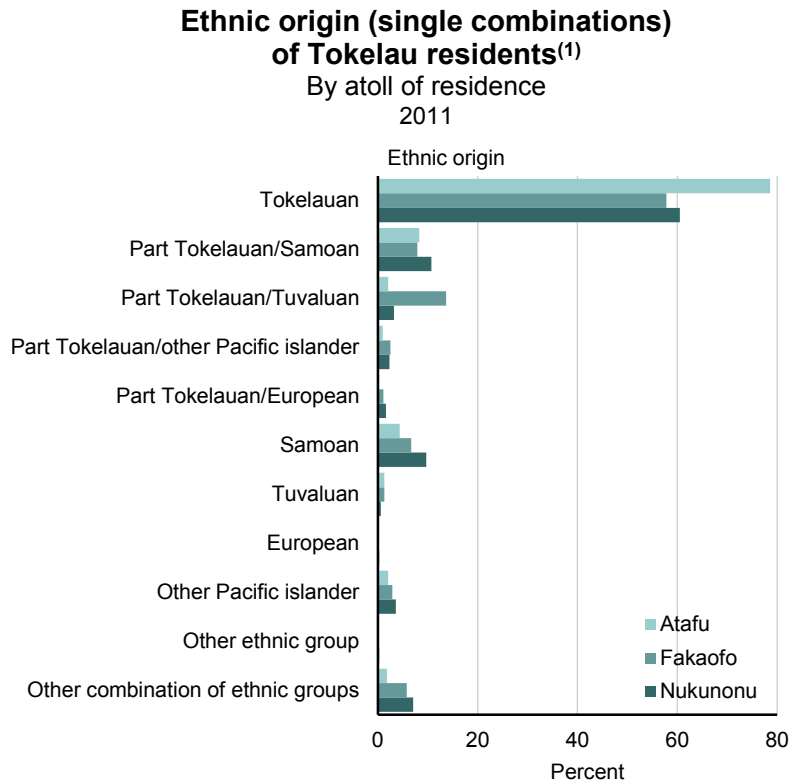
Source: 2006 and 2011 Tokelau Censuses of Population and Dwellings

Fakaofu most ethnically diverse atoll in Tokelau

Differences in ethnic diversity are evident between the three atolls of Tokelau. Figure 5.1 shows the ethnic origins of residents living on Atafu, Nukunonu, and Fakaofu atolls.

In 2011, Fakaofu had the most ethnically diverse population, with 57.8 percent of residents identifying only as Tokelauan. Atafu was the least ethnically diverse population of Tokelau's three atolls. Almost 80 percent (78.6 percent) of residents living on Atafu identified with Tokelauan as their only ethnicity.

Figure 5.1



1. For usually resident population present in Tokelau on census night.

Note: Percentages that are less than 1 percent do not show on the graph.

Source: 2011 Tokelau Census of Population and Dwellings

The second-largest ethnic-origin group on Fakaofu was part-Tokelauan/Tuvaluan (13.7 percent). This is higher than the proportion of residents living on Atafu (2.1 percent) or Nukunono (3.2 percent) who identified with this ethnic origin. Part-Tokelauan/Samoan was the second-largest ethnic-origin group for both Atafu (8.3 percent) and Nukunono (10.7 percent). Nukunono also had the highest proportion of people identifying only with Samoan ethnic origin (9.7 percent).

Most who identified as full-Tokelauan were born there

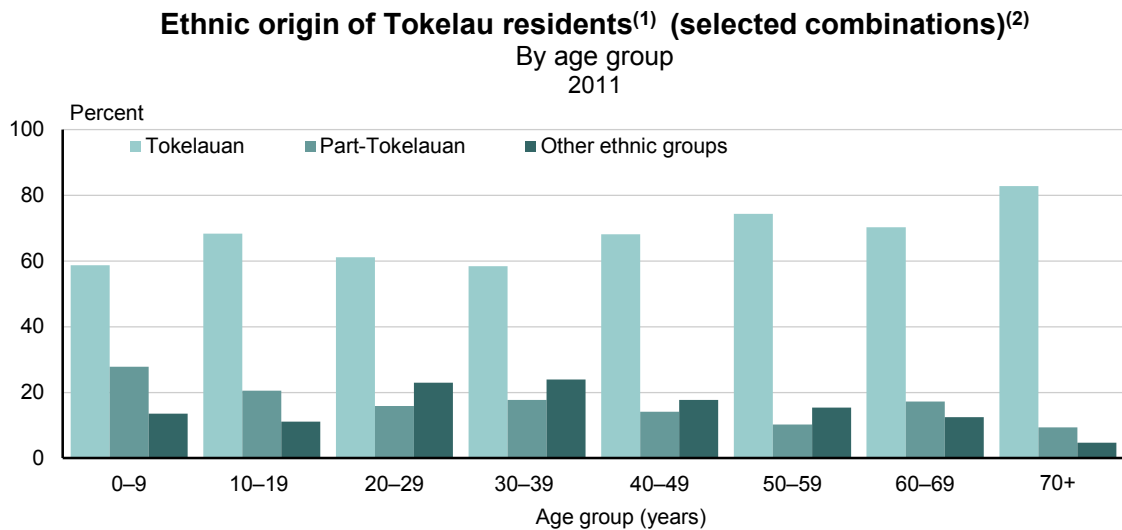
In Tokelau, 77.3 percent of those who identified only with Tokelauan as their ethnic origin were born in Tokelau. Of the remaining 22.7 percent who identified only with Tokelauan ethnic origin, 8.6 percent were born in New Zealand and 7.8 percent were born in Samoa.

Less than half (48.1 percent) the people who identified as part-Tokelauan were born in Tokelau. The majority (85.5 percent) of those who did not identify as either part- or full-Tokelauan were likely to have been born outside Tokelau.

In 2011, 96.1 percent of people who identified only with Samoan ethnic origin were born in Samoa. Likewise, most (87.5 percent) of those who identified only with Tuvaluan ethnic origin were born in Tuvalu.

A proportion of the Tokelau population belonged to 'other combination of ethnic groups' (4.8 percent). This includes people who were born in countries such as Australia, Fiji, New Zealand, Tokelau, Samoa, and Tuvalu, and identified with their ethnic groups.

Figure 5.2



1. For usually resident population present in Tokelau on census night.
2. In 2006, ethnic origin was collected with single response categories. In 2011, it was collected using multiple response. Comparison between censuses should be done with caution.

Source: 2011 Tokelau Census of Population and Dwellings

Figure 5.2 shows combined ethnic origins by 10-year age groups. People in the older age group (70 years and older (70+)) were the most likely to be full-Tokelauan – 82.8 percent of people in this age group were full-Tokelauan, compared with the overall average of 65.6 percent. This age group was also least likely to be part-Tokelauan (9.4 percent) and neither full- nor part-Tokelauan (7.8 percent).

People in the youngest age group (0–9 years) were more likely to be part-Tokelauan (27.8 percent), while those aged 20 to 29 years and 30 to 39 years were more likely to be neither full- nor part-Tokelauan (22.9 percent and 23.9 percent, respectively).

In 2006, people aged 70+ were most likely to be full-Tokelauan (83.6 percent). People aged 20 to 29 years were least likely (57.5 percent) to be full-Tokelauan, but they were the age group most likely to be part-Tokelauan (32.1 percent).

Since 2006, there has been an increase in Tokelau residents who reported they were neither full- nor part-Tokelauan. In 2011, 15.8 percent of Tokelau residents stated they were neither full- nor part-Tokelauan compared with 7.0 percent in 2006.

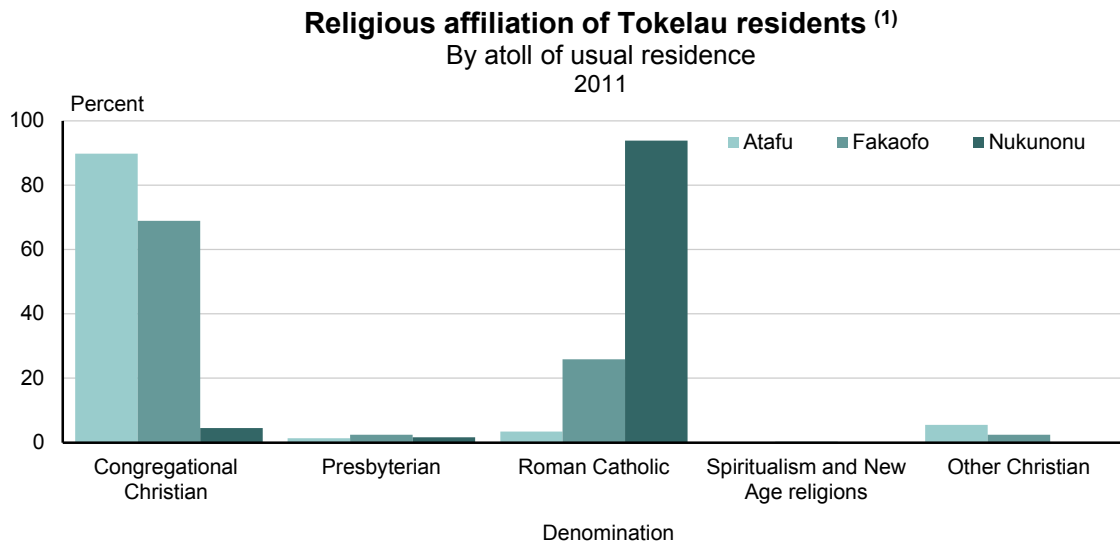
Religion remains significant

Religion is a significant part of faka Tokelau (the Tokelauan way of life). The majority of people in Tokelau are Christians – therefore the census question included three major Christian denominations: Congregational Christian, Presbyterian, and Roman Catholic.

In 2006, all people who answered the religion question gave one of the above major Christian denominations as their religion.

In 2011, 58.5 percent of respondents belonged to the Congregational Christian religion and over one-third of respondents (36.8 percent) belonged to Roman Catholic religion. Of the remaining 4.7 percent, 1.8 percent were Presbyterian, 0.1 percent belonged to Spiritual and New Age religions, and 2.8 percent belonged to other Christian religions.

Figure 5.3



1. For usually resident population present in Tokelau on census night.

Note: Percentages that are less than 1 percent do not show on the graph.

Source: 2011 Tokelau Census of Population and Dwellings

Religious affiliation of Tokelau residents varies by atoll

Figure 5.3 shows the majority of Tokelau's usually resident population living on Atafu (89.8 percent) and Fakaofu (68.9 percent) in 2011 were Congregational Christians. Congregational Christian has remained the major denomination on Atafu and Fakaofu since the 2006 Census, but the proportion of residents who report belonging has decreased.

In 2006, 95.4 percent of residents on Atafu and 70.7 percent on Fakaofu were Congregational Christians.

Roman Catholic has remained the major denomination of Nukunonu residents since the 2006 Census. In 2011, 93.9 percent of usual residents were Roman Catholics, compared with 96.9 percent in 2006.

Since the 2006 Census, the proportion of Congregational Christians on Nukunonu has increased markedly, from 2.1 percent in 2006 to 4.5 percent in 2011. On Atafu, the proportion of Roman Catholics also had a notable increase, from 0.2 percent in 2006 to 3.4 percent in 2011.

On Fakaofu, there was an increase in its second-largest religious denomination (Roman Catholic). In 2011, 25.9 percent of Fakaofu residents were Roman Catholics, compared with 22.2 percent in 2006.

Smoking behaviour

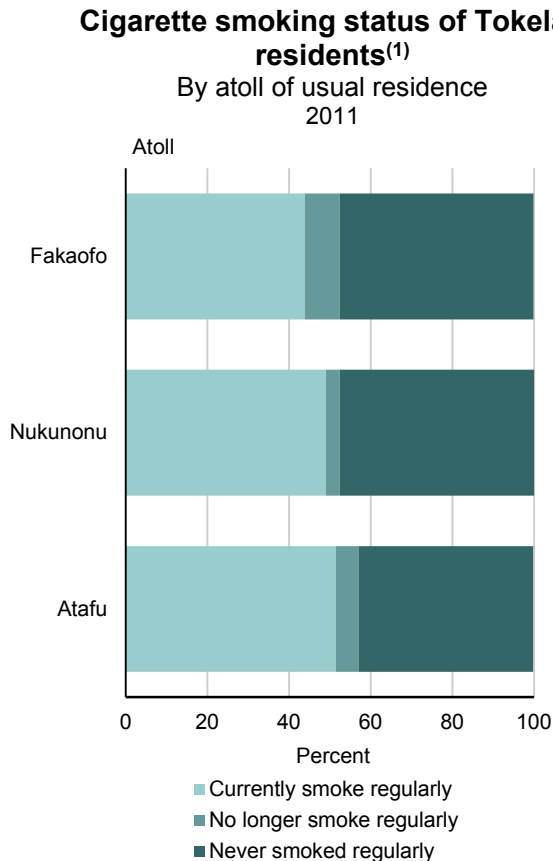
The 2011 Tokelau Census was the second time cigarette smoking questions were asked.

The cigarette smoking questions firstly asked respondents aged 15 years and over (15+) whether they were 'current regular smokers of tobacco cigarettes' (that is, smoked one or more cigarettes a day). Only respondents who answered 'no' to this question were asked the second question – had they ever been a regular smoker of cigarettes in the past.

Almost half of Tokelau's adult population smokes regularly

Of those who responded to the first question, 47.8 percent (352 people) were regular cigarette smokers. This is down slightly from 51.3 percent of Tokelau residents in the 2006 Tokelau Census. Just 2.4 percent of the Tokelau adult population did not answer the cigarette smoking question in the 2011 Tokelau Census.

Figure 5.4



1. For usually resident population present in Tokelau on census night.

Note: Because some respondents answered 'no' to Q32 (currently smoke regularly) but did not answer Q33 (ever smoked regularly), the total percentage for the population will not add up to 100 in all cases.

Source: 2011 Tokelau Census of Population and Dwellings

Atafu has highest proportion of regular smokers

Figure 5.4 shows that Atafu had the highest proportion of people who smoked cigarettes regularly, with 51.5 percent of usual residents present in Tokelau on census night being regular smokers. Fakaofu had the lowest proportion of regular smokers (43.9 percent).

Fakaofu residents were the most likely to have given up smoking cigarettes regularly, with 8.6 percent of the population being ex-smokers.

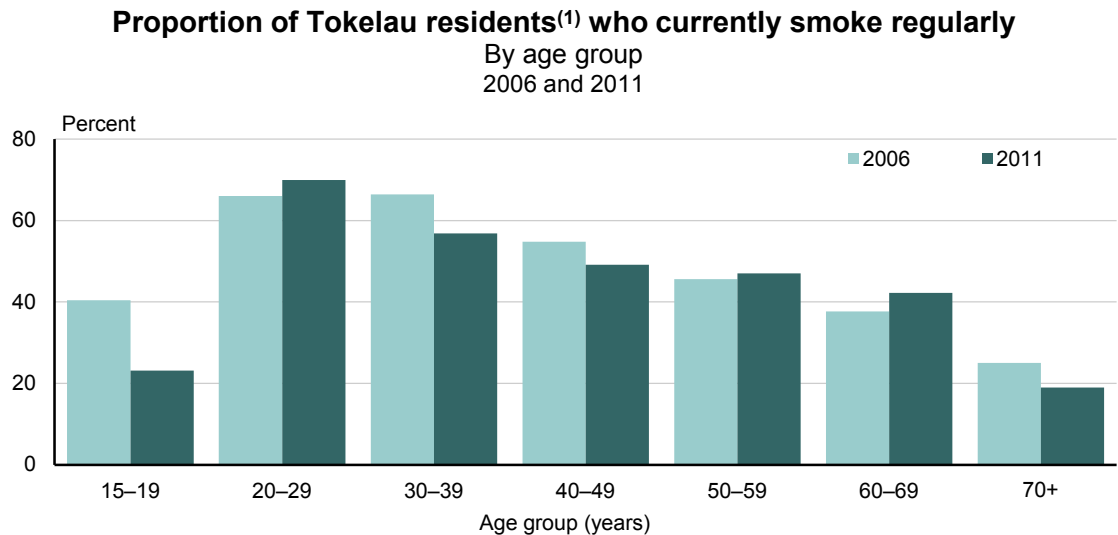
At the 2006 Tokelau Census, Nukunonu had the highest proportion of people who smoked cigarettes regularly (56.4 percent).

Fewer people under 20 years now smoke regularly

Differences in cigarette smoking rates are even more obvious when age groups are examined.

As figure 5.5 indicates, at the time of the 2011 Tokelau Census 23.1 percent of Tokelau's 15 to 19-year-olds smoked cigarettes regularly. This figure has dropped markedly since 2006 (down from 40.4 percent).

Figure 5.5



1. For usually resident population present in Tokelau on census night, aged 15 years and over.

Source: 2006 and 2011 Tokelau Censuses of Population and Dwellings

Figure 5.5 also shows that at the time of the 2011 Tokelau Census, nearly 70 percent of Tokelau's people aged 20 to 29 years smoked cigarettes regularly (69.9 percent). This is much higher than the national rate (47.8 percent).

The next-highest proportion of regular smokers was for the 30 to 39-year-olds (56.8 percent). The older age groups were the least likely to be regular smokers, with 19.0 percent of those aged 70+ being smokers in 2011.

In 2006, the highest proportions of regular smokers, by age group, were people aged 30 to 39 years (66.4 percent) and 20 to 29 years (66.0 percent).

6 Education

The education system has a key role in developing a country. The level and duration of education provided for the population are primary determinants of its skill levels.

This chapter examines the level of education of Tokelau's usual residents, and how this differs by sex, age group, occupation, and atoll.

Education in Tokelau

Secular education began in Tokelau in the early 1950s, after the introduction of the Tokelau Act 1948. By the early 1960s, scholarships were available for students to allow them to further their education in New Zealand.

In the 2006 Tokelau Census, information on educational qualifications was not collected for a large part of the Tokelau Public Service (TPS) – because the people were located in Apia, Samoa.

In the 2011 Tokelau Census, qualifications gained after leaving school were collected for TPS employees based in Samoa. 'Highest qualification gained while at school' was not asked of these TPS employees. Where figures include TPS employees in Samoa, this is stated.

Today, Tokelau has a free, compulsory education system for primary and secondary students up to the age of 16. A distance learning foundation course run by the University of the South Pacific is available in Tokelau for students who want to get ready for tertiary study. A scholarship scheme also offers students the chance to undertake tertiary study abroad.

At the time of the 2011 Tokelau Census, 10.6 percent (77 students) of usual residents present in Tokelau aged 15+ were still at school. Almost half (43.7 percent) of respondents had been educated at a Tokelau village school, while 19.9 percent had attended secondary school in Samoa, and 13.6 percent had been at secondary school in New Zealand.

Non-response rates to qualification questions in the 2011 Tokelau Census were relatively high (8.3 percent) compared with other census variables. This shows there was difficulty for some respondents, possibly those who were unsure of qualifications that other people in their household held (when they answered on behalf of the others).

Older people and females are less likely to have school qualifications

The development of Tokelau's education system is evident in figure 6.1, which shows the proportions of usual residents aged 15+ who have no school qualification.

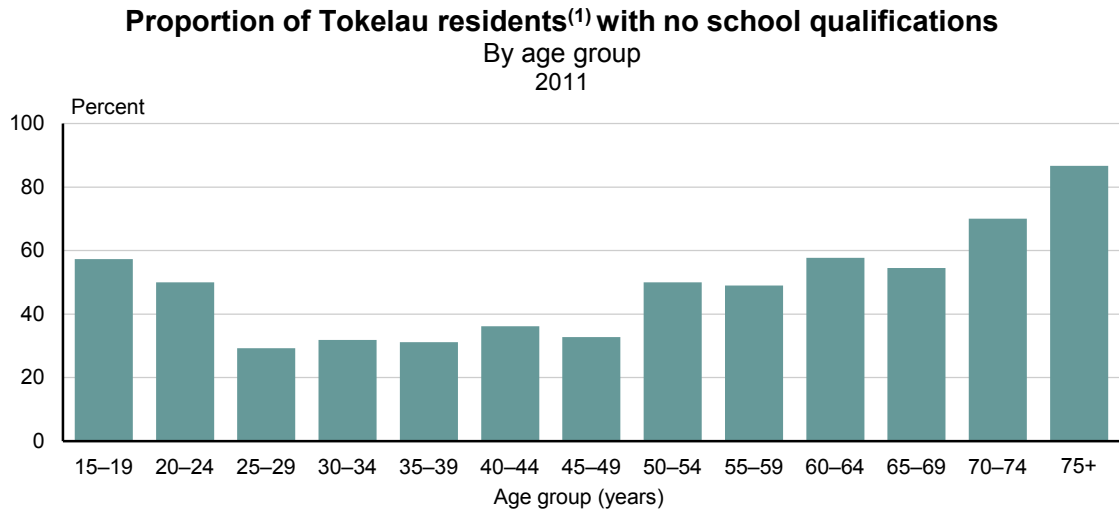
Note: figure 6.1 does not include data for TPS employees in Samoa as they were not asked about highest qualifications from school (only post-school qualifications were collected for this group).

In 2011, people aged 60 years and over (60+) were less likely to have any qualifications than their younger counterparts. Only 32.8 percent of those aged 60+ stated they had a school qualification. People aged 75+ had the highest proportion of people with no school qualification (86.7 percent).

Figure 6.1 shows that those aged 25 to 49 years were most likely to have a school qualification (67.1 percent). Just over half (53.9 percent) of people in the younger age

groups (15–25 years) reported having no school qualification. However, 60.2 percent of 15 to 19-year-olds were still at school at the time of the 2011 Tokelau Census.

Figure 6.1



1. For usually resident population present in Tokelau on census night, aged 15 years and over.

Source: 2011 Tokelau Census of Population and Dwellings

Males were more likely to have a school qualification than females – 35.7 percent of males aged 15+ had no qualification, compared with 40.7 percent of females. These figures are similar to those reported in 2006 (34.7 percent for males and 41.4 percent for females).

Highest qualification for nearly one-quarter of Tokelau adults is a school qualification

Figure 6.2 shows highest school and post-school qualifications gained by adults present in Tokelau on census night.

In 2011, the most-common highest qualification gained by Tokelau residents aged 15+ was a school qualification (22.8 percent). Females were more likely (24.2 percent) to have a school qualification than males (21.3 percent). School qualifications are those gained at either primary or secondary school (eg primary school to Form 2 certificate, leaving certificate, school certificate, and university entrance).

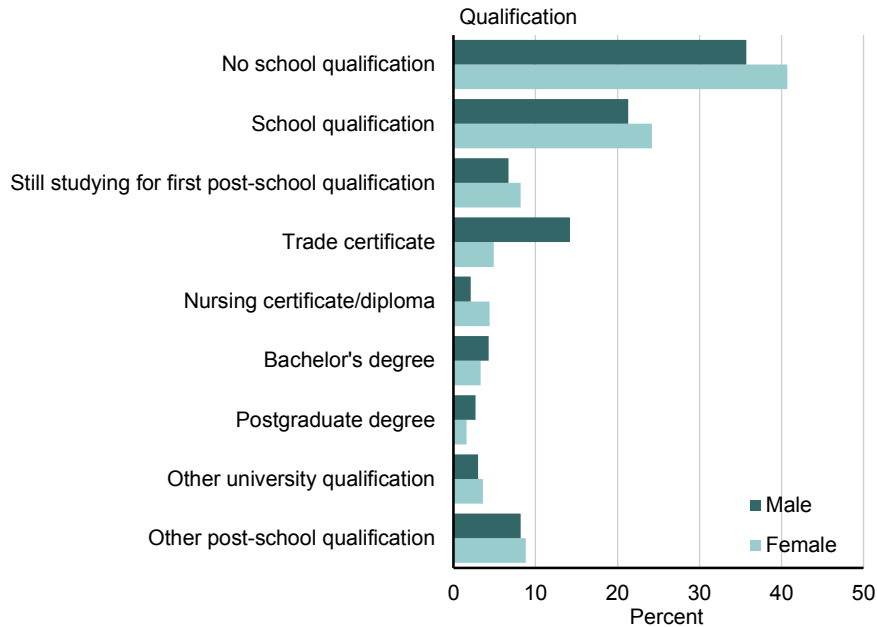
Figure 6.2 also shows that males were more likely than females to hold a trade certificate (15.9 percent compared with 5.2 percent for females), while females were more likely than males to hold a nursing certificate (4.4 percent and 2.1 percent, respectively).

In 2006, over one-third of males (39.7 percent) and over one-third of females (37.7 percent) had a school qualification as their highest qualification.

Figure 6.2

Highest qualifications gained by Tokelau residents⁽¹⁾

By sex
2011



1. For usually resident population present in Tokelau on census night, aged 15 years and over.

Source: 2011 Tokelau Census of Population and Dwellings

Nukunonu residents most likely to have a school qualification

Table 6.1 shows highest qualifications gained by Tokelau usual residents aged 15+ present in Tokelau on census night. Figures in this section do not include TPS employees based in Samoa, so proportions may be underestimated. Table 6.1 shows a difference in the levels of qualifications gained by people on Tokelau's atolls.

In 2011, residents living on Nukunonu (28.5 percent) were more likely to have gained a school qualification compared with those on Atafu (26.7 percent) and Fakaofu (15.6 percent). Residents living on Fakaofu were more likely (48.0 percent) to have no school qualification compared with Atafu (33.8 percent) and Nukunonu (30.0 percent).

In Tokelau, 31.4 percent of residents aged 15+ had gained a post-school qualification (eg from university, or a technical/trade institution). Figures for each atoll are similar to the national figure. Nukunonu residents were more likely to have gained a post-school qualification (34.3 percent) compared with Fakaofu (30.2 percent) and Atafu (30.0 percent) residents.

In 2011, Fakaofu had the highest proportion (12.7 percent) of residents with postgraduate qualifications compared with Nukunonu (9.7 percent) and Atafu (9.0 percent).

In 2006, Fakaofu residents were most likely to have a school qualification (42.7 percent) compared with Nukunonu (38.2 percent) and Atafu (35.2 percent). Nukunonu residents (35.1 percent) were more likely to have gained a post-school qualification than residents on Fakaofu (20.6 percent) and Atafu (16.5 percent).

Table 6.1**Highest qualifications gained by Tokelau residents aged 15+ years**

By atoll of usual residence

For usually resident population present in Tokelau on census night, 2011

Highest qualification	Atoll of usual residence						Total people	
	Atafu		Fakaofu		Nukunonu			
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
No school qualification	71	33.8	132	48.0	62	30.0	265	38.3
School qualification ⁽¹⁾	56	26.7	43	15.6	59	28.5	158	22.8
Still studying for first post-school qualification	20	9.5	17	6.2	15	7.2	52	7.5
Trade certificate	15	7.1	28	10.2	28	13.5	71	10.3
Nursing certificate/diploma	8	3.8	6	2.2	9	4.3	23	3.3
Bachelor's degree	11	5.2	9	3.3	6	2.9	26	3.8
Postgraduate degree	4	1.9	5	1.8	6	2.9	15	2.2
Other university qualification	10	4.8	5	1.8	8	3.9	23	3.3
Other post-school qualification	15	7.1	30	10.9	14	6.8	59	8.5
Total people stated	210	100	275	100	207	100	692	100
Not stated	37	...	22	...	4	...	63	...
Total people	247	...	297	...	211	...	755	...

1. School qualifications are those gained at either primary or secondary school (eg primary school to Form 2 certificate, leaving certificate, school certificate, and university entrance).

Symbol: ... not applicable

Source: 2011 Tokelau Census of Population and Dwellings

People with a qualification are more likely to work for pay

Figure 6.3 shows the proportions of people who were, and were not, in paid work in the week before the 2011 Tokelau Census, at each qualification level.

Note: figure 6.3 does not include data for TPS employees based in Samoa.

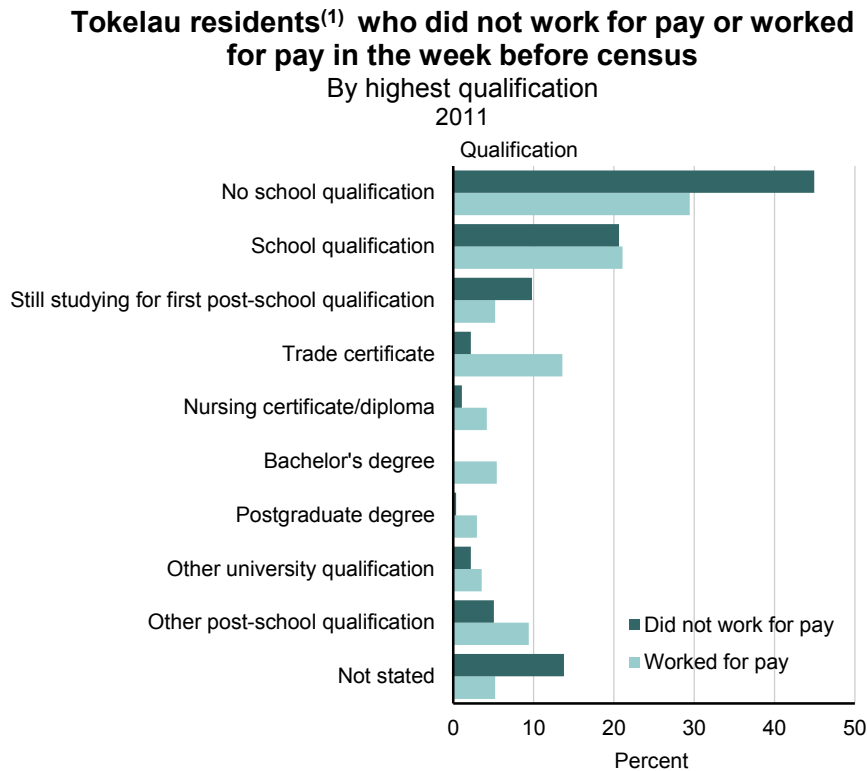
Figure 6.3 shows the proportion of non-response is relatively high compared with proportions for the qualifications listed. Of those who worked for pay in the week before the census, 13.8 percent did not state any qualification they had. Again, this may be due to the difficulty of respondents answering on behalf of other household members.

The most noticeable feature of the graph is the difference in the proportions for people with no qualifications. Almost half the people who did not work in paid employment (44.9 percent) had no school qualification, while 29.4 percent of those who did work for pay had no school qualification.

Related to this, people who worked for pay in the week before the 2011 Tokelau Census were more likely to hold each of the qualifications in figure 6.3 than people not in paid work.

In 2006, over half (54.9 percent) the people who did not work for pay in the week before the 2006 Tokelau Census had no school qualification. Of those who did work for pay that week, 24.5 percent had no school qualification.

Figure 6.3



1. For usually resident population present in Tokelau on census night, aged 15 years and over.

Source: 2011 Tokelau Census of Population and Dwellings

Occupation of Tokelau residents relates to their educational qualification level

Table 6.2 displays occupations for Tokelau's population by the highest qualification they gained.

As expected, people in the less technical/skilled jobs were less likely to have any qualifications than those in more highly-skilled employment – 68.1 percent of those with no qualifications worked in the 'labourers, agriculture, and fisheries workers' occupation group.

In contrast, most people with a postgraduate degree worked in the professionals (60.0 percent) or 'legislators, administrators and managers' (33.3 percent) occupation groups.

Table 6.2**Occupation of Tokelau employed⁽¹⁾ residents aged 15+ years**

By highest qualification

For usually resident population present in Tokelau and Samoa on census night, 2011

Highest qualification	Occupation group count						Total
	Legislators, administrators, and managers	Professionals	Technicians and trade workers	Clerical and administrative workers	Labourers, agriculture and fisheries workers	Not stated	
No qualification	1	11	22	10	96	1	141
School qualification ⁽²⁾	1	19	18	12	50	1	101
Still studying for first post-school qualification	5	9	1	4	7	2	28
Trade certificate	4	11	24	5	21	0	65
Nursing certificate/diploma	1	14	1	1	3	0	20
Bachelor's degree	6	18	3	2	1	0	30
Postgraduate degree	5	9	0	1	0	0	15
Other university qualification	4	6	5	1	2	0	18
Other post-school qualification	3	16	3	6	17	1	46
Not stated	0	2	4	2	17	0	25
Total	30	115	81	44	214	5	489

1. Employed refers to those who worked for pay in the week before the census.

2. School qualifications are those gained at either primary or secondary school (eg primary school to Form 2 certificate, leaving certificate, school certificate, and university entrance).

Source: 2011 Tokelau Census of Population and Dwellings

Half of Tokelau's residents hold a school qualification

In 2011, around half (53.3 percent) of Tokelau's usual residents had gained a school qualification. However, this figure is largely affected by the age distribution, with younger residents having higher school qualification rates.

Of those who said they had a school qualification, the majority (71.2 percent) had gained a school certificate or higher. This proportion has increased since 2006, when 58.4 percent of people with a school qualification had a school certificate or higher.

In 2011, 10.8 percent of the Tokelau adult population had reached Form 2 at primary school and gained a leaving certificate as their highest school qualification. This is similar to the proportion at the 2006 Tokelau Census (10.9 percent).

Note: 10.6 percent of Tokelau residents aged 15+ were still at school at the time of the 2011 Tokelau Census so were excluded from the figures above. Also, many young people were absent from Tokelau for their education. In fact, schooling or education was the most-common reason for absence from Tokelau on census night.

Reading and writing skills

Literacy rates are an important indicator of Tokelau's educational development.

In 2011, respondents were asked about the languages they spoke (covered in chapter 5, Social and cultural profile), and for the first time they were also asked a series of questions about their reading and writing skills – as an indicator of adult literacy in Tokelau.

Respondents were asked about their ability to read and write in Tokelauan and in English.

Older people less able to read well in English

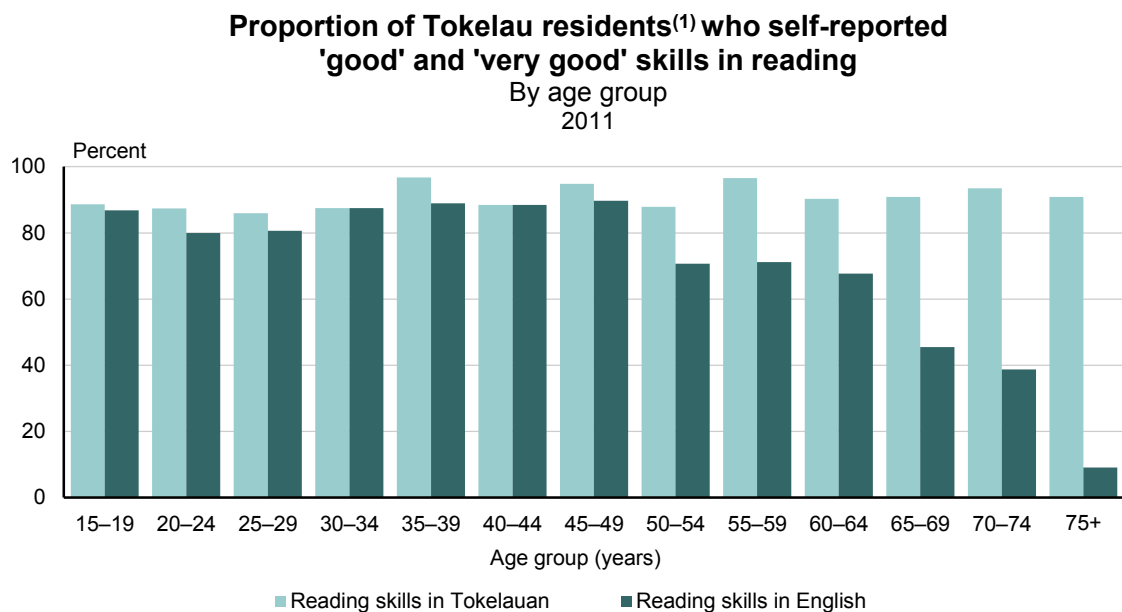
Figure 6.4 shows the proportion of Tokelau residents who reported having 'good' and 'very good' reading skills in Tokelauan and English.

Figure 6.4 shows that older people were less likely to have good or very good reading skills in English. The figure shows a notable decrease in English reading skills from age 50 years. While 75.5 percent of Tokelau residents aged 15+ reported having good or very good reading skills in English, only 9.1 percent of people aged 75+ had good or very good reading skills in English. In contrast, reading skills in Tokelauan were high (between 80 and 90 percent) across all age groups.

Males and females were almost equally as likely to have very good reading skills in English (44.5 percent for males and 47.9 percent for females). However, more females (5.7 percent) than males (2.5 percent) could not read in English.

In 2011, 90.4 percent of Tokelau residents aged 15+ reported their reading skills in Tokelauan were good or very good. Less than 1 percent of residents could not read in Tokelauan.

Figure 6.4



1. For usually resident population present in Tokelau on census night, aged 15 years and over.

Source: 2011 Tokelau Census of Population and Dwellings

More females than males cannot write in English

In 2011, over two-thirds (72.3 percent) of Tokelau residents aged 15+ reported their English writing skills as being either good or very good. Females were more likely than males to have good or very good English writing skills (74.2 for females compared with

70.2 percent for males). However, the proportion of females (7.0 percent) who could not write in English was notably higher than the proportion of males (2.8 percent).

Nearly 90 percent reported their Tokelauan writing skills were either good or very good.

Five percent of Tokelau's adult population could not write in English. Just 1.4 percent of the population could not write in Tokelauan.

Older people were less skilled in English writing than other age groups. Over half (53.1 percent) the people aged 75+ could not write in English.

Middle-aged people were more likely to have good or very good writing skills in English than people in other age groups. For people aged 30 to 49 years, 85.5 percent had good or very good English writing skills, compared with 80.6 percent of those under 30 years, and 51.6 percent of people aged 50+ years.

7 Paid and unpaid work

A census can be a good source of information on the workforce of a country. This chapter presents findings from the 2011 Tokelau Census about both paid and unpaid work.

People aged 15 years and over (15+) make up Tokelau's working-age population. In the census, these people were asked about the types of work they carried out (with or without pay) in the week before the census.

Information gained from the questions provides a picture of Tokelau's labour force.

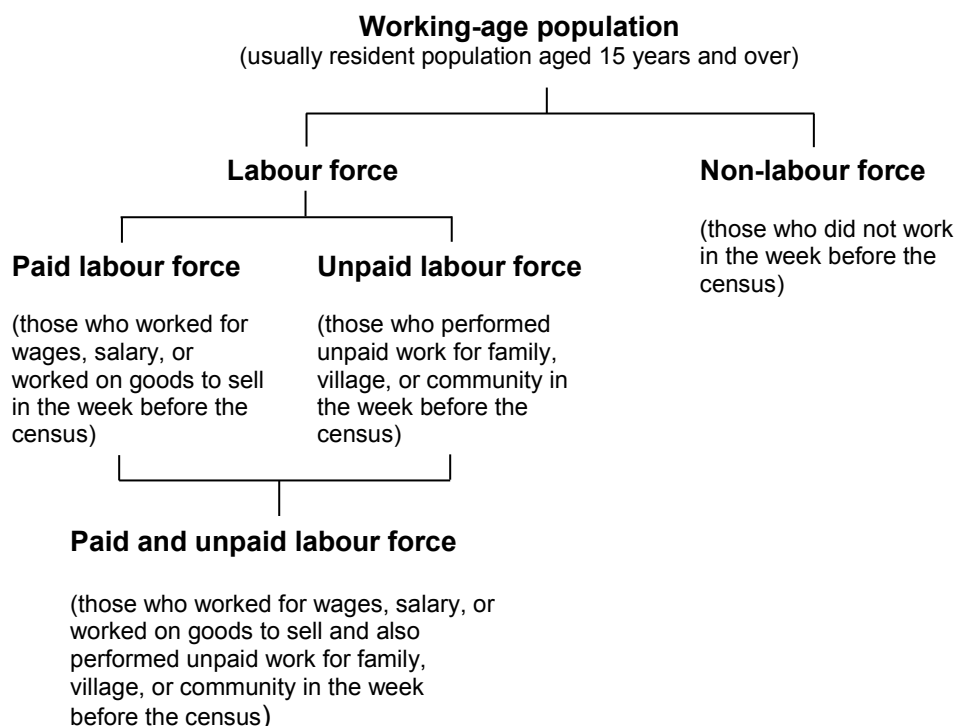
Tokelau labour force model

A number of variables are used when analysing a country's working-age population. Those used in Tokelau combine concepts from international standards alongside a specifically tailored model – together they help explain the work situation in Tokelau. The western concept of unemployment, for example, is difficult to apply in the Tokelau situation – therefore alternative measures are used.

Figure 7.1 displays a model developed to explain the labour force status of people in Tokelau. The model divides the working-age population into two major groups: those who are working (the labour force), and those who are not (the non-labour force).

Figure 7.1

Labour force status model for Tokelau



Labour force status

Table 7.1 shows the labour force status of people in Tokelau – with a breakdown for each atoll and based on the model in figure 7.1. It shows the number and percentage of people aged 15+ who did work for pay, who did unpaid work, who did both paid and unpaid work, and those who did not work in the week before the census.

In 2011, labour force status counted respondents in each group they reported (see table 7.1).

Majority of Tokelau's working-age population contributes to paid and/or unpaid labour force

As table 7.1 shows, 86.1 percent of Tokelau's residents (638 people) aged 15+ were in the unpaid labour force. Well over half (64.6 percent) the residents (479 people) were in the paid labour force, and 58.0 percent (430 people) were in the paid and unpaid labour force.

Nukunonu had the highest proportion of people (75.8 percent) in the paid labour force. Fakaofu had 62.7 percent and Atafu had 57.1 percent.

Nukunonu also had the lowest proportion of people in the non-labour force group – 3.3 percent, compared with 6.2 percent for Fakaofu and 12.2 percent for Atafu.

In the whole of Tokelau, 7.3 percent of residents aged 15+ were in the non-labour force group. This group is made up of people who did not work in the week before the census (with or without pay).

Table 7.1

Labour force status⁽¹⁾ of Tokelau residents aged 15+ years

By atoll of usual residence

For usually resident population in Tokelau on census night, 2011

Labour force status	Atoll of usual residence						Total respondents	
	Atafu		Fakaofu		Nukunonu		Count	Percent
	Count	Percent	Count	Percent	Count	Percent		
Unpaid labour force only	182	76.5	256	87.7	200	94.8	638	86.1
Paid labour force only	136	57.1	183	62.7	160	75.8	479	64.6
Paid and unpaid labour force	109	45.8	165	56.5	156	73.9	430	58.0
Non-labour force	29	12.2	18	6.2	7	3.3	54	7.3
Not stated	9	3.6	5	1.7	0	0.0	14	1.9

1. In 2011, labour force status counted respondents in each group they reported. Therefore percentages will not sum to 100 percent.

Source: 2011 Tokelau Census of Population and Dwellings

Labour force status varies with age and sex

In 2011, those in the youngest working age group (15–19 years) had the lowest proportion of people in the paid labour force (23.6 percent) and in the combined paid and unpaid labour force (20.8 percent). However, they were as likely as people in other age groups to be in the unpaid labour force (82.1 percent).

People aged 40 to 49 years had the highest proportion of people across all three labour force groups. The majority of people aged 40 to 49 years (93.6 percent) were in the paid labour force; 89.1 percent were in the unpaid labour force. Over 80 percent (82.5 percent) were in the combined paid and unpaid labour force. This age group had no one in the non-labour force.

People aged 70 years and over (70+) had the highest proportion of people in the non-labour force (23.4 percent), followed by those under 20 years (15.1 percent).

Males and females contributed in different ways to providing for the household. Therefore, labour force status varied by sex. Males had a higher proportion of people in the paid labour force (77.4 percent) than females (50.8 percent). There was also a higher proportion of males (69.7 percent) than females (45.4 percent) doing both paid and unpaid work. Males and females had similar proportions within the unpaid labour force (84.3 percent for females and 85.1 percent for males).

The non-labour force had a higher proportion of females (10.1 percent) than males (4.1 percent).

Older people, those under 20, and females are all less likely to work for pay

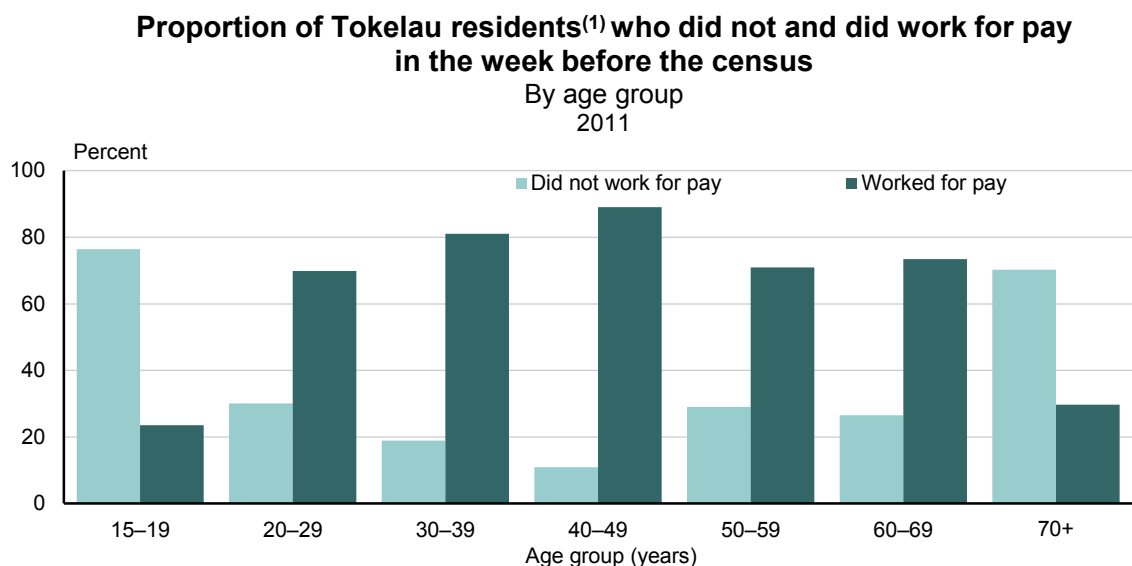
Figure 7.2 shows the proportions of working-age people who were, and were not in paid work in the week before the 2011 Tokelau Census. It clearly shows that the older age groups (70+) and the youngest (15–19 years) were less likely to work for pay. In Tokelau, 76.4 percent of 15 to 19-year-olds and 70.3 percent of people aged 70+ did not work for pay in the week before the census.

People in the older age groups (70+) were also least likely to have done unpaid work in the week before the census. One-quarter (25.0 percent) of people aged 70+ reported they did not do unpaid work in this week.

Males were more likely than females to be in paid work in the week before the census. Almost 60 percent (58.9 percent) of Tokelau's employed population was male. In contrast, over 70 percent (72.8 percent) of those who did not do paid work in the week before the census were female.

Less than 2 percent (1.6 percent) of people who did not do paid work in the week before the census had sought paid work. Most of this group (78.8 percent) also indicated they would not have been able to start work in that week if they had been offered work.

Figure 7.2



1. For the usually resident population present in Tokelau on census night, aged 15 years and over.

Source: 2011 Tokelau Census of Population and Dwellings

Occupation

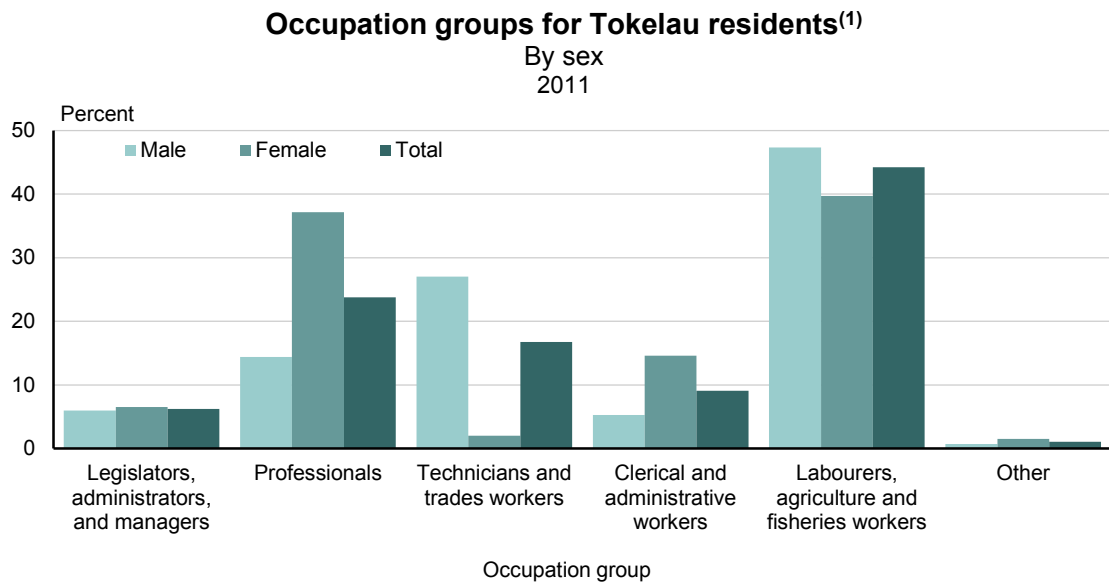
The following section looks at the occupations of people in Tokelau’s paid labour force, as measured on census night. The 2011 Tokelau Census also collected occupation information for those working for the TPS in Apia, Samoa. Where figures include TPS employees in Apia, this is stated.

We developed an occupational classification for the Tokelau situation, to include the types of occupations carried out in Tokelau. This was based on an international model. A copy of the detailed occupation classification is in chapter 9 – Census process.

Females more likely to be professionals; males more likely to be technicians and trade workers

Figure 7.3 displays the proportions of people in each occupational group in 2011, broken down by sex. It includes TPS employees working in Samoa. Two occupational groups have particularly notable sex differences.

Figure 7.3



1. For the employed usually resident population present in Tokelau and Samoa on census night, aged 15 years and over. 'Employed' means they were in paid employment.

Source: 2011 Tokelau Census of Population and Dwellings

Despite the difference in the numbers of males and females in paid employment, females were much more likely to be in the professional group than males. In 2011, 37.2 percent of females in the paid workforce were in this group, compared with 14.4 percent of males. In contrast, males were more likely than females to be technicians and trade workers (27.0 percent of males, and 2.0 percent of females).

Figure 7.3 also shows that females were more likely than males to work in the clerical and administrative-type roles, while males were more likely to work as labourers, and agriculture and fisheries workers (47.4 percent of males, and 39.7 percent of females).

'Professionals' includes people working as:

- doctors, dentists, nurses, or nursing professionals
- teachers or teaching professionals
- communication, medical, finance, health, or police officers.

'Technicians and trade workers' includes people working as:

- mechanics, plumbers, or builders
- cooks/bakers, electricians, or power workers.

'Labourers, agriculture and fisheries workers' includes people working as:

- foremen
- general village workers
- machine operators/generator operators
- fishermen.

The three most-common occupations for females in paid employment in Tokelau were:

- general village worker (32.0 percent)
- teacher or teaching professional (19.6 percent)
- nurse or nursing professionals (9.3 percent).

The three most-common occupations for males in paid employment in Tokelau were:

- general village worker (39.6 percent)
- builder (15.7 percent)
- teacher or teaching professional (5.7 percent).

Occupation varies by age

In 2011, the majority of employed 15 to 19-year-olds (84.0 percent) worked as labourers, and agriculture and fisheries workers. This was also the case for people in the older age groups. The majority 78.9 percent of employed people aged 70+, and half of those aged 50 to 59 years (54.9 percent) and 60 to 69 years (59.6 percent) worked as labourers, and agriculture and fisheries workers.

Employed people aged 20 to 39 years were more likely to work as professionals, or technicians and trade workers, than older people and those under 20 years. The highest proportion of people aged 30 to 39 years worked as professionals (39.3 percent), while the highest proportion of people aged 20 to 29 years worked as technicians and trade workers (28.1 percent).

Most-common occupation group is 'labourers, agriculture and fisheries workers'

In 2011, 44.2 percent of Tokelau's employed usual residents worked as labourers, and agriculture and fisheries workers, up from 39.8 percent in 2006.

In contrast, there was a decrease in the proportion of employed residents working as professionals – down from 32.2 percent in 2006 to 23.8 percent in 2011. This decrease was driven primarily by a smaller proportion of Samoa-based TPS workers being in this category at the time of the 2011 Tokelau Census.

Most people work as 'labourers, agriculture and fisheries workers' – on all three atolls

In 2011, the proportions of people employed across different occupation groups were similar throughout Tokelau. The majority of people in paid employment worked as labourers, and agriculture and fisheries workers – on all three atolls.

In Samoa, the majority of TPS workers (60.0 percent) were in the legislators, administrators, and managers category. In 2006, most of the Samoa-based TPS workers were in the professionals category (69.2 percent).

Atafu (30.3 percent) and Fakaofu (25.8 percent) had higher proportions of people in the professionals group than did Nukunonu (16.3 percent).

Employment status

The following section looks at how people who worked for pay in the week before the census described the main job they worked at.

Over 80 percent of paid workers were village TPS employees

In 2011, most people in paid employment in Tokelau were either national TPS employees (9.4 percent), or village TPS employees (84.8 percent) (see table 7.2).

Very few people described themselves as self-employed in their main job.

Less than 5 percent (4.0 percent) of people described themselves as employees; or as working for wages or salary from a private person or business in Tokelau, or an overseas institution. Atafu had the highest proportion (9.6 percent) of employed people in this last group – compared with 2.7 percent on Fakaofu and 0.6 percent on Nukunonu.

Table 7.2

Employment status for Tokelau residents aged 15+ years

For the employed⁽¹⁾ usually resident population present in Tokelau on census night, 2011

Employment status	Atoll of usual residence						Total	
	Atafu		Fakaofu		Nukunonu			
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
National TPS ⁽²⁾ employee	16	11.8	21	11.5	8	5.0	45	9.4
Village TPS employee	105	77.2	151	82.5	150	93.8	406	84.8
Self-employed	2	1.5	0	0.0	0	0.0	2	0.4
Employee ⁽³⁾	13	9.6	5	2.7	1	0.6	19	4.0
Other status in employment	0	0.0	6	3.3	1	0.6	7	1.5
Total	136	100	183	100	160	100	479	100

1. Employed means people who were in paid work in the week before the census.

2. Tokelau Public Service.

3. Employee refers to people who work for wages or salary from a private person or business, in Tokelau or an overseas institution.

Source: 2011 Tokelau Census of Population and Dwellings

Proportions of TPS employees on each atoll varies

As shown in table 7.2, the proportions of people in each employment status group differed slightly across the three atolls. Nukunonu had a higher proportion of village TPS employees than the whole of Tokelau, or Fakaofu and Atafu. There was a higher proportion of national TPS employees on Atafu and Fakaofu than on Nukunonu.

The proportions who were village and national TPS workers were:

- 93.8 percent and 5.0 percent, respectively, on Nukunonu
- 82.5 percent and 11.5 percent, respectively, on Fakaofu

- 77.2 percent and 11.8 percent, respectively, on Atafu.

Age defines most TPS employees

National TPS employees based in Samoa were more likely to be middle-aged, with 90.0 percent aged 30 to 44 years. National TPS employees based in Tokelau were more likely to be aged 25 to 59 years, with 84.1 percent being in this age range.

Over one-third (38.2 percent) of village TPS employees were aged 30 to 49 years and nearly one-third (30.5 percent) were under 30 years.

People in the employee group (those who work for wages or salary from a private person or business in Tokelau, or an overseas institution) were more likely to be under 30 years (47.4 percent) or between 40 and 54 years (42.1 percent).

Unpaid activities

Unpaid work contributes a great deal to the daily running of Tokelauan society. The vast majority of usual residents (84.5 percent) aged 15+ were involved in some form of unpaid work in the week before the 2011 Tokelau Census. This is down slightly from 87.2 percent at the time of the 2006 Tokelau Census.

Slight decrease in contribution to unpaid work since 2006

While males were more likely than females to be in the paid labour force, in 2011 they were also slightly more likely than females to be in the unpaid labour force (85.1 percent for males and 84.3 percent for females).

This reflects a slight decline since the 2006 Tokelau Census when 87.8 percent of males and 86.6 percent of females carried out unpaid work in the week before census.

People aged 70+ less likely to do unpaid work

In Tokelau, people in their forties were the age group most likely (93.6 percent) to do unpaid work in the week before census. Those in the older age groups were less likely to be doing unpaid work. People aged 70+ had the lowest proportion of people doing unpaid work in the week before the census (75.0 percent).

Of those who did do some form of unpaid work in the week before the census, the most-common types of unpaid work done were: housework (94.5 percent), caring for children from own household (65.0 percent), and helping family or other relatives (64.1 percent).

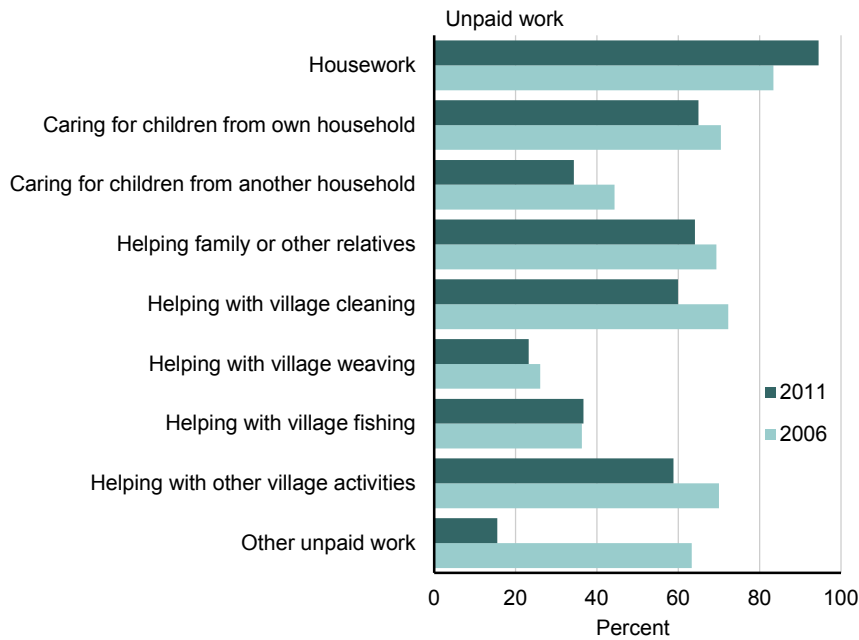
Comparing 2006 and 2011 shows differences in types of unpaid work done

Figure 7.4 shows comparisons in the types of unpaid work done by Tokelau adults in the week before both the 2006 and 2011 Tokelau Censuses. It shows some differences in the types of unpaid work done between the two censuses.

The biggest decreases in types of unpaid work done by Tokelau residents were in: other paid work (down to 15.5 percent in 2011 from 63.3 percent in 2006), helping with village cleaning (down to 59.9 percent in 2011 from 72.3 percent in 2006), and helping with other village activities (down to 58.8 percent in 2011 from 70.0 percent in 2006).

Figure 7.4

**Types of unpaid work done by Tokelau residents⁽¹⁾
2006 and 2011**



1. For the usually resident population present in Tokelau on census night, aged 15 years and over, who carried out unpaid work in the week before census.

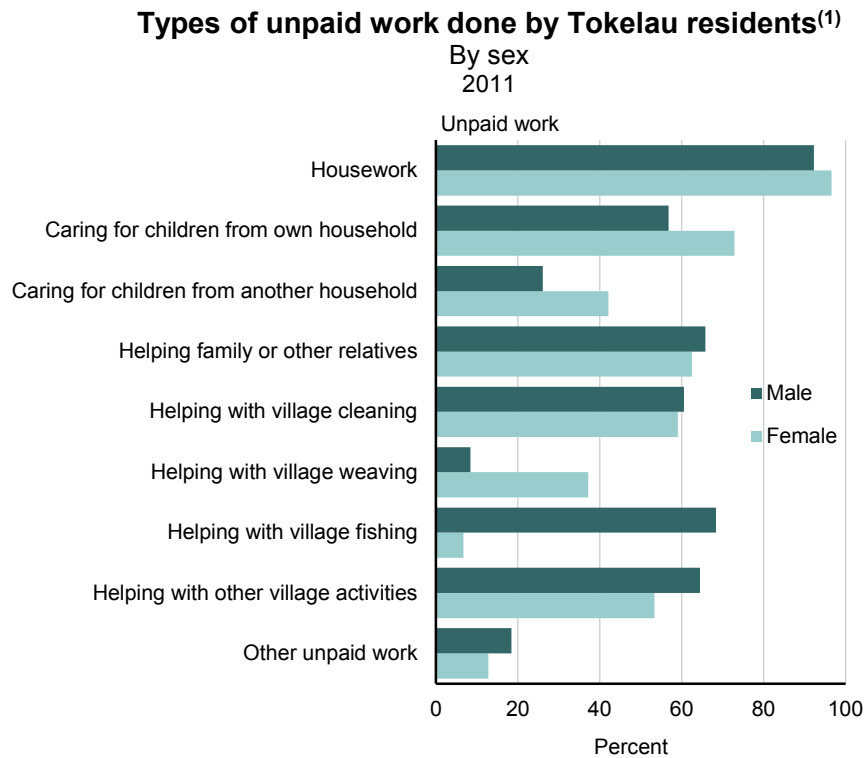
Source: 2006 and 2011 Tokelau Census of Population and Dwellings

Types of unpaid work done show sex and age differences

Figure 7.5 shows the types of unpaid work done by Tokelau adults in the week before the 2011 Tokelau Census. It shows some differences in the work done by females and males.

Traditional roles were evident in the data – for example, males were much more likely than females to help with village fishing (68.4 percent compared with 6.7 percent for females). In contrast, females were more likely to contribute to village weaving (37.2 percent compared with 8.4 percent for males). Females were also more likely to care for children from their own households (72.9 percent) or other households (42.1 percent) compared with 56.8 percent and 26.1 percent, respectively, for males.

Figure 7.5



1. For the usually resident population present in Tokelau on census night, aged 15 years and over, who carried out unpaid work in the week before census.

Source: 2011 Tokelau Census of Population and Dwellings

The type of unpaid work done also varied between age groups. A high proportion of people in their thirties cared for children from their own household (75.8 percent). People aged 70+ had the highest proportion who cared for children from other households (41.7 percent).

Older people aged 70+ had the highest proportion of people who helped with village weaving (47.9 percent) while those under 20 years had the lowest proportion of people who helped with village weaving (6.9 percent).

People in their twenties had the highest proportion of people helping family and other relatives (71.2 percent), while most of those helping with village cleaning were in their forties (69.9 percent). Usual residents aged 50 to 59 years had the highest proportion of people who helped with village fishing (44.8 percent) and helped with other village activities (68.6 percent).



8 Dwellings and households

This chapter focuses on private occupied dwellings – the vast majority of dwellings in Tokelau – and the households that occupy them.

Information in this chapter can be used to inform policies on housing standards and regulations. Data on the items that households own, sources of lighting, and water usage helps those planning Tokelau's future resource requirements.

Dwelling and household information can also inform policymakers on the general make-up and well-being of households, and provide a benchmark to compare Tokelau with other Pacific nations.

Information collected

Information about dwellings and households

The 2011 Tokelau Census of Population and Dwellings collected information on:

- type of main dwelling
- main dwelling facilities
- age of the main dwelling
- items owned by the household
- the household's collective income
- access to the Internet and Sky television.

Information is only for household's main dwelling

Tokelau has a complex household structure, where extended families often live in sub-dwellings surrounding a main dwelling. This makes it challenging to collect and analyse definitive statistics for Tokelau's dwellings.

The 2011 Tokelau Census only collected information on the main dwelling. This was to ensure accuracy and comparability with international standards.

The census defines the main dwelling as the dwelling that usually, but not always, contains the household's cooking, washing, or living facilities, and is the building in which most household activity takes place.

In 2011, the census collected information on private and non-private occupied main dwellings. Occupied dwellings are those that are currently in use, and usually have someone living or sleeping in them. A private dwelling is one where an individual or family lives, and which is not available for public use. A non-private dwelling is one where occupants are generally not related, and in which people stay temporarily; for example, a hospital, boat, or guest house.

The census did not collect information on unoccupied dwellings.

Types of houses in Tokelau

There are three types of main dwelling in Tokelau – the traditional Tokelauan fale, the European-style house, and a mixed style incorporating elements of both. However, most main dwellings have several smaller fale surrounding them.

A housing scheme funded by the New Zealand Government began in the early 1980s. The scheme allows households in Tokelau to apply to their taupulega (local government) for funding to improve their own housing. The scheme still runs today, and two or three houses a year are approved for funding. This programme has resulted in a consistent type of housing in Tokelau. There is very little change between censuses.

Number of rooms is a conceptual issue

Households were asked to provide information on the number of rooms in the main dwelling. This was a conceptual issue for Tokelau – most private dwellings have only one or two rooms, and all or most household activities take place in them. One open-plan room, with multiple uses, therefore needed to be counted multiple times. For example, if a room was used as a living room and a bedroom, households were instructed to count it as two rooms.

This counting method was to ensure both a usable definition of a room for Tokelau, and to create a measure that could be compared with other countries.

Nearly all main dwellings are European style

In 2011, the majority of households in Tokelau lived in a European-style house (94.7 percent). This was a very slight increase compared with 2006 (91.2 percent). Although few dwellings are constructed each year, new houses tend to be of European style. Therefore we expect the proportion of European-style housing will continue to increase.

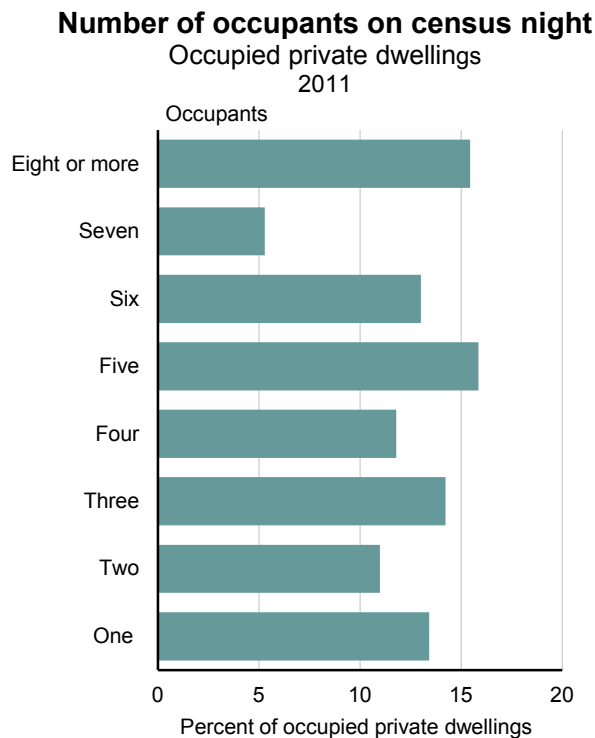
In 2011, 4.9 percent of main dwellings were traditional Tokelauan fale. This was almost the same as in 2006, when 4.4 percent of the main dwellings were fale.

The mixed style of dwelling has almost disappeared. The 2006 and 2011 Tokelau Censuses allowed households to indicate 'another' (eg mixed) style of dwelling. In 2006 this category had accounted for 4.4 percent of dwellings; in 2011 it was just 0.4 percent.

Of the European-style dwellings, 13.8 percent had two rooms, 45.3 percent had three rooms, 19.0 percent had four rooms, and 12.9 percent had five or more rooms. This was a larger variation than for households whose main dwelling was a traditional fale. Of the traditional fale, 33.3 percent had two rooms, and 58.3 percent had three.

The number of rooms and the number of people in a dwelling can have a large effect on household and community well-being and health. As figure 8.1 shows, on census night the number of occupants in a private occupied dwelling was relatively evenly spread (10–15 percent per category). 'Dwellings with seven occupants' was the only exception (5 percent).

Figure 8.1



Source: 2011 Tokelau Census of Population and Dwellings

Most houses built between 1980 and 1999

More than half of all main dwellings in Tokelau were built between 1980 and 1999 (58.2 percent). More than one-third (36.5 percent) were built between 1980 and 1990, the decade that Tokelau's housing scheme began. Almost 20 percent of Tokelau's main dwellings have been built since 2000.

Majority of dwellings have concrete floors

In 2011, the majority of dwellings in Tokelau had concrete flooring (87.4 percent) and concrete outer walls (65.4 percent). A further 33.7 percent of dwellings had timber outer walls. These figures have not changed significantly since the 2006 Tokelau Census.

Water and power

Drought affects use of private water tanks

In 2011, 67.1 percent of households sourced drinking water from a private, household water tank. This is well below the 83.4 percent who used this source in 2006. The difference is most likely due to Tokelau being in the middle of a national water emergency during the 2011 Tokelau Census – caused by a prolonged drought.

In 2011, 'other' was the next most-frequent source of drinking water (19.1 percent). 'Other' generally referred to the village water tanks that many households used during the drought. Combining the 19.1 percent who used other water sources with the 67.1 percent for private water tanks gives 86.2 percent. This is close to the 2006 percentage for private tanks, and probably reflects the usual number of households that use private tanks when there is no drought.

Atafu and Nukunonu had reasonably high proportions of dwellings using water tanks that were shared with one or more other dwellings. On Nukunonu, 28.6 percent of dwellings shared their water tanks; on Atafu it was 11.9 percent. On Fakaofu, only 2.4 percent of dwellings shared water tanks.

Access to reliable, clean water sources is an important component of the United Nations' 2015 Millennium Development Goals² and a primary component in community health and well-being. See 2011 Tokelau Census of Population and Dwellings – tables³ for more information on access to drinking water. This data should be used as a benchmark for further information gathering, policy development, and reporting.

Most private shower facilities are outside

In Tokelau, 51.2 percent of dwellings used a private outside shower for personal washing; 35.4 percent used a private inside shower. Nukunonu had the largest proportion of households sharing shower facilities – 26.8 percent – compared with 11.8 percent nationally.

Power sources differ for cooking and lighting

All households in Tokelau used a community generator to power their lighting.

An increasing proportion of households used a gas stove as their main means of cooking – 57.6 percent in 2011 compared with 34.6 percent in 2006. Fewer households used kerosene stoves for cooking in 2011; for 38.0 percent of households it was their main method in 2011, compared with 56.6 percent in 2006. Only 2.6 percent of households used a Tokelauan umu (Tokelauan oven) as their main means of cooking.

Many households still have an umu, but the census did not ask about secondary means of cooking.

Rubbish disposal

Most household rubbish collected by village workers

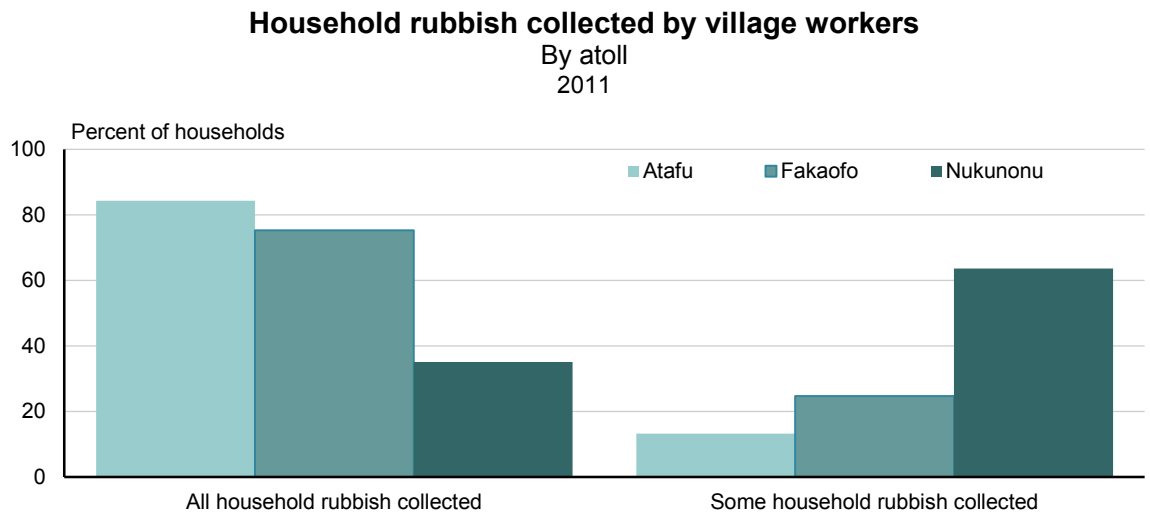
In 2011, Atafu had the highest proportion of households whose entire rubbish was collected by a village worker (84.3 percent). Fakaofu had 75.3 percent collected, and just 35.1 percent of households used this service on Nukunonu. Those households that did not have all their rubbish collected had some of it collected.

Nationally, 98.8 percent of Tokelau's households had some or all their rubbish collected, and only 1.2 percent had none collected.

² See www.un.org/millenniumgoals/bkgd.shtml.

³ See www.stats.govt.nz.

Figure 8.2

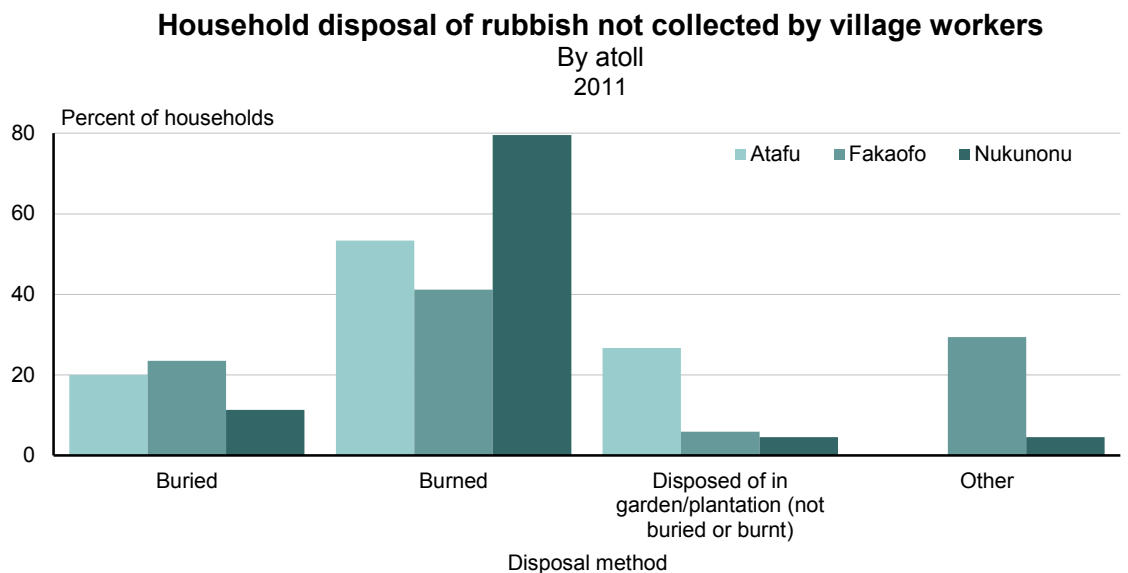


Source: 2011 Tokelau Census of Population and Dwellings

Many households also burn rubbish

Households that did not have all their rubbish collected by village workers most commonly disposed of their rubbish by burning it. Nationally, 65.8 percent of households disposing of some rubbish themselves burned their rubbish. Nukunonu households were most likely to burn their rubbish (79.5 percent).

Figure 8.3



Source: 2011 Tokelau Census of Population and Dwellings

Internet and television

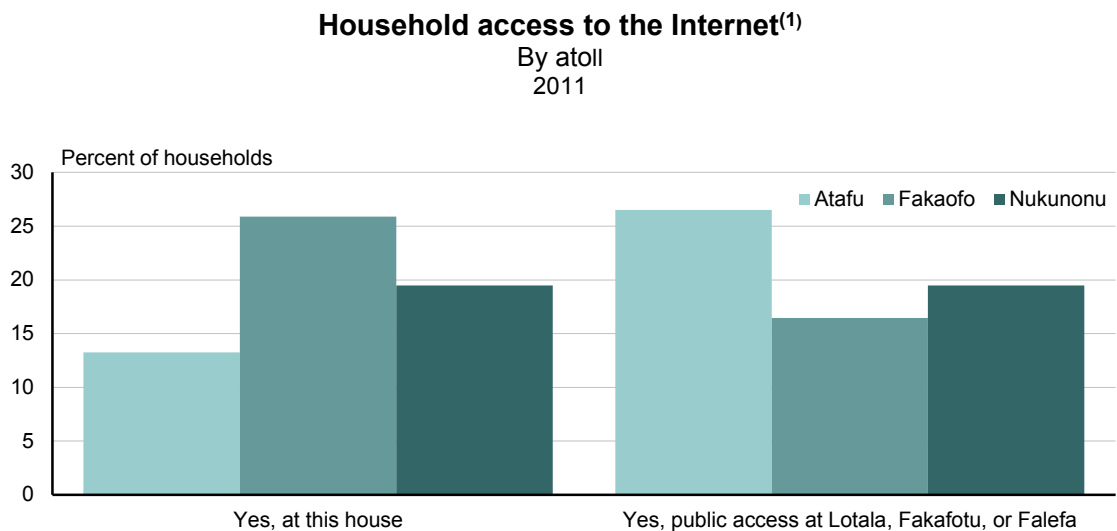
Measuring access to the Internet in Tokelau

Access to the Internet in Tokelau was measured for the first time in the 2011 Tokelau Census.

Measuring household use was not straightforward because it is common practice for households to use their neighbours' wireless Internet connection, but sign into the network using their own logon. This practice was not measured by the census.

Access was measured at the household level. The census asked households whether they accessed the Internet at their house, or in pre-designated public spaces that were specifically for personal use.

Figure 8.4



1. In Tokelau, households sometimes access the Internet through a neighbour's wireless router. This practice was not measured.

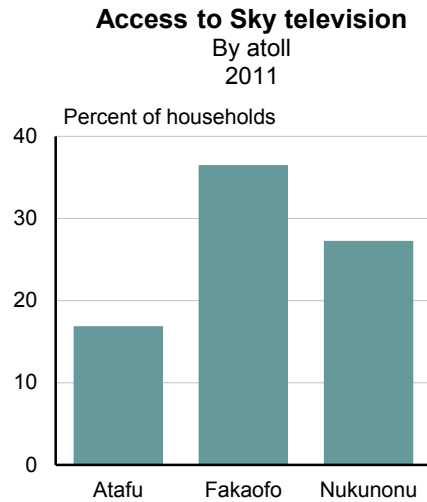
Source: 2011 Tokelau Census of Population and Dwellings

Fakaofu had the highest proportion of households that accessed the Internet, either at their house or at a public access point (42.4 percent). Atafu was next (39.8 percent), and Nukunonu was close behind (39.0 percent).

Households on Fakaofu were most likely to access the Internet at their house, with 25.9 percent doing so, and Atafu households were most likely to access the Internet at a public access point, with 26.5 percent doing so.

Access to Sky television

The 2011 Tokelau Census was also the first to ask about household access to Sky television. Households were asked if they had a current paid subscription to this service. Tokelau does not have a free-to-air television service.

Figure 8.5

Source: 2011 Tokelau Census of Population and Dwellings

Fakaofu had the highest proportion of households with access to Sky television (36.5 percent). Nukunonu was next (27.3 percent of households), and Atafu had the smallest proportion of households with Sky television access (16.9 percent).

Household goods

More households own washing machines, aluminium boats, and outboard motors

The 2011 Tokelau Census asked households whether they owned common items found in Tokelau. Households could either own the item themselves, or share ownership with other households. Which items are owned by households in Tokelau, and on different atolls, can give an indicative measure of wealth, well-being, economic equality, and standard of living.

The 2006 Tokelau Census had shown that ownership rates of various items increased markedly in the 20 years before that census. For example, in 1986, 6.3 percent of Tokelau households owned or shared a washing machine. By 2006, this proportion had increased to 63.4 percent.

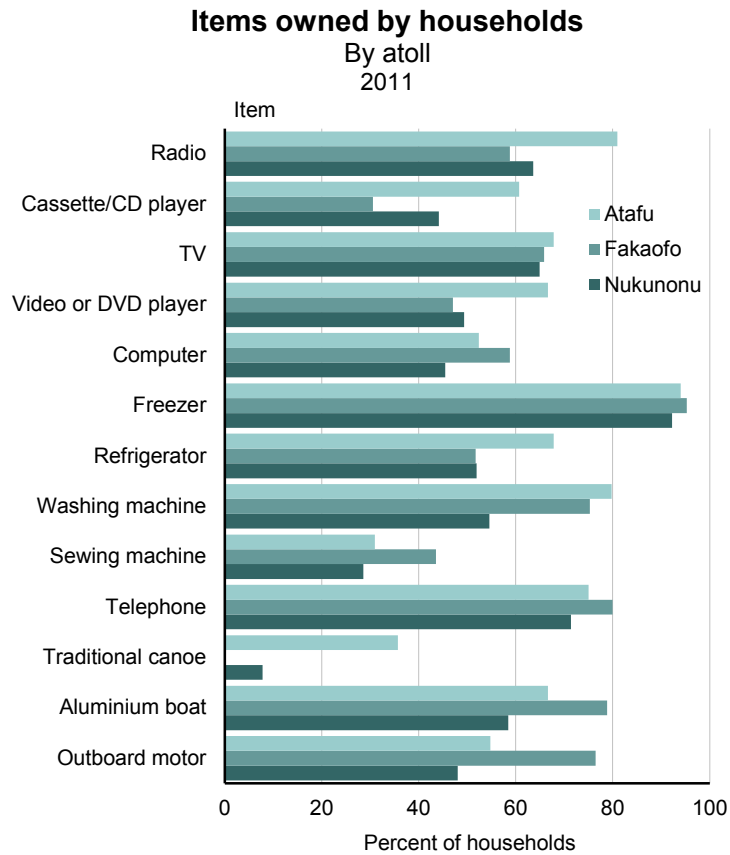
In 1991, 44.3 percent of households owned or shared ownership of an aluminium dinghy – by 2006 this proportion had reached 76.2 percent. Also in 1991, outboard motors were owned (or jointly owned) by half of all households (50.2 percent). In 2006, three-quarters of all households (75.3 percent) in Tokelau had access to an outboard motor.

Ownership of common items varies by atoll

Figure 8.6 shows the 2011 proportions of households on each atoll that owned or shared ownership of various items. The three atolls all had similar proportions of ownership of freezers (between 92.2 and 94.0 percent), and televisions (between 64.9 and 67.9 percent).

Other items had greater differences between the atolls.

Figure 8.6



Source: 2011 Tokelau Census of Population and Dwellings

Atafu had the highest proportions of household ownership of:

- radios (81.0 percent)
- cassette/CD players (60.7 percent)
- TVs (67.9 percent)
- video or DVD players (66.7 percent)
- refrigerators (67.9 percent)
- washing machines (79.8 percent)
- traditional canoes (35.7 percent).

Fakaofu had the highest proportion of household ownership of:

- computers (58.8 percent)
- freezers (95.3 percent)
- sewing machines (45.3 percent)
- telephones (80.0 percent)
- aluminium boats (78.8 percent)
- outboard motors (76.5 percent).

Households on Nukunonu did not have the highest proportion of ownership for any items. The atoll had the lowest proportion of household ownership for eight of the 13 items the census asked about.

Nukunonu had the lowest proportion of household ownership for:

- TVs (64.9 percent)
- computers (45.5 percent)
- freezers (92.2 percent)
- washing machines (54.5 percent)
- sewing machines (71.4 percent)
- aluminium boats (58.4 percent)
- outboard motors (48.1 percent).

Household income

Measuring household income

Income statistics are internationally recognised as important components in measuring standard of living and equality across the population.

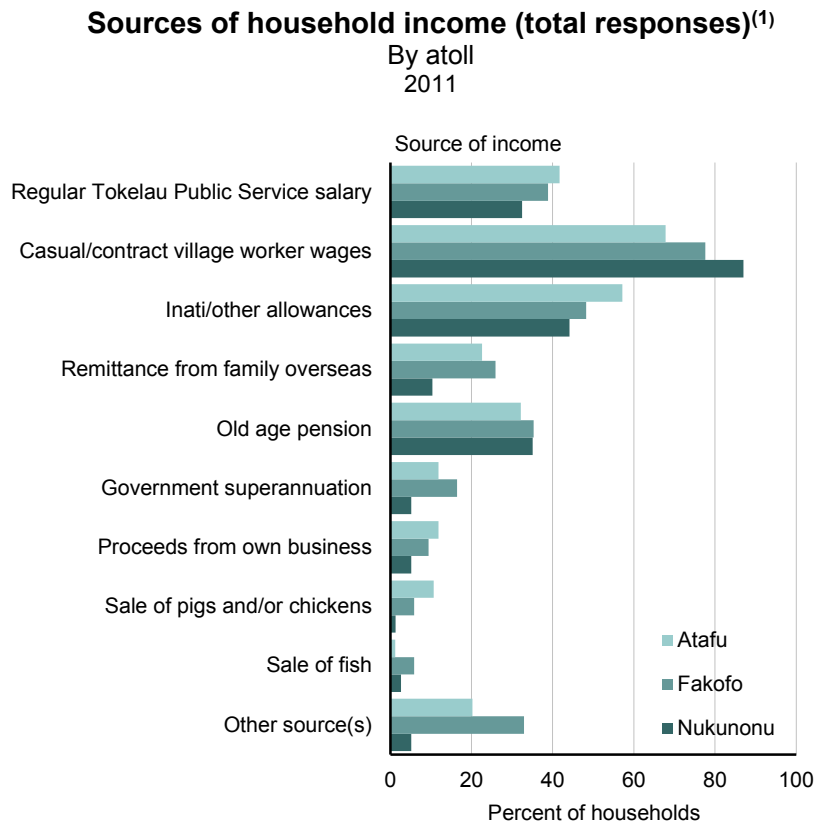
Household income was collected for the first time in the 2006 Tokelau Census, and collected again in the 2011 Tokelau Census. Cultural and real-world considerations meant that household, rather than personal, income was a more appropriate measure to reflect the communal lifestyle of Tokelau's people.

Village worker wages most-common primary source of income

The majority of households in Tokelau (77.2 percent) reported casual or contract village worker wages as a source of income. Nukunonu households had the highest proportion of households with this income source (87.3 percent) (see figure 8.7).

The high proportions are to be expected, as the most-common status in employment for each of the three atolls was village Tokelau Public Service (TPS) worker (84.8 percent).

Figure 8.7



1. Where a household has reported more than one source, the household is counted in each group.

Source: 2011 Tokelau Census of Population and Dwellings

The next most-common source of income was inati or other allowances – 57.0 percent of households received some income from this source in the year to census night. The inati system ensures that every household in Tokelau receives a share of the community's fish catch (or whatever other resource is being distributed). Inati is generally distributed to households on an atoll or village basis. Therefore, if one village distributes money one year, the other villages will not necessarily do the same.

Atafu had both the highest number and proportion of households receiving inati or other allowances in the year ending on census night (57.1 percent). Atafu also had the highest number and proportion of households receiving 'proceeds from own business' (11.9 percent).

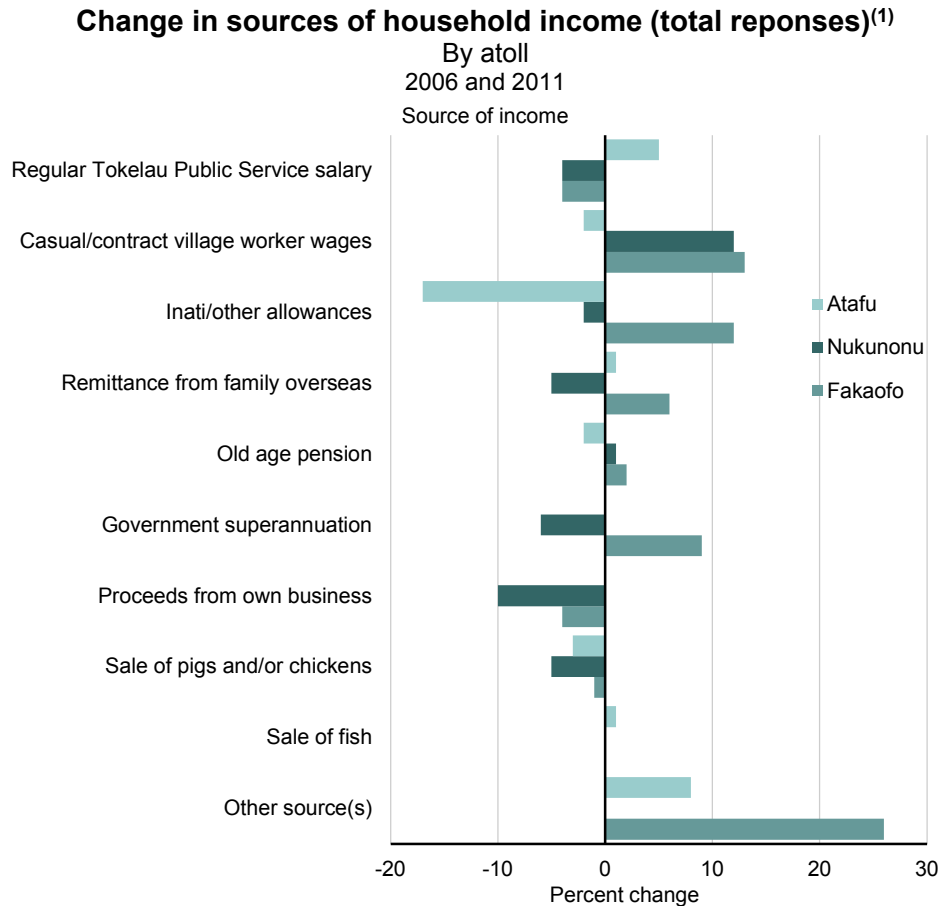
Income sources change between censuses

Figure 8.8 shows the change in the number of households reporting difference sources of income between the 2006 and 2011 Tokelau Censuses.

In 2011, Fakaofu and Nukunonu had more households receiving income from inati or other allowances (13 and 12 more households, respectively) while Atafu had two households fewer in. In 2011, Nukunonu had a significant drop in the number of households receiving proceeds from own business (10 fewer households), while Atafu had 17 fewer households receiving income from inati or other allowances.

Fakaofu had a significant increase in the number of households receiving income from casual or contract village worker wages (13 more households), inati or other allowances (12 more households), and other sources (26 more households).

Figure 8.8



1. Where a household has reported more than one source, the household is counted in each group.

Source: 2011 Tokelau Census of Population and Dwellings

Quality of household income data

In the total household income question, Tokelau respondents were asked to combine income they received from all sources in the 12 months to census night (Tuesday, 18 October 2011). Respondents counted all income received by any member of the household who usually lives there, including absentees. Household members did not need to be aged 15 years or over (as is common for income questions).

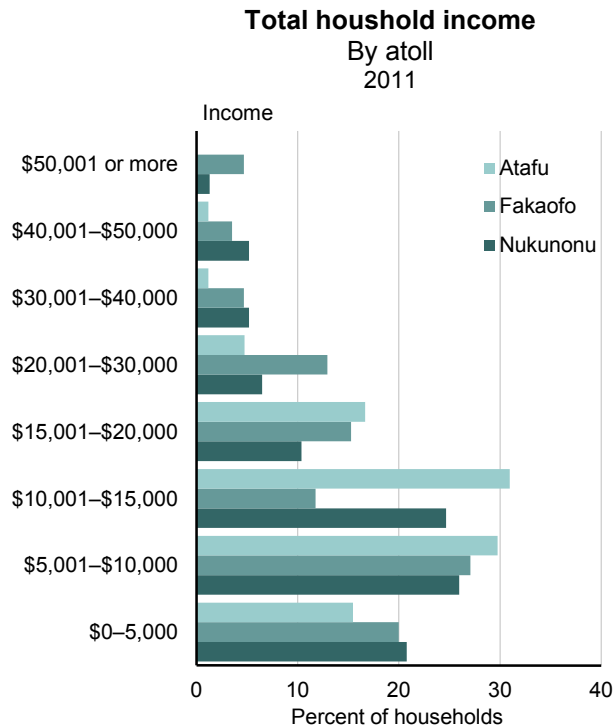
While many countries collect income data in their censuses, there are known concerns about the data quality. From our experiences with New Zealand census income questions, we assume data quality was an issue for the 2011 Tokelau Census. Some heads of households would have found it difficult to recall and combine annual income for their entire household, particularly where there were many absentees.

While there are concerns about the data quality, it is still a useful measure for Tokelau. The quality issues were the same for each atoll, and the question had a 100 percent response rate.

More than two-thirds of households earn \$15,000 or less

More than two-thirds of all Tokelau households (68.7 percent) earned a total of \$15,000 or less in the year ending on census night. This proportion was highest in Atafu (76.2 percent), followed by Nukunonu (71.4 percent), and Fakaofu (58.8 percent), as figure 8.9 shows.

Figure 8.9



Source: 2011 Tokelau Census of Population and Dwellings

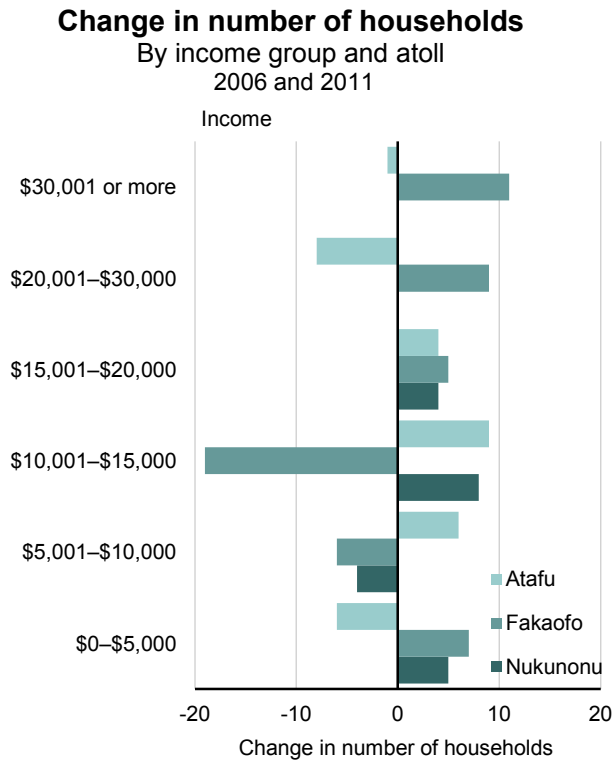
Nukunonu had the highest proportion of households earning \$30,001-\$40,000 and \$40,001-\$50,000, with 5.2 percent for both income categories. Fakaofu had the highest proportion of households earning more than \$50,001 (4.7 percent).

Household income information is potentially misleading when viewed in isolation. We would expect that the more people living in a household, the higher the total household income. For example, Fakaofu had both the most households with eight or more census night occupants (25.9 percent), and the highest proportion of households earning in the top income bracket.

Changes in household income

Figure 8.10 shows the change in the number of households in each income group for each atoll between the 2006 and 2011 Censuses.

Figure 8.10



Source: 2011 Tokelau Census of Population and Dwellings

Incomes for Fakaofu households show big increases

Household incomes in Fakaofu climbed as fewer households were recorded with a total income of \$5,001-\$10,000 and \$10,001-\$15,000, and more households were recorded with a total income of \$20,001-\$30,000, and \$30,001 or more.

Atafu household incomes moved to the middle categories, as the atoll recorded fewer households at the top and bottom of the income categories.

Nukunonu had more households in the \$0-\$5,000, \$10,001-\$15,000, and \$15,001-\$20,000 categories, but no change in the top two income categories.



9 Census process

This chapter summarises the methodologies and processes used in the development, operation, and output phases of the 2011 Tokelau Census of Population and Dwellings. We note the operational activities, experiences, and outcomes where appropriate.

The 2006 Tokelau Census was successful. Given this, and our desire to ensure good time-series comparisons between 2006 and 2011, we reused the 2006 processes and methods in all phases of the 2011 Tokelau Census.

Planning

For the 2011 Tokelau Census we developed a high-level plan and three stage plans. The stage plans covered the development, operation, and output phases of the census. Detailed census planning ensured good preparation and a fully documented process.

We reused the 2006 census forms as much as possible, and made only minor changes to content and for quality enhancement.

Census outputs were planned to be as comprehensive as possible – people from Tokelau were involved in the process throughout the census.

The 2011 Tokelau census manager consulted key Tokelauan stakeholders at appropriate times during planning.

The forms

The 2011 census forms were based on the 2006 versions, with the aim to produce time-series comparisons as a priority. A small amount of new content was added. This included questions on access to the Internet and Sky television, and questions on reading and writing proficiency in both English and Tokelauan. We also made a moderate number of quality improvements to existing questions.

The English version of the questionnaire was reviewed by using cognitive testing with Wellington-based Tokelauan families. We also did a small amount of testing in Samoa with Tokelauans working in the Tokelau Apia Liaison Office.

We consulted about the forms in Tokelau and Samoa with Tokelau government representatives and decision makers. This consultation gave us an opportunity to determine what information was required by various data users and how it could best be delivered.

We developed a questionnaire translation strategy early in the process, to ensure an improvement on how the translation was carried out for the 2011 Tokelau Census.

The census form was a paper-based, interviewer-administered form with questions available in two languages (English and Tokelauan). Answer choices were in English, with a Tokelauan version of the answers available as showcards.

Data collection

Data collection was the same as for the 2006 Tokelau Census.

The 2011 Tokelau Census was a **modified de jure census**. A de jure census counts people where they usually reside. The census was done this way to ensure Tokelauan employees of the Tokelau Public Service (TPS), based in Apia, Samoa, were included in the census count.

A modified de jure census is also used by Statistics Canada – so government employees who are stationed overseas are included in the census population count.

Preparing for census day

To ensure that local people were aware of the census, and the importance of participating in the census, the Tokelau census manager worked closely with the village councils, and Tokelau-based government and non-government organisations.

In Tokelau, we recruited people from each atoll to work as supervisors and interviewers – we had three supervisors and 26 interviewers in the field.

The plan was to train the entire interviewer workforce on one atoll – Fakaofu. We set aside five days and had training modules prepared. However, because of the water shortage emergency, the core team travelled to each atoll and had separate training sessions for the local teams. While the training time allocated was significantly reduced, the management team ensured that nothing significant was missed out.

The field collections staff identified recruitment and the Tokelau-based training as successful. The training sessions, and having atoll-based field collection staff, both provided ways to gain local engagement in the census process.

Census day process

Tokelau's census day was Tuesday, 18 October 2011. On that day every person in Tokelau was interviewed. Tokelauan employees of the TPS based in Apia, Samoa (and their immediate families), were also interviewed. The census forms and data collection methodologies used in Tokelau and Apia were different – they were altered to meet local requirements.

A person from their own atoll interviewed Tokelau respondents at their homes in Tokelau. The head of the household completed the household questionnaire and the individual questionnaires were answered by either the individual or the head of the household. We gave careful consideration to using the head of the household concept. We went ahead because it was appropriate in Tokelau. Each household nominated their own head of household, and while in most cases it was a man, sometimes it was a woman.

A district supervisor had responsibility for carrying out the collections process at the TPS office in Samoa. We completed interviewer training in one day, and interviews were done at the Apia TPS office. The TPS employee was asked about each member of their immediate family. We used a summary version of the full form, and asked only basic demographic questions about each member of the household. No dwelling questions were asked in Samoa.

On each of Tokelau's atolls, and in Samoa, one of the census management team oversaw field operations and undertook quality monitoring on census day.

Checking after census day

After census day, we ran field staff debriefings in Tokelau. Supervisors helped the census management team to quality check every census form. This quality check helped us ensure that essential information had been gathered; codes were assigned to some write-in responses. Checking also provided the information we used to produce the provisional count.

Identification numbers and household lists

We used basic maps to help subdivide areas for each interviewer. However, given the atolls are small and household lists were available, these were the main resource used to allocate workloads and carry out quality checks. The census manager created household lists for each atoll and these were confirmed by the atoll's district supervisor.

Each interviewer had stickers that contained a unique identification number for each household. They used a three-part sticker system. The first sticker went on the census form, the second sticker on the door of the respondent's house, and the third sticker identified households requiring a continuation form (ie households with more than six residents on census night).

This sticker method allowed supervisors and interviewers to easily distinguish between houses that had, and had not yet, been interviewed. The census management team noted that the sticker system was very successful.

Classifications

The classifications used for the answers were based on the 2006 Tokelau Census, with a few minor tweaks. The majority of classifications were based on the tick-box options from each question on the form.

Several questions allowed for open-ended responses to questions and we built code files for these text-based questions. We created residual codes for each variable, to allow non-response to be accurately recorded. A coding dictionary was developed for the questions that allowed open-ended responses. These questions included: usual residence, address five years ago, place of birth, religion, citizenship, and occupation.

Wherever possible, we based the classifications on New Zealand standard classifications. Often these classifications have multiple levels of detail, where the most-detailed level covers all the countries or religions in the world and the least-detailed level covers the main groups or areas.

Classifications were tailored for the Tokelau situation. Knowledge and experience of Tokelau suggested some categories would be likely responses to the questions, while others were unlikely. We included the unlikely categories only to ensure exhaustive classifications.

Usual residence and address five years ago

We used a generic classification for usual residence and for address five years ago. This classification was based on the New Zealand classification, NZSCC4N99 – Country – New Zealand Standard Classification 1999.

The least-detailed level of the classification is as follows:

- 10 – At this address
- 20 – Elsewhere in Tokelau
- 31 – American Samoa
- 32 – Australia
- 33 – Cook Islands
- 34 – Fiji
- 35 – New Zealand
- 36 – Samoa
- 37 – Tonga
- 38 – Tuvalu
- 39 – Other Oceania and Antarctica
- 40 – North-West Europe (United Kingdom)

- 41 – Southern and Eastern Europe
- 42 – North Africa and the Middle East
- 43 – South-East Asia
- 44 – North-East Asia
- 45 – Southern and Central Asia
- 46 – The Americas
- 47 – Sub-Saharan Africa
- 99 – Not stated

To make the coding process easier and more accurate we provided a detailed list for the classification. It is important to note that the information collected was sometimes aggregated at the output stage – to ensure the output categories had sufficient numbers to support their release.

Place of birth and citizenship

The classifications used for place of birth, and citizenship, varied only slightly from the one used for usual residence and address five years ago. We changed the category descriptors used for codes 10 and 20 to reflect subtle changes in the form. The remaining codes and category descriptors were unchanged.

For example:

- 10 – In this village/on this atoll
- 20 – Elsewhere in Tokelau

Religion

The classification for religion was based on the following New Zealand classification: RELIGAFF – Religious Affiliation – New Zealand Standard Classification 1999

- 1 – Congregational Christian
- 2 – Presbyterian
- 3 – Roman Catholic
- 4 – Other Christian
- 5 – Buddhist & Hindu
- 6 – Islam/Muslim & Judaism/Jewish
- 7 – Spiritualism and New Age religions
- 8 – No religion
- 9 – Not stated

Occupation

The occupation classification was based on these two standard classifications:

- NZSCO99 – New Zealand Standard Classification of Occupations 1999
- ANZSCO – Australian and New Zealand Standard Classification of Occupations.

Data for the occupation categories was available at two levels of detail. However, only the high-level summary categories were output into tables – due to the small numbers of people in each detailed category.

100 Legislators, administrators, and managers

- 101 – Director
- 102 – General manager
- 103 – Assistant director
- 104 – School principal and deputy principal
- 105 – Human resources development manager
- 106 – Deputy manager Tokelau Apia Liaison Office (TALO)
- 107 – National budget coordinator
- 108 – Office/finance/power manager
- 109 – Health programme coordinator
- 110 – Retail/hotel manager
- 111 – Youth and sports coordinator
- 112 – Mayor/government minister
- 113 – Businessman

200 Professionals

- 201 – Communications officer
- 202 – Medical officer
- 203 – Finance officer
- 204 – Stores officer
- 205 – Education officer
- 206 – Health educator
- 207 – Policy/advisory officer
- 208 – Advisory officer TALO
- 209 – Doctor
- 210 – Nurse/nursing professional
- 211 – Teacher/teaching professional
- 212 – Dentist
- 213 – Dental nurse
- 214 – Radio announcer
- 215 – Librarian
- 216 – Police officer

217 – Travel agent

218 – Sportsperson

219 – Church minister/priest

220 – Law commissioner

221 – Met officer

222 – Caretaker

300 Technicians and trade workers

301 – IT technician

302 – Laboratory technician

303 – X-ray technician

304 – Electrician/power worker

305 – Mechanic

306 – Plumber

307 – Builder

308 – Cook/baker

309 – Welder

310 – Seaman

400 Clerical and administrative workers

401 – Personal assistant/billing officer

402 – Clerk

403 – Secretary/receptionist

404 – Typist

405 – Registry/records clerk

406 – Postal worker

407 – Retail worker/shop assistant

408 – Support officer

500 Labourers, agriculture and fisheries workers

501 – Foreman

502 – Leading hand

503 – Village worker (general) incl weaver

504 – Village worker (school leaver)

505 – Machine operator/generator operator

506 – Driver

507 – Fisherman

508 – Gardener

509 – Cleaner/porter

999 Not stated

Mandatory variables

We created a list of mandatory variables, based on the 2006 Tokelau Census. These variables were similar to the New Zealand census foremost variables and were required by the Tokelau Census Act, 1961. Variables were considered mandatory if they were required to calculate the usually resident count, or if they helped to detect duplicates.

When a mandatory variable was not completed, we determined the answer by one of these methods:

- the interviewer returned to ask the respondent
- the supervisor asked the respondent
- the supervisor determined the answer using personal knowledge of the respondent
- the supervisor conferred with the general manager of the Taupulega office.

Multiple responses to single-response questions

Thorough training and quality checking resulted in very few multiple responses to single-response variables. In the cases where it did occur the supervisors or the census manager resolved the inconsistency.

Editing

We carried out the vast majority of editing on the dataset rather than on the raw data. After data evaluation identified cases that needed editing, the census manager researched a resolution, and any changes were recorded. We took this approach to allow a record to be kept of how many changes (consistency edits) were undertaken. This made the process defensible.

Imputation

Overall, the census management team felt that the editing, imputation, and mandatory variables methods used were successful. They provided a good balance between quality and practicality for a small census.

Data processing and verification

We used CPro v.4.1 (Census and Survey Processing System) to process the census data. The program was downloaded at no cost from the U.S. Census Bureau (www.census.gov/population/international/software/cspro/). The Secretariat of the Pacific Community (SPC) endorsed CPro as the standard processing system for all population statistics in the Pacific. For Tokelau's census, CPro was used for key entry, editing, and verifying the census data.

The processing system's key-entry screens were designed to closely resemble the census forms. The system allowed us to add range edits and auto-tabbing to aid the data-entry process. Three Apia-based key-entry operators, and three members of the census management team were trained to use the key-entry system. They spent five days doing the initial data entry. The census management team carried out quality checks throughout the week. The census data was then exported to Microsoft Excel for evaluation, and imported into the program SAS EG (Statistical Analysis Software Enterprise Guide) for detailed data analysis.

Output consultation

In 2010, during the data use workshops, we consulted with representatives and decision makers from the Tokelau Government about outputs. The approach used was similar to that for questionnaire content consultation. It sought to determine what information was needed by the various data users and how it could best be delivered. We also invited the Ministry of Foreign Affairs and Trade New Zealand Aid Programme to comment – they provided some feedback. In this consultation round, we proposed to have four key census outputs. This approach was agreed on and the respective output products were produced and released.

The following census data releases have been completed:

- 2 November 2011 – 2011 Tokelau Census provisional population count
- 16 December 2011 – 2011 Tokelau Census final count
- 31 January 2012 – 2011 Tokelau Census tables report
- 29 February 2012 – Atoll profiles (for Atafu, Fakaofu, and Nukunonu)
- 10 May 2012 – Profile of Tokelau Ata o Tokelau: 2011 Tokelau Census of Population and Dwellings report.

Confidentiality rules

To offer a degree of confidentiality protection, and ensure that Tokelau census tables are of good quality, we used a confidentiality calculation to control the size of tables produced for the census outputs.

The confidentiality rule, called the 'mean cell size rule', states there must be on average two or more observations per cell before the information for a geographic area can be released. For the 2011 Tokelau Census there are three output geographies: national, atoll, and village. The smallest geography is the village (as Fakaofu atoll has two villages). The main purpose of these rules is to prevent tables from becoming sparse (ie with many cells containing zeros and ones).



References

Statistics New Zealand (2012). 2011 Tokelau Census of Population and Dwellings – tables. Available from www.stats.govt.nz.

UN Data (2012). Crude birth rates. Table available from <http://data.un.org>.

United Nations (nd). United Nations' 2015 Millennium Development Goals. Available from www.un.org.

U.S. Census Bureau (nd). Census and Survey Processing System. Available from www.census.gov.



Appendix 1: Criteria for usual residence

Appendix 1 describes in detail the criteria for being counted as a 'usual resident' in the 2011 Tokelau Census of Population and Dwellings.

The distinction between the usually resident population and the census night population is critically important to the people and administration of Tokelau.

For clarity, this appendix defines 'people who usually reside overseas'. No separate population count is produced for this group, but understanding its definition provides background to the usual residence criteria.

It is important to note that usual residence in the context of this census is not a legal definition of residence, or of immigration status. It is a statistical definition used to frame and measure populations. The Tokelau language does not easily make this distinction.

A. Usually resident population for the 2011 Tokelau Census of Population and Dwellings criteria

A.1. People normally living in Tokelau and present in Tokelau on census night regardless of their:

- immigration status
- ethnicity
- country of birth.

A.2. Respondents must have lived in Tokelau for three months or more.

A time criterion applies when a respondent comes from another country. To be usually resident in Tokelau, the respondent must have been residing there for three months or more.

If the respondent has not resided in Tokelau for three months or more, they are required to give the address of the country they have recently come from.

This is consistent with statistical concepts of long-term migration and enables counts of a 'stable' population over time.

However, where a respondent has lived in Tokelau for more than three months, and moves from one village (Village A) to another (Village B) within Tokelau, the following applies.

- If they have lived in Village B for less than three months, they are a 'usual resident' of the village they recently moved from (Village A).
- If they have lived in Village B for three months or more, they are a 'usual resident' of their 'new' village (Village B).

A.3. People normally living in Tokelau who are absent on census night.

These people are counted as part of the usually resident population if they are absent for less than 12 months in total. This includes people who are absent because they are:

- secondary school students who live outside Tokelau to attend school (including education scholarship system students)
- people who normally live in Tokelau but who are travelling on official duties
- people who are away from Tokelau to get medical treatment either as:
 - medical patients under the health referral scheme
 - privately funded medical patients

- a family member, caregiver, or guardian accompanying a medical patient overseas to get medical treatment
- people visiting other countries but who are away for less than 12 months.

A.4. Tokelauan Tokelau Public Service (TPS) employees based in Apia, Samoa, and any immediate family who usually live in their households.

The definition of 'Tokelauan' is based on TPS employees who identify their ethnicity as Tokelauan.

'Any immediate family members who usually live in the employee's household' includes the TPS employee's spouse/partner and children, regardless of:

- their ethnicity
- whether they have ever lived in Tokelau.

Immediate family who were away from the dwelling on Tuesday, 18 October 2011 are still counted – as long as they usually live at the same household as the TPS employee completing the form.

A.5. The usually resident count **excludes**:

- temporary visitors to Tokelau who indicated in the census that their usual residence is overseas
- people who are not from Tokelau and who work at the national TPS office in Apia, Samoa
- people who usually live in Tokelau but who are away for 12 months or more and are not covered by A.2.

Note: People who are travelling overseas for 12 months or more, for personal reasons, and who are legal residents of Tokelau from an immigration or citizenship perspective, are not counted as statistical usual residents.

B. Census night population for the 2011 Tokelau Census of Population and Dwellings criteria

B.1. All people in Tokelau on census night.

B.2. Census night population count **includes**:

- temporary visitors to Tokelau
- people travelling between Samoa and Tokelau.

B.3. Census night population count **excludes**:

- people normally living in Tokelau who are absent on census night.

C. People who usually reside overseas criteria

C.1. People who gave an overseas location as their usual residence in question 5 (ie visitors).

C.2. People who live overseas who plan to migrate or return permanently to Tokelau in the future.

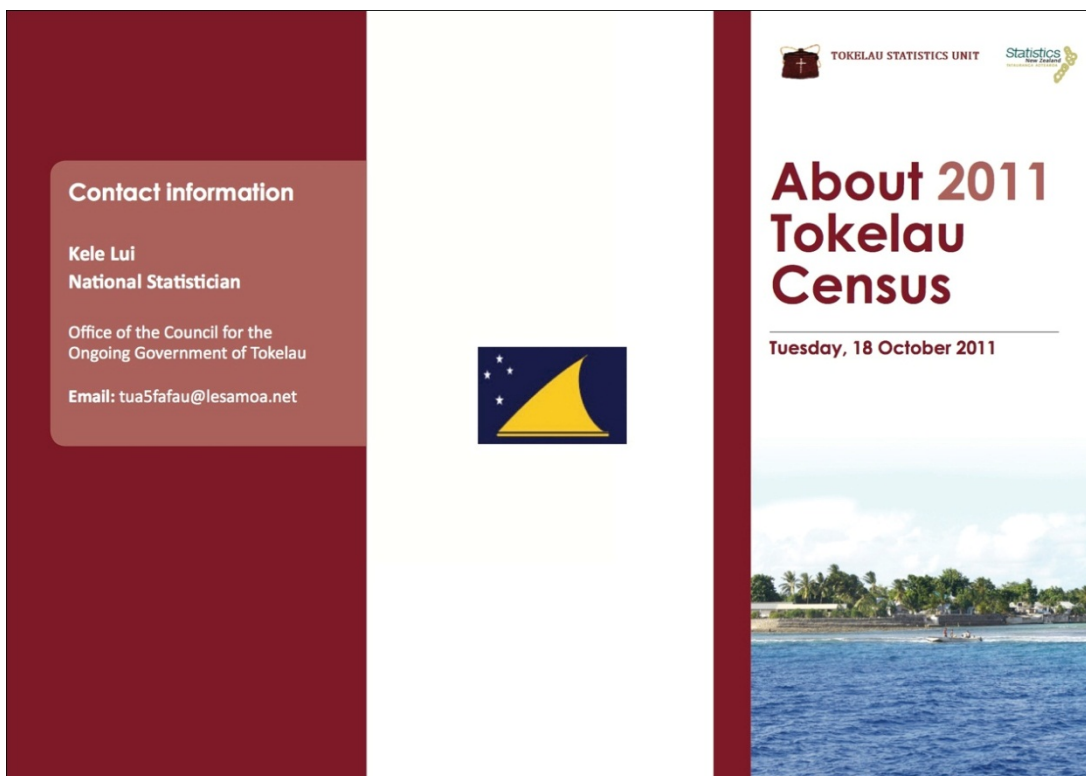
C.3. People from Tokelau who have moved overseas to live.

C.4. People who are not from Tokelau and who work at the national TPS office in Apia, Samoa.

Appendix 2: Pamphlets

Pamphlets provided guidance to households and respondents on the kinds of information the census collects and why the census is undertaken. The Tokelau census pamphlets were redesigned for the 2011 Tokelau Census.

About 2011 Tokelau Census – English



What is the census?

The census is the official count of how many people and dwellings there are in Tokelau and must be undertaken every five years.

Information from the census provides an inclusive picture of the people of Tokelau and the places they live.

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

Am I included?

Yes. Filling in census forms is required by law.

Under the Census Act 1961, everyone in Tokelau on census day must be counted. This includes babies, and visitors to Tokelau, as well as Tokelau Public Service staff and their immediate families in Samoa.

What do I have to do?

Census day is **Tuesday, 18 October 2011**.

On census day a trained interviewer will visit your house with a census form. The interviewer will ask each member of the household some questions, and fill in the form on your behalf.

It is important that each member of the household is at home on census day, and able to answer questions.

Why is census information important and how is it used?

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

Census information is also used by international organisations. This includes the Secretariat for the Pacific Community, and the United Nations.

What happens to my information?

Your information becomes a part of the complete collection. Once all the forms are collected, they are processed and turned into statistical information. This information is analysed and published in various forms, including tables and graphs. Anyone can use the published information.

The information you give to the interviewers is protected by Tokelau's Census Act 1961 and New Zealand's Statistics Act 1975. Your information must be kept confidential and secure at all times.

Only people who have signed a life-long declaration of secrecy will have access to personal identifiable information. They cannot reveal personal information to anyone.

When census information is published, it must be in a way that cannot identify anyone, or a family, through their private details.



Gathering your information

Houses people live in

The census asks about the different types of houses people live in and the facilities they have available at their houses. These questions measure the quality of housing in Tokelau, and how housing needs change over time. Information about resources households are using, such as water and electricity, are used to help plan for the future.

Where you are on census night and where you have lived

Information about where people live and have lived helps to measure the migration and movements of people in and out of Tokelau. This helps to plan changes to the population. The census also measures how many people are visiting Tokelau from overseas.

Your name, address, age, and sex

We need everybody's name to ensure we count everyone on census day and to ensure everyone has been grouped into the correct households and families. Age and sex show the structure of the population and help to estimate fertility and mortality. This information is also used to help plan for changes to the population.

Ethnic origin, religion, and citizenship

We need to find out about the differences and similarities of groups of people living in Tokelau to help identify their needs. This information about the social characteristics of these groups helps to make sure people receive the services they need, eg from government, or community groups.

Education, qualifications, work, and literacy

We ask about employment, education, and literacy to help measure living standards and the educational needs of the Tokelauan people. Information about work helps to measure paid employment, growth of job opportunities, and how people's work and day-to-day activities contribute to their community, and to Tokelau.

Fertility and children

We gather information about fertility and children to help plan for how the population of Tokelau will change over time. We use it to calculate how many people are expected to live in Tokelau in the future. It also helps the government and community to plan and allocate resources, such as those for health and education services.

About 2011 Tokelau Census – Tokelauan

Fakamatalaga Fehokotaki

Kele Lui
National Statistician

Ofiha o te Malo Fakaauau a Tokelau

Email: tua5fafau@lesamoa.net



TOKELAU STATISTICS UNIT



Agai ki te Tuhiga Igoa a Tokelau 2011

Aho Lua, 18 Oketopa 2011



Ko hea te tuhiga igoa?

Ko te tuhiga igoa ko te faitauga aloakia tena o te aofaki o tagata ma na fale i luga o Tokelau ma e tatau ke fakatino taki lima tauhaga.

Ko na fakamatalaga mai te tuhiga igoa e tuku mai ai he ata fakakatoa o tagata o Tokelau ma na nofoaga e nonofo ai.

Ko na fakamatalaga e maua i te tuhiga igoa e fakaaoga ke peleni ai na tauhaga taua mo tagata lautele e ve o na akoga, ola malolo, fale, ma te felakuakiga. E fehoahoani foki ke fakamalalama mai ai pe vehea o na tulaki mai na huiga ki na nofonofoga mai te ia vaiatai ki te ia vaiatai.

E afia nei au?

Ia. Ko koe e manakomia i lalo o te tulafono ke fakatumu na pepa o te tuhiga igoa.

I lalo o te Tulafono Tuhiga Igoa 1961, ko tagata uma i luga o Tokelau i te aho o te tuhiga igoa e tatau ke faitau. Ko te tulaga tenei e afia ai na pepe, ma na tino ahiahi mai ki Tokelau, vena foki na tino Tokelau e galulue i Samoa ma o latou kaiga tafapili.

Ko hea taku mea e tatau ke fai?

Ko te aho o te Tuhiga Igoa ko te **Aho Lua, 18 Oketopa 2011**.

I te aho o te tuhiga igoa, e iei te tino fai fehili kua uma te koloni fakalelei e ahiahi atu ki to fale ma ni pepe fehili o te tuhiga igoa. E iei na fehili e fakafehiligia ai e te tino fai fehili ia tagata uma o te kaiga, ma fakatumu ai e ia te pepe fehili mo koe.

E taua lahi lele mo tagata uma o te kaiga ke i loto o te fale i te aho o te tuhiga igoa, ma ia mafai oi tali na fehili.

Aihea te taua ai na fakamatalaga o te tuhiga igoa ma vehea o na fakaaoga?

Ko na fakamatalaga e maua mai te tuhiga igoa e fehoahoani i te fakamautuuga ma te fakahoahoaga o na tupe a te malo ki na nuku.

E mafai foki ke fakaaoga na fakamatalaga e maua i te tuhiga igoa e na fakalapotopotoga fakavaomalo. E afia ai te Komihii o te Pahefika i Haute ma te Malo Kaufakatahi.

Ko hea te pa ki aku fakamatalaga?

Ko au fakamatalaga e kavea ma vaega o he tuku fakatahiga fakakatoa. E maea loa te fakamaopoopo fakatahi o na pepe fehili oi fakaulu loa ki loto o na hihitemi ma gaohi mai ni fakamatalaga fakafuainumela. Ko na fakamatalaga ienei e iloilo ma fakalauloa i ni auala kehekehe, e afia ai ni laulau ma ni kalafa. E mafai e ho he tino oi fakaaoga na fakamatalaga kua fakalauloa.

Ko na fakamatalaga uma na fooki e koe ki na tino fai fehili e puipuia i lalo o te Tulafono Tuhiga Igoa a Tokelau 1961 ma te Tulafono Tuhiga Igoa a Niuhila 1975. Ko au fakamatalaga e tatau lava ke malu puipuia ma haogalemui i taimi uma.

Otioti lava na tino e mafai ke kikila ki na fakamatalaga e ono mafai ai ke matea tonu pe ko ai te uiga ki ei na fakamatalaga, ko ki latou iena na hainia he tauhaga mo te olaga katoa ke puipuia na fakamatalaga.

I te taimi e fakalauloa ai na fakamatalaga o te tuhiga igoa, e fai tena i ni faiga e matua he mafai ai lava ke fakamatega ai he tino e kui i na fakamatalaga likiliki.

Fakamaopoopoga o na fakamatalaga

Na fale e nonofo ai ia tagata

Ko te tuhiga igoa e fakafehili ai na itukaiga fale e nonofo ai na tino ma na meatotino kehekehe e maua i loto o te fale. Ko na fehili ienei e fua ai te tulaga lelei o na fale i Tokelau, ma vehea o na huia ma na manakoga tau ki na fale mai te ia taimi ki te ia taimi. Ko na fakamatalaga e uiga ki na lihohi e fakaaoga e na kaiga e ve ko te vai ma te eletehe e fehoahoani mo na peleni mo te lumanaki.



Ko koe e i fea i te po o te tuhiga igoa ma ko koe nae nofo fea?

Ko na fakamatalaga e uiga ki na koga e nonofo ai pe nae nonofo ai ia tagata e fehoahoani ke fua ai te femalagaaki ma te gaioi o tagata ki loto ma fafo o Tokelau. E fehoahoani mo te peleniga o na huiga ki te faitau aofaki o tagata. Ko te tuhiga igoa e fehoahoani foki ke fua pe toka fia ia tino e ahiahi ki luga Tokelau mai atunuku i fafo.

To igoa, tuatuhi, tauhaga ma te itukaiga

E manakomia e ki matou ia igoa o tagata uma ke fakamautino ai na faitau ia tagata uma i te aho o te tuhiga igoa, ma fakamautino foki ko tagata tau tokatahi na fakatulaga ki tona fale pe ko tona kaiga hako. Ko na tauhaga ma na itukaiga e fakahino mai ai te fauhaga o te faitau aofaki o tagata (population structure) ma fehoahoani i te matematega o te tulaga tau fanafanau ma te mailie situ o tagata. Ko na fakamatalaga ienei e fakaaoga ke fehoahoani ke peleni mo na huiga ki te faitau aofaki o tagata.

Tagata fenua, talitonuga, ma te tulaga hitiheni

E manakomia ke hakili na kehekehe ma na tutuhaga o tagata kehekehe e nonofo i Tokelau ke fehoahoani ki te fakamatega o o latou manakoga. Ko na fakamatalaga ienei e uiga ki na tulaga tau nofonofoga o na kulupu ienei e fehoahoani ke fakamautino ai e maua e tagata uma na tauhaga e ki latou manakomia, fakatakikiga mai te malo pe ko kulupu fakanuku.

Akoga, tuhi pahi, galuega ma te mafai ke faitau pe tuhituhi

E ki matou fakafehiligia te tulaga tau ki na galuega, akoga ma te mafai ke faitau pe tuhituhi ke fehoahoani mai i te fuaga o te tulaga tau hoifuaga ma na manakoga tau akooakoga o tagata o Tokelau. Ko na fakamatalaga tau ki na galuega e fehoahoani ke fua ai na galuega totogi, agaigai ki luga o te tulaga tau avanoa faigaluega, ma pe vehea o na faihao na galuega ma na galuega fakaaho a tagata ki o latou nuku ma Tokelau fakakatoa.

Fanafanau ma na fanau

E fakamaopoopo na fakamatalaga e uiga ki te fanafanau ma na fanau ke fehoahoani ki te peleniga mo na huiga ki te faitau aofaki o tagata mai te ia taimi ki te ia taimi. E hakilikili ai pe toka fia ia tagata e fuafua e nonofo i luga o Tokelau i te lumanaki. E fehoahoani foki ki te malo ma na nuku ke peleni ma vaevea na lihohi e ve ko na lihohi tau ki na tauhaga tau te ola malolo ma na akoga.



Appendix 3: Forms

The 2011 Tokelau Census forms were very similar to those used in the 2006 Tokelau Census. Changes we introduced in 2011 focused on improving the accuracy of responses people would give while maintaining consistency with previous censuses.

The 2011 Tokelau Census forms included two new topics: reading and writing ability, and information communication technology.

We asked Tokelau Public Service employees and their immediate families in Samoa to complete an additional form.

2011 Tokelau Census form



TOKELAU STATISTICS UNIT

Pepa Fehili mo TOKELAU

Tuhiga Igoa a Tokelau 2011 mo te
Aofaki o Tagata ma na Fale
Aho Lua, 18 Oketopa 2011

TOKELAU Form

2011 Tokelau Census of Population
and Dwellings
Tuesday, 18 October 2011

Ko to fakatahi ki te tuhiga igoa e manakomia i lalo o te tulafono, e tuha ai ma te Tulafono mo na Tuhiga Igoa 1961.

Ko na fakamatalaga o te tuhiga igoa e taua lahi lele mo te peleniga o na tautuaga taua mo tagata lautele e ve ko na akoga, ola malolo, fale, ma felakuakiga. E mafai foki ke fehoahoani ke fakamatala mai ai na huiga ki na nofonofoga mai te ia taimi ki te ia taimi.

Ko te malu puipuia o na fakamatalaga e tau tonu kia te koe e puipuia e te tulafono. Oioti lava na tino e fakataga ke kikila ki tau pepa fehili ko ki latou e fakamafai e te Tulafono mo na Tuhiga Igoa 1961 ma ki latou kua hainia te tautoga mo te puipuia o na fakamatalaga.

Ko tagata e i luga o Tokelau i te po o te tuhiga igoa Aho Lua, 18 Oketopa 2011 e tau ke faifau. Ko na tino Tokelau e faigaluega i te Kaufaigaluega Tautua a Tokelau i Apia, Samoa ma o latou kaiga tafapili ma faifau foki.

Participation in the census is required by law, according to the Tokelau Census Act 1961.

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

Your privacy is protected by law. Only people authorised by the Census Act 1961 and who have signed a declaration of secrecy can see your form.

Everyone present in Tokelau on census night Tuesday, 18 October 2011 must be counted. Tokelau Public Service employees and their immediate family members in Apia, Samoa are also counted.

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

Fakapikipiki te fakailoga i kinei
Attach sticker here

Ko te fale nei e koe lava pe e he o koe? Fakamolemole lio mai he tali e fokotahi:
Is this dwelling private or non-private? Please circle one of the following:

E O OKU
PRIVATE

E HE E O OKU
NON-PRIVATE

FAKAMOLEMOLE OI TALI MAI NA FEHILI MO TENEI FALE PLEASE ANSWER THE FOLLOWING QUESTIONS FOR THIS DWELLING		
H1	Hea te itukaiga fauhaga e fau ai te fale lahi? What type of structure is the main building?	1 <input type="radio"/> Tokelauan fale 2 <input type="radio"/> European-style house 3 <input type="radio"/> other (eg mixed). <i>Specify:</i> <input style="width: 100%; height: 15px;" type="text"/> <input style="width: 100%; height: 15px;" type="text"/>
H2	Hea te itukaiga fola e lahi fola ai te fale lahi? What is the primary flooring material of the main building?	1 <input type="radio"/> concrete 2 <input type="radio"/> wood / timber 3 <input type="radio"/> coral pebbles 4 <input type="radio"/> other. <i>Specify:</i> <input style="width: 100%; height: 15px;" type="text"/> <input style="width: 100%; height: 15px;" type="text"/>
H3	Hea te itukaiga ato e lahi ato ai te fale lahi? What is the primary roofing material (of the main building)?	1 <input type="radio"/> corrugated iron 2 <input type="radio"/> thatch 3 <input type="radio"/> other. <i>Specify:</i> <input style="width: 100%; height: 15px;" type="text"/> <input style="width: 100%; height: 15px;" type="text"/>
H4	Hea te itukaiga puipui e lahi puipui ai te fale lahi? What is the primary outer wall material (of the main building)?	1 <input type="radio"/> concrete 2 <input type="radio"/> wood / timber 3 <input type="radio"/> other. <i>Specify:</i> <input style="width: 100%; height: 15px;" type="text"/> <input style="width: 100%; height: 15px;" type="text"/>
H5	Ko anafea tena fau muamua ai te fale lahi? When was the main building first constructed?	1 <input type="radio"/> before 1970 2 <input type="radio"/> 1970–1979 3 <input type="radio"/> 1980–1989 4 <input type="radio"/> 1990–1999 5 <input type="radio"/> 2000 and after
H6	E fia ia potu ite fale lahi? <i>Faitau na potu moe, potu malolo, potu kai, potu hukehuke mtrn.</i> <i>Faitau na potu talaetae venei: potu kuka-potu malolo-potu kai ni potu e tolu.</i> <i>Nahe faitaua na potu takele, tukutua, potu fai tagamea, poletito, pe potu teu koloa.</i> How many rooms are there in the main building? <i>Count bedrooms, kitchens, living rooms, dining rooms, studies etc.</i> <i>Count open plan rooms like this: kitchen-lounge-dining is three rooms.</i> <i>Do not count bathrooms, showers, toilets, laundries, hallways, or pantries.</i>	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> <i>Print number of rooms</i>

FAKAMOLEMOLE OI TALI MAI NA FEHILI IENEI MO TENEI KAIGA PLEASE ANSWER THE FOLLOWING QUESTIONS FOR THIS HOUSEHOLD		
H7	<p>He itukaiga tukutua vehea te fakaaoga e te kaiga tenei?</p> <p>What toilet facility does this household use?</p>	<p>1 <input type="radio"/> tank flush – private, inside dwelling</p> <p>2 <input type="radio"/> tank flush – private, outside dwelling</p> <p>3 <input type="radio"/> tank flush – shared with other household(s)</p> <p>4 <input type="radio"/> other. <i>Specify:</i></p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>
H8	<p>He auala vehea te lahi maua ai na vai inu a te kaiga?</p> <p>What is this household's main source of water for drinking?</p>	<p>1 <input type="radio"/> private household water tank</p> <p>2 <input type="radio"/> water tank – shared with other household(s)</p> <p>3 <input type="radio"/> other. <i>Specify:</i></p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>
H9	<p>He auala vehea te lahi maua mai ai na vai takele a te kaiga?</p> <p>What is this household's main source of water for personal washing / bathing?</p>	<p>1 <input type="radio"/> shower facility – private, inside dwelling</p> <p>2 <input type="radio"/> shower facility – private, outside dwelling</p> <p>3 <input type="radio"/> shower facility – shared with other household(s)</p> <p>4 <input type="radio"/> other. <i>Specify:</i></p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>
H10	<p>He auala vehea te lahi ola mai ai na moli o te kaiga?</p> <p>What is this household's main source of lighting?</p>	<p>1 <input type="radio"/> generator – community</p> <p>2 <input type="radio"/> solar</p> <p>3 <input type="radio"/> other. <i>Specify:</i></p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>
H11	<p>He auala vehea te lahi fakaaoga ke kuka ai na meakai a te kaiga?</p> <p>What is this household's main means of cooking?</p>	<p>1 <input type="radio"/> gas stove</p> <p>2 <input type="radio"/> kerosene stove</p> <p>3 <input type="radio"/> Tokelauan umu</p> <p>4 <input type="radio"/> other. <i>Specify:</i></p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>
H12	<p>E ao na lapihi a te kaiga tenei e te kaufaigaluega a te nuku?</p> <p>Is this household's rubbish collected by village workers?</p>	<p>1 <input type="radio"/> all household rubbish collected → <i>go to H14</i></p> <p>2 <input type="radio"/> some household rubbish collected</p> <p>3 <input type="radio"/> no household rubbish collected</p>

<p>H13</p>	<p>Ni auala vehea te tiaki ai na lapihi e he aoa e te kaufaigaluega a te nuku?</p> <p>In which ways does this household dispose of rubbish not collected by village workers?</p>	<p>1 <input type="radio"/> buried</p> <p>2 <input type="radio"/> burned</p> <p>3 <input type="radio"/> disposed of in garden / plantations and not buried or burned</p> <p>4 <input type="radio"/> disposed of at sea</p> <p>5 <input type="radio"/> other. <i>Specify:</i></p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>
<p>H14</p>	<p>Ni a ni mea e takua atu ite lihi tenei koi lelei e maua ite fale tenei, ni meatotino ea koe pe ni mea fakatahi ma he tahi kaiga?</p> <p>Does this household own, or partly own, any of the following items in working order?</p>	<p><input type="radio"/> radio</p> <p><input type="radio"/> cassette and / or CD player</p> <p><input type="radio"/> television</p> <p><input type="radio"/> video player and / or DVD player</p> <p><input type="radio"/> computer (desktop and / or laptop)</p> <p><input type="radio"/> freezer</p> <p><input type="radio"/> refrigerator</p> <p><input type="radio"/> washing machine</p> <p><input type="radio"/> sewing machine</p> <p><input type="radio"/> telephone</p> <p><input type="radio"/> traditional canoe</p> <p><input type="radio"/> aluminium boat</p> <p><input type="radio"/> outboard motor</p>
<p>H15</p>	<p>E iei he Sky TV ma te kaiga tenei?</p> <p>Does this household have Sky television?</p>	<p>1 <input type="radio"/> yes</p> <p>2 <input type="radio"/> no</p>
<p>H16</p>	<p>E maua te Initaneti ite kaiga tenei?</p> <p>Does this household have access to the Internet?</p>	<p>1 <input type="radio"/> yes, privately purchased access at this house</p> <p>2 <input type="radio"/> yes, public access at Lotala or Fakafotu or Falefa</p> <p>3 <input type="radio"/> no, no access to Internet</p>
<p>H17</p>	<p>E fia a koutou pua?</p> <p><i>Fitau na pua lava a te kaiga fakatahi ai ma na pua e fai fakatahi ma he tahi kaiga.</i></p> <p>How many pigs does this household own?</p> <p><i>Count pigs that are owned by the household as well as pigs where the ownership is shared with other households.</i></p>	<p><input type="text"/> <input type="text"/> <input type="text"/> TOTAL pigs</p>
<p>H17</p>	<p>E fia ia pua fafine/tanoa?</p> <p><i>Mate mai kafai e he mautinoa te aofaki.</i></p> <p>How many of those pigs are female?</p> <p><i>Give an estimate if actual number is unknown.</i></p>	<p><input type="text"/> <input type="text"/> <input type="text"/> female pigs</p>

H18	<p>E fia a koutou moa? <i>Faitau oioti na moa e fakaaoga ma meakai, e kau ai na moa e fofoa ai na fuamoa vena ma/pe kakano.</i></p> <p>How many chickens does this household own? <i>Count only chickens that will be used for food, that is, eggs and / or meat.</i></p>	<p><input type="text"/> <input type="text"/> <input type="text"/> TOTAL chickens</p>																																																								
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H19	<p>E iei he tino ite kaiga tenei e maua ni ana tupe mai na auala ienei? <i>Fakafia? Faitau na tali.</i> <i>Fakataga ke lahi ni tali.</i></p> <p>Does anyone in this household receive income from any of the following sources? <i>Probe – how often? Read out options.</i> <i>Allow multiple responses.</i></p>	<table border="1"> <thead> <tr> <th></th> <th>Weekly</th> <th>Fortnightly or monthly</th> <th>A few times a year or less often</th> </tr> </thead> <tbody> <tr> <td><input type="radio"/> regular TPS salary</td> <td>1 <input type="radio"/></td> <td>2 <input type="radio"/></td> <td>3 <input type="radio"/></td> </tr> <tr> <td><input type="radio"/> village worker wages</td> <td>1 <input type="radio"/></td> <td>2 <input type="radio"/></td> <td>3 <input type="radio"/></td> </tr> <tr> <td><input type="radio"/> monetary inati / other allowances</td> <td>1 <input type="radio"/></td> <td>2 <input type="radio"/></td> <td>3 <input type="radio"/></td> </tr> <tr> <td><input type="radio"/> money from family overseas</td> <td>1 <input type="radio"/></td> <td>2 <input type="radio"/></td> <td>3 <input type="radio"/></td> </tr> <tr> <td><input type="radio"/> old age pension</td> <td>1 <input type="radio"/></td> <td>2 <input type="radio"/></td> <td>3 <input type="radio"/></td> </tr> <tr> <td><input type="radio"/> government superannuation</td> <td>1 <input type="radio"/></td> <td>2 <input type="radio"/></td> <td>3 <input type="radio"/></td> </tr> <tr> <td><input type="radio"/> proceeds from own business</td> <td>1 <input type="radio"/></td> <td>2 <input type="radio"/></td> <td>3 <input type="radio"/></td> </tr> <tr> <td><input type="radio"/> sale of pigs and / or chickens</td> <td>1 <input type="radio"/></td> <td>2 <input type="radio"/></td> <td>3 <input type="radio"/></td> </tr> <tr> <td><input type="radio"/> sale of fish</td> <td>1 <input type="radio"/></td> <td>2 <input type="radio"/></td> <td>3 <input type="radio"/></td> </tr> <tr> <td><input type="radio"/> other(s). <i>Specify:</i></td> <td></td> <td></td> <td></td> </tr> <tr> <td><input type="text"/></td> <td>1 <input type="radio"/></td> <td>2 <input type="radio"/></td> <td>3 <input type="radio"/></td> </tr> <tr> <td><input type="text"/></td> <td>1 <input type="radio"/></td> <td>2 <input type="radio"/></td> <td>3 <input type="radio"/></td> </tr> <tr> <td><input type="text"/></td> <td>1 <input type="radio"/></td> <td>2 <input type="radio"/></td> <td>3 <input type="radio"/></td> </tr> </tbody> </table>		Weekly	Fortnightly or monthly	A few times a year or less often	<input type="radio"/> regular TPS salary	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	<input type="radio"/> village worker wages	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	<input type="radio"/> monetary inati / other allowances	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	<input type="radio"/> money from family overseas	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	<input type="radio"/> old age pension	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	<input type="radio"/> government superannuation	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	<input type="radio"/> proceeds from own business	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	<input type="radio"/> sale of pigs and / or chickens	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	<input type="radio"/> sale of fish	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	<input type="radio"/> other(s). <i>Specify:</i>				<input type="text"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	<input type="text"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	<input type="text"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
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H20	<p>Mai na alaga tupe uma kua ke takua, hea te aofaki katoa mo te 12 mahina kua teka ke pa mai ki te aho nei, kae ko heki tipia na lafoga pe ko ni ietahi vaega foki kua kavekehe ai?</p> <p>From all of the sources of income you just told me about, what was the total household income for the last 12 months ending today, before tax or anything else was taken out of it?</p>	<p>1 <input type="radio"/> \$0–\$5,000</p> <p>2 <input type="radio"/> \$5,001–\$10,000</p> <p>3 <input type="radio"/> \$10,001–\$15,000</p> <p>4 <input type="radio"/> \$15,001–\$20,000</p> <p>5 <input type="radio"/> \$20,001–\$30,000</p> <p>6 <input type="radio"/> \$30,001–\$40,000</p> <p>7 <input type="radio"/> \$40,001–\$50,000</p> <p>8 <input type="radio"/> \$50,001 or more</p>																																																								

MAEA NA FEHILI MO TE FALE MA TE KAIGA, FAKAMOLEMOLE FAKAAUUAU KI NA FEHILI MO KILATOU E HE I KINEI

END OF DWELLING AND HOUSEHOLD QUESTIONS, PLEASE CONTINUE ON TO INDIVIDUAL QUESTIONS

FAKAMOLEMOLE OI TALI UMA NA FEHILI E NA TAMALOA, FAFINE MA NA TAIMI E I LOTO O TENEI FALE I TE PO O TE TUHIGA IGOA

		Respondent 1	Respondent 2																																
Q1	<p>Ko ai na igoa ona tino tautokatahi (fakatahi ai ma na tino ahiahi mai) e momoe i te fale tenei ite po o te tuhigaigoa?</p> <p><i>Ko te igoa e lahi fakaaoga ma iloa ai te tino e te nuku.</i></p> <p>What are the names of each person (including visitors) who will spend census night in this dwelling?</p> <p><i>By name we mean the common or village name by which the respondent is known.</i></p>	<p><i>First name(s)</i></p> <input type="text"/> <p><i>Family name</i></p> <input type="text"/>	<p><i>First name(s)</i></p> <input type="text"/> <p><i>Family name</i></p> <input type="text"/>																																
Q2	<p>Ko (...) he taumalo pe he tautūi?</p> <p>Is (...) male or female?</p>	<p>1 <input type="radio"/> male</p> <p>2 <input type="radio"/> female</p>	<p>1 <input type="radio"/> male</p> <p>2 <input type="radio"/> female</p>																																
Q3	<p>Ko hea te pikitaga o (...) ma te tino kautu na tali e ia na fehili agai ki te fale ma te kaiga?</p> <p>What is (...)'s relationship to the reference person (ie the person who answered questions about the dwelling and household)?</p>	<p>1 <input type="radio"/> reference person</p> <p>2 <input type="radio"/> spouse</p> <p>3 <input type="radio"/> stepchild / adopted child</p> <p>4 <input type="radio"/> son or daughter</p> <p>5 <input type="radio"/> mother or father</p> <p>6 <input type="radio"/> brother or sister</p> <p>7 <input type="radio"/> other family relationship</p> <p>8 <input type="radio"/> unrelated</p>	<p>1 <input type="radio"/> reference person</p> <p>2 <input type="radio"/> spouse</p> <p>3 <input type="radio"/> stepchild / adopted child</p> <p>4 <input type="radio"/> son or daughter</p> <p>5 <input type="radio"/> mother or father</p> <p>6 <input type="radio"/> brother or sister</p> <p>7 <input type="radio"/> other family relationship</p> <p>8 <input type="radio"/> unrelated</p>																																
Q4	<p>Ko hea te aho fanau o (...)?</p> <p>What is (...)'s date of birth?</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; width: 20px; height: 20px;"></td> <td style="border: 1px solid black; width: 20px; height: 20px;"></td> <td style="border: 1px solid black; width: 20px; height: 20px;"></td> <td style="border: 1px solid black; width: 20px; height: 20px;"></td> <td style="border: 1px solid black; width: 20px; height: 20px;"></td> <td style="border: 1px solid black; width: 20px; height: 20px;"></td> <td style="border: 1px solid black; width: 20px; height: 20px;"></td> <td style="border: 1px solid black; width: 20px; height: 20px;"></td> </tr> <tr> <td style="text-align: center; font-size: small;">day</td> <td style="text-align: center; font-size: small;">month</td> <td colspan="2" style="text-align: center; font-size: small;">year</td> <td colspan="4"></td> </tr> </table>									day	month	year						<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; width: 20px; height: 20px;"></td> <td style="border: 1px solid black; width: 20px; height: 20px;"></td> <td style="border: 1px solid black; width: 20px; height: 20px;"></td> <td style="border: 1px solid black; width: 20px; height: 20px;"></td> <td style="border: 1px solid black; width: 20px; height: 20px;"></td> <td style="border: 1px solid black; width: 20px; height: 20px;"></td> <td style="border: 1px solid black; width: 20px; height: 20px;"></td> <td style="border: 1px solid black; width: 20px; height: 20px;"></td> </tr> <tr> <td style="text-align: center; font-size: small;">day</td> <td style="text-align: center; font-size: small;">month</td> <td colspan="2" style="text-align: center; font-size: small;">year</td> <td colspan="4"></td> </tr> </table>									day	month	year					
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Q5	<p>Ko fea te mahani nofo ai ia (...)?</p> <p>Where does (...) usually live?</p>	<p>10 <input type="radio"/> at this address</p> <p><input type="radio"/> elsewhere in Tokelau. <i>Specify village:</i></p> <input type="text"/> <p><input type="radio"/> other country. <i>Specify:</i></p> <input type="text"/>	<p>10 <input type="radio"/> at this address</p> <p><input type="radio"/> elsewhere in Tokelau. <i>Specify village:</i></p> <input type="text"/> <p><input type="radio"/> other country. <i>Specify:</i></p> <input type="text"/>																																
Q6	<p>Ko he hi'iheni fea to (...)?</p> <p>What is (...)'s citizenship?</p>	<p>10 <input type="radio"/> New Zealand citizen</p> <p><input type="radio"/> other citizenship. <i>Specify:</i></p> <input type="text"/>	<p>10 <input type="radio"/> New Zealand citizen</p> <p><input type="radio"/> other citizenship. <i>Specify:</i></p> <input type="text"/>																																
Q7	<p>Ko (...) na fanau i fea?</p> <p>Where was (...) born?</p>	<p>10 <input type="radio"/> in this village / on this atoll</p> <p>20 <input type="radio"/> elsewhere in Tokelau</p> <p><input type="radio"/> other country. <i>Specify:</i></p> <input type="text"/>	<p>10 <input type="radio"/> in this village / on this atoll</p> <p>20 <input type="radio"/> elsewhere in Tokelau</p> <p><input type="radio"/> other country. <i>Specify:</i></p> <input type="text"/>																																

PLEASE COMPLETE THE FOLLOWING QUESTIONS FOR EACH MAN, WOMAN AND CHILD WHO WILL SPEND CENSUS NIGHT IN THIS DWELLING																																																																			
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		Respondent 1	Respondent 2
Q8	<p>Nae nofo ia (...) ite nuku tenei ite 12 mahina kua teka pe hili atu foki?</p> <p>Has (...) lived in this village for the last 12 months or longer?</p>	<p>1 <input type="radio"/> yes → go to Q10</p> <p>2 <input type="radio"/> no</p>	<p>1 <input type="radio"/> yes → go to Q10</p> <p>2 <input type="radio"/> no</p>
Q9	<p>Hea te mahina na pa mai ai ia (...) ki kinei?</p> <p><i>Taku mai te mahina ini matainumela e lua, e ve ko Mei = 05. Kafai e he manatua tonu te mahina, oi mate fakalelei mai.</i></p> <p>In what month did (...) arrive here?</p> <p><i>Give month in two digits, ie May = 05. If exact month is unknown, give a close, careful estimate.</i></p>	<p><input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/></p> <p>month year</p>	<p><input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/></p> <p>month year</p>
Q10	<p>Ko fea tonu te atunuku e tupuga mai ai ia (...)?</p> <p><i>Faitau uma na tali. Fakataga mo ni tali e lahi.</i></p> <p>What is (...)'s ethnic origin?</p> <p><i>Read out all response options. Allow multiple responses.</i></p>	<p><input type="radio"/> Tokelauan</p> <p><input type="radio"/> Samoan</p> <p><input type="radio"/> Tuvaluan</p> <p><input type="radio"/> European</p> <p><input type="radio"/> other Pacific Islander. <i>Specify:</i></p> <p><input type="text"/></p> <p><input type="radio"/> other. <i>Specify:</i></p> <p><input type="text"/></p>	<p><input type="radio"/> Tokelauan</p> <p><input type="radio"/> Samoan</p> <p><input type="radio"/> Tuvaluan</p> <p><input type="radio"/> European</p> <p><input type="radio"/> other Pacific Islander. <i>Specify:</i></p> <p><input type="text"/></p> <p><input type="radio"/> other. <i>Specify:</i></p> <p><input type="text"/></p>
Q11	<p>Ko (...) e lotu a?</p> <p>What is (...)'s religion?</p>	<p>1 <input type="radio"/> Congregational Christian</p> <p>2 <input type="radio"/> Presbyterian</p> <p>3 <input type="radio"/> Roman Catholic</p> <p><input type="radio"/> other. <i>Specify:</i></p> <p><input type="text"/></p>	<p>1 <input type="radio"/> Congregational Christian</p> <p>2 <input type="radio"/> Presbyterian</p> <p>3 <input type="radio"/> Roman Catholic</p> <p><input type="radio"/> other. <i>Specify:</i></p> <p><input type="text"/></p>
Q12	<p>Ke hea he gagana pe ni gagana e mafai e (...) oi talanoa ai ite lahiga o taimi?</p> <p><i>Fakataga mo ni tali e lahi.</i></p> <p>In what language or languages could (...) have a conversation about a lot of everyday things?</p> <p><i>Allow multiple responses.</i></p>	<p><input type="radio"/> Tokelauan</p> <p><input type="radio"/> Samoan</p> <p><input type="radio"/> English</p> <p><input type="radio"/> Tuvaluan</p> <p><input type="radio"/> Kiribati</p> <p><input type="radio"/> other(s). <i>Specify:</i></p> <p><input type="text"/></p> <p><input type="radio"/> none (eg too young to talk)</p>	<p><input type="radio"/> Tokelauan</p> <p><input type="radio"/> Samoan</p> <p><input type="radio"/> English</p> <p><input type="radio"/> Tuvaluan</p> <p><input type="radio"/> Kiribati</p> <p><input type="radio"/> other(s). <i>Specify:</i></p> <p><input type="text"/></p> <p><input type="radio"/> none (eg too young to talk)</p>

Respondent 3	Respondent 4	Respondent 5	Respondent 6
1 <input type="radio"/> yes → go to Q10 2 <input type="radio"/> no	1 <input type="radio"/> yes → go to Q10 2 <input type="radio"/> no	1 <input type="radio"/> yes → go to Q10 2 <input type="radio"/> no	1 <input type="radio"/> yes → go to Q10 2 <input type="radio"/> no
[] [] [] [] [] [] month year	[] [] [] [] [] [] month year	[] [] [] [] [] [] month year	[] [] [] [] [] [] month year
<input type="radio"/> Tokelauan <input type="radio"/> Samoan <input type="radio"/> Tuvaluan <input type="radio"/> European <input type="radio"/> other Pacific Islander. <i>Specify:</i> <input type="text"/> <input type="radio"/> other. <i>Specify:</i> <input type="text"/>	<input type="radio"/> Tokelauan <input type="radio"/> Samoan <input type="radio"/> Tuvaluan <input type="radio"/> European <input type="radio"/> other Pacific Islander. <i>Specify:</i> <input type="text"/> <input type="radio"/> other. <i>Specify:</i> <input type="text"/>	<input type="radio"/> Tokelauan <input type="radio"/> Samoan <input type="radio"/> Tuvaluan <input type="radio"/> European <input type="radio"/> other Pacific Islander. <i>Specify:</i> <input type="text"/> <input type="radio"/> other. <i>Specify:</i> <input type="text"/>	<input type="radio"/> Tokelauan <input type="radio"/> Samoan <input type="radio"/> Tuvaluan <input type="radio"/> European <input type="radio"/> other Pacific Islander. <i>Specify:</i> <input type="text"/> <input type="radio"/> other. <i>Specify:</i> <input type="text"/>
1 <input type="radio"/> Congregational Christian 2 <input type="radio"/> Presbyterian 3 <input type="radio"/> Roman Catholic <input type="radio"/> other. <i>Specify:</i> <input type="text"/>	1 <input type="radio"/> Congregational Christian 2 <input type="radio"/> Presbyterian 3 <input type="radio"/> Roman Catholic <input type="radio"/> other. <i>Specify:</i> <input type="text"/>	1 <input type="radio"/> Congregational Christian 2 <input type="radio"/> Presbyterian 3 <input type="radio"/> Roman Catholic <input type="radio"/> other. <i>Specify:</i> <input type="text"/>	1 <input type="radio"/> Congregational Christian 2 <input type="radio"/> Presbyterian 3 <input type="radio"/> Roman Catholic <input type="radio"/> other. <i>Specify:</i> <input type="text"/>
<input type="radio"/> Tokelauan <input type="radio"/> Samoan <input type="radio"/> English <input type="radio"/> Tuvaluan <input type="radio"/> Kiribati <input type="radio"/> other(s). <i>Specify:</i> <input type="text"/> <input type="radio"/> none (eg too young to talk)	<input type="radio"/> Tokelauan <input type="radio"/> Samoan <input type="radio"/> English <input type="radio"/> Tuvaluan <input type="radio"/> Kiribati <input type="radio"/> other(s). <i>Specify:</i> <input type="text"/> <input type="radio"/> none (eg too young to talk)	<input type="radio"/> Tokelauan <input type="radio"/> Samoan <input type="radio"/> English <input type="radio"/> Tuvaluan <input type="radio"/> Kiribati <input type="radio"/> other(s). <i>Specify:</i> <input type="text"/> <input type="radio"/> none (eg too young to talk)	<input type="radio"/> Tokelauan <input type="radio"/> Samoan <input type="radio"/> English <input type="radio"/> Tuvaluan <input type="radio"/> Kiribati <input type="radio"/> other(s). <i>Specify:</i> <input type="text"/> <input type="radio"/> none (eg too young to talk)

		Respondent 1	Respondent 2
Q13	FAKAAUUAU OIOTI MO NA TINO KUA TAKI LIMA TAUHAGA TE MATUTUA PE OVA ATU E MAHANI LAVA NONOFO I TOKELAU		
Q14	<p>Na kua nofo ia (...) i fafo o Tokelau ihe taimi e hili atu ite ono mahina te mataloa?</p> <p><i>Kafai e io, faitau uma na tali. Fakataga mo ni tali e lahi.</i></p> <p>Has (...) ever lived overseas for more than six months?</p> <p><i>If yes, read out all response options. Allow multiple responses.</i></p>	<p>2 <input type="radio"/> no</p> <p>1 <input type="radio"/> yes</p> <p>▼ <i>if yes, where?</i></p> <p><input type="radio"/> Samoa</p> <p><input type="radio"/> New Zealand</p> <p><input type="radio"/> other Pacific Island. <i>Specify:</i></p> <p><input type="text"/></p> <p><input type="radio"/> other country. <i>Specify:</i></p> <p><input type="text"/></p>	<p>2 <input type="radio"/> no</p> <p>1 <input type="radio"/> yes</p> <p>▼ <i>if yes, where?</i></p> <p><input type="radio"/> Samoa</p> <p><input type="radio"/> New Zealand</p> <p><input type="radio"/> other Pacific Island. <i>Specify:</i></p> <p><input type="text"/></p> <p><input type="radio"/> other country. <i>Specify:</i></p> <p><input type="text"/></p>
Q15	<p>Ko (...) nae nofo i fea ite lima tauhaga kua teka, ite aho 18 Oketopa 2006?</p> <p>Where was (...) usually living five years ago, on 18 October 2006?</p>	<p>10 <input type="radio"/> at this address</p> <p>20 <input type="radio"/> elsewhere in Tokelau</p> <p><input type="radio"/> other country. <i>Specify:</i></p> <p><input type="text"/></p>	<p>10 <input type="radio"/> at this address</p> <p>20 <input type="radio"/> elsewhere in Tokelau</p> <p><input type="radio"/> other country. <i>Specify:</i></p> <p><input type="text"/></p>
Q16	<p>Ko hea te akoga mulimuli nae aoga ai ia (...)?</p> <p><i>Matau ko te fehili tenei e fakafehili agai oioti mo na akoga maualuga ma tulaga lua na aoga ai. Ko na iunivehite ma na letahi akoga maualuluga e fakafehiligia ite fehili 17 ma te 21.</i></p> <p>What was the last school (...) attended?</p> <p><i>Note this question is asking about primary or secondary schools attended. University or other higher education is asked about questions 17 and 21.</i></p>	<p>1 <input type="radio"/> still at school</p> <p>2 <input type="radio"/> Tokelau village school</p> <p>3 <input type="radio"/> Samoan secondary school</p> <p>4 <input type="radio"/> New Zealand secondary school</p> <p>5 <input type="radio"/> other Pacific Island secondary school</p> <p>6 <input type="radio"/> other school</p> <p>7 <input type="radio"/> home-schooled</p> <p>8 <input type="radio"/> never been to school</p> <p>→ <i>if aged 15 or over go to Q20</i></p> <p>→ <i>if aged under 15, end of questionnaire, go to next respondent</i></p> <p>9 <input type="radio"/> not specified</p>	<p>1 <input type="radio"/> still at school</p> <p>→ <i>go to Q17</i></p> <p>2 <input type="radio"/> Tokelau village school</p> <p>3 <input type="radio"/> Samoan secondary school</p> <p>4 <input type="radio"/> New Zealand secondary school</p> <p>5 <input type="radio"/> other Pacific Island secondary school</p> <p>6 <input type="radio"/> other school</p> <p>7 <input type="radio"/> home-schooled</p> <p>8 <input type="radio"/> never been to school</p> <p>→ <i>if aged 15 or over go to Q20</i></p> <p>→ <i>if aged under 15, end of questionnaire, go to next respondent</i></p> <p>9 <input type="radio"/> not specified</p>
Q17	<p>Ko hea te levolo tau akoakoga pito maualuga na auhia e (...)?</p> <p>What is the highest level of education (...) reached?</p> <p><i>Tino fai fehili: tauahaga 6 = hitene 3 tauahaga 7 = hitene 4 tauahaga 8 = fomu 1 tauahaga 9 = fomu 2 tauahaga 10 = fomu 3 tauahaga 11 = fomu 4 tauahaga 12 = fomu 5 tauahaga 13 = fomu 6 vahega fakavae = fomu 7</i></p> <p><i>Interviewer: year 6 = standard 3 year 7 = standard 4 year 8 = form 1 year 9 = form 2 year 10 = form 3 year 11 = form 4 year 12 = form 5 year 13 = form 6 foundation = form 7</i></p>	<p>1 <input type="radio"/> up to year 6</p> <p>2 <input type="radio"/> year 6–year 9</p> <p>3 <input type="radio"/> year 10–year 11</p> <p>4 <input type="radio"/> year 12–foundation</p> <p>5 <input type="radio"/> university</p> <p>6 <input type="radio"/> other non-university, tertiary institution</p> <p>7 <input type="radio"/> other level. <i>Specify:</i></p> <p><input type="text"/></p> <p>8 <input type="radio"/> not specified</p>	<p>1 <input type="radio"/> up to year 6</p> <p>2 <input type="radio"/> year 6–year 9</p> <p>3 <input type="radio"/> year 10–year 11</p> <p>4 <input type="radio"/> year 12–foundation</p> <p>5 <input type="radio"/> university</p> <p>6 <input type="radio"/> other non-university, tertiary institution</p> <p>7 <input type="radio"/> other level. <i>Specify:</i></p> <p><input type="text"/></p> <p>8 <input type="radio"/> not specified</p>

Respondent 3	Respondent 4	Respondent 5	Respondent 6
ONLY CONTINUE FOR PEOPLE AGED FIVE YEARS OR MORE WHO ARE USUALLY RESIDENT IN TOKELAU			
<p>2 <input type="radio"/> no</p> <p>1 <input type="radio"/> yes ▼ <i>if yes, where?</i></p> <p><input type="radio"/> Samoa</p> <p><input type="radio"/> New Zealand</p> <p><input type="radio"/> other Pacific Island. <i>Specify:</i></p> <input type="text"/> <p><input type="radio"/> other country. <i>Specify:</i></p> <input type="text"/>	<p>2 <input type="radio"/> no</p> <p>1 <input type="radio"/> yes ▼ <i>if yes, where?</i></p> <p><input type="radio"/> Samoa</p> <p><input type="radio"/> New Zealand</p> <p><input type="radio"/> other Pacific Island. <i>Specify:</i></p> <input type="text"/> <p><input type="radio"/> other country. <i>Specify:</i></p> <input type="text"/>	<p>2 <input type="radio"/> no</p> <p>1 <input type="radio"/> yes ▼ <i>if yes, where?</i></p> <p><input type="radio"/> Samoa</p> <p><input type="radio"/> New Zealand</p> <p><input type="radio"/> other Pacific Island. <i>Specify:</i></p> <input type="text"/> <p><input type="radio"/> other country. <i>Specify:</i></p> <input type="text"/>	<p>2 <input type="radio"/> no</p> <p>1 <input type="radio"/> yes ▼ <i>if yes, where?</i></p> <p><input type="radio"/> Samoa</p> <p><input type="radio"/> New Zealand</p> <p><input type="radio"/> other Pacific Island. <i>Specify:</i></p> <input type="text"/> <p><input type="radio"/> other country. <i>Specify:</i></p> <input type="text"/>
<p>10 <input type="radio"/> at this address</p> <p>20 <input type="radio"/> elsewhere in Tokelau</p> <p><input type="radio"/> other country. <i>Specify:</i></p> <input type="text"/>	<p>10 <input type="radio"/> at this address</p> <p>20 <input type="radio"/> elsewhere in Tokelau</p> <p><input type="radio"/> other country. <i>Specify:</i></p> <input type="text"/>	<p>10 <input type="radio"/> at this address</p> <p>20 <input type="radio"/> elsewhere in Tokelau</p> <p><input type="radio"/> other country. <i>Specify:</i></p> <input type="text"/>	<p>10 <input type="radio"/> at this address</p> <p>20 <input type="radio"/> elsewhere in Tokelau</p> <p><input type="radio"/> other country. <i>Specify:</i></p> <input type="text"/>
<p>1 <input type="radio"/> still at school → <i>go to Q17</i></p> <p>2 <input type="radio"/> Tokelau village school</p> <p>3 <input type="radio"/> Samoan secondary school</p> <p>4 <input type="radio"/> New Zealand secondary school</p> <p>5 <input type="radio"/> other Pacific Island secondary school</p> <p>6 <input type="radio"/> other school</p> <p>7 <input type="radio"/> home-schooled</p> <p>8 <input type="radio"/> never been to school → <i>if aged 15 or over go to Q20</i> if aged under 15, end of questionnaire, go to next respondent</p> <p>9 <input type="radio"/> not specified</p>	<p>1 <input type="radio"/> still at school → <i>go to Q17</i></p> <p>2 <input type="radio"/> Tokelau village school</p> <p>3 <input type="radio"/> Samoan secondary school</p> <p>4 <input type="radio"/> New Zealand secondary school</p> <p>5 <input type="radio"/> other Pacific Island secondary school</p> <p>6 <input type="radio"/> other school</p> <p>7 <input type="radio"/> home-schooled</p> <p>8 <input type="radio"/> never been to school → <i>if aged 15 or over go to Q20</i> if aged under 15, end of questionnaire, go to next respondent</p> <p>9 <input type="radio"/> not specified</p>	<p>1 <input type="radio"/> still at school → <i>go to Q17</i></p> <p>2 <input type="radio"/> Tokelau village school</p> <p>3 <input type="radio"/> Samoan secondary school</p> <p>4 <input type="radio"/> New Zealand secondary school</p> <p>5 <input type="radio"/> other Pacific Island secondary school</p> <p>6 <input type="radio"/> other school</p> <p>7 <input type="radio"/> home-schooled</p> <p>8 <input type="radio"/> never been to school → <i>if aged 15 or over go to Q20</i> if aged under 15, end of questionnaire, go to next respondent</p> <p>9 <input type="radio"/> not specified</p>	<p>1 <input type="radio"/> still at school → <i>go to Q17</i></p> <p>2 <input type="radio"/> Tokelau village school</p> <p>3 <input type="radio"/> Samoan secondary school</p> <p>4 <input type="radio"/> New Zealand secondary school</p> <p>5 <input type="radio"/> other Pacific Island secondary school</p> <p>6 <input type="radio"/> other school</p> <p>7 <input type="radio"/> home-schooled</p> <p>8 <input type="radio"/> never been to school → <i>if aged 15 or over go to Q20</i> if aged under 15, end of questionnaire, go to next respondent</p> <p>9 <input type="radio"/> not specified</p>
<p>1 <input type="radio"/> up to year 6</p> <p>2 <input type="radio"/> year 6–year 9</p> <p>3 <input type="radio"/> year 10–year 11</p> <p>4 <input type="radio"/> year 12–foundation</p> <p>5 <input type="radio"/> university</p> <p>6 <input type="radio"/> other non-university, tertiary institution</p> <p>7 <input type="radio"/> other level. <i>Specify:</i></p> <input type="text"/> <p>8 <input type="radio"/> not specified</p>	<p>1 <input type="radio"/> up to year 6</p> <p>2 <input type="radio"/> year 6–year 9</p> <p>3 <input type="radio"/> year 10–year 11</p> <p>4 <input type="radio"/> year 12–foundation</p> <p>5 <input type="radio"/> university</p> <p>6 <input type="radio"/> other non-university, tertiary institution</p> <p>7 <input type="radio"/> other level. <i>Specify:</i></p> <input type="text"/> <p>8 <input type="radio"/> not specified</p>	<p>1 <input type="radio"/> up to year 6</p> <p>2 <input type="radio"/> year 6–year 9</p> <p>3 <input type="radio"/> year 10–year 11</p> <p>4 <input type="radio"/> year 12–foundation</p> <p>5 <input type="radio"/> university</p> <p>6 <input type="radio"/> other non-university, tertiary institution</p> <p>7 <input type="radio"/> other level. <i>Specify:</i></p> <input type="text"/> <p>8 <input type="radio"/> not specified</p>	<p>1 <input type="radio"/> up to year 6</p> <p>2 <input type="radio"/> year 6–year 9</p> <p>3 <input type="radio"/> year 10–year 11</p> <p>4 <input type="radio"/> year 12–foundation</p> <p>5 <input type="radio"/> university</p> <p>6 <input type="radio"/> other non-university, tertiary institution</p> <p>7 <input type="radio"/> other level. <i>Specify:</i></p> <input type="text"/> <p>8 <input type="radio"/> not specified</p>

		Respondent 1	Respondent 2
Q18	<p>Ko hea te tuhi pahi pito maualuga o (...) na maua ina akoga?</p> <p><i>Matau ko te fehili tenei e fakafehili oioti agai ki na tuhi pahi ina akoga maualalalo ma na akoga tulaga lua. Ko na tuhi pahi na maua i tua mai e fakafehiligia ite fehili Q21.</i></p> <p><i>Tino fai fehili: tauhaga 9 = fomu 2.</i></p> <p>What is the highest certificate or qualification that (...) has gained at school?</p> <p><i>Note this question is asking about primary or secondary school qualifications. Qualifications gained after school are asked about in question 21.</i></p> <p><i>Interviewer: year 9 = form 2.</i></p>	<p>1 <input type="radio"/> no school qualification</p> <p>2 <input type="radio"/> primary / year 9 certificate</p> <p>3 <input type="radio"/> Leaving Certificate</p> <p>4 <input type="radio"/> School Certificate</p> <p>5 <input type="radio"/> University Entrance</p> <p>6 <input type="radio"/> other school qualification. <i>Specify:</i></p> <p><input type="text"/></p>	<p>1 <input type="radio"/> no school qualification</p> <p>2 <input type="radio"/> primary / year 9 certificate</p> <p>3 <input type="radio"/> Leaving Certificate</p> <p>4 <input type="radio"/> School Certificate</p> <p>5 <input type="radio"/> University Entrance</p> <p>6 <input type="radio"/> other school qualification. <i>Specify:</i></p> <p><input type="text"/></p>
Q19	FAKAAUUAU OIOTI MO NA TINO KUA TAKI 15 TAUHAGA TE MATUTUA PE OVA ATU E MAHANI LAVA NONOFO I TOKELAU		
Q20	<p>Na aoga pe na taukave ni koleniga ma (...) ihe tahi aoga maualuluga e kehe mai ma na aoga maualalalo ma na aoga tulaga lua?</p> <p>Has (...) undertaken any studies or training in an institution other than a primary or secondary school?</p>	<p>1 <input type="radio"/> yes → go to Q21</p> <p>2 <input type="radio"/> no → go to Q22</p>	<p>1 <input type="radio"/> yes → go to Q21</p> <p>2 <input type="radio"/> no → go to Q22</p>
Q21	<p>Ko hea te tuhi pahi pito maualuga o (...) talu mai te teka ma na akoga?</p> <p>What is the highest qualification (...) has completed since leaving school?</p>	<p>7 <input type="radio"/> still studying for the first post-school qualification</p> <p>8 <input type="radio"/> bachelors degree</p> <p>9 <input type="radio"/> post-graduate degree</p> <p>10 <input type="radio"/> other university qualification. <i>Specify:</i></p> <p><input type="text"/></p> <p>15 <input type="radio"/> trade certificate. <i>Specify:</i></p> <p><input type="text"/></p> <p>16 <input type="radio"/> nursing certificate / diploma</p> <p>17 <input type="radio"/> other post-school qualification. <i>Specify:</i></p> <p><input type="text"/></p>	<p>11 <input type="radio"/> still studying for the first post-school qualification</p> <p>12 <input type="radio"/> bachelors degree</p> <p>13 <input type="radio"/> post-graduate degree</p> <p>14 <input type="radio"/> other university qualification. <i>Specify:</i></p> <p><input type="text"/></p> <p>15 <input type="radio"/> trade certificate. <i>Specify:</i></p> <p><input type="text"/></p> <p>16 <input type="radio"/> nursing certificate / diploma</p> <p>17 <input type="radio"/> other post-school qualification. <i>Specify:</i></p> <p><input type="text"/></p>
Q22	<p>Ko hea te tulaga tau fakaipoipo pe ko te nofo kaiga o (...) ite taimi nei?</p> <p>What is (...)'s current marital status?</p>	<p>1 <input type="radio"/> never married</p> <p>2 <input type="radio"/> married</p> <p>3 <input type="radio"/> separated</p> <p>4 <input type="radio"/> divorced</p> <p>5 <input type="radio"/> widowed</p>	<p>1 <input type="radio"/> never married</p> <p>2 <input type="radio"/> married</p> <p>3 <input type="radio"/> separated</p> <p>4 <input type="radio"/> divorced</p> <p>5 <input type="radio"/> widowed</p>

Respondent 3	Respondent 4	Respondent 5	Respondent 6
1 <input type="radio"/> no school qualification 2 <input type="radio"/> primary / year 9 certificate 3 <input type="radio"/> Leaving Certificate 4 <input type="radio"/> School Certificate 5 <input type="radio"/> University Entrance 6 <input type="radio"/> other school qualification. <i>Specify:</i> <input type="text"/>	1 <input type="radio"/> no school qualification 2 <input type="radio"/> primary / year 9 certificate 3 <input type="radio"/> Leaving Certificate 4 <input type="radio"/> School Certificate 5 <input type="radio"/> University Entrance 6 <input type="radio"/> other school qualification. <i>Specify:</i> <input type="text"/>	1 <input type="radio"/> no school qualification 2 <input type="radio"/> primary / year 9 certificate 3 <input type="radio"/> Leaving Certificate 4 <input type="radio"/> School Certificate 5 <input type="radio"/> University Entrance 6 <input type="radio"/> other school qualification. <i>Specify:</i> <input type="text"/>	1 <input type="radio"/> no school qualification 2 <input type="radio"/> primary / year 9 certificate 3 <input type="radio"/> Leaving Certificate 4 <input type="radio"/> School Certificate 5 <input type="radio"/> University Entrance 6 <input type="radio"/> other school qualification. <i>Specify:</i> <input type="text"/>
ONLY CONTINUE FOR PEOPLE AGED 15 YEARS OR MORE WHO ARE USUALLY RESIDENT IN TOKELAU			
1 <input type="radio"/> yes → go to Q21 2 <input type="radio"/> no → go to Q22	1 <input type="radio"/> yes → go to Q21 2 <input type="radio"/> no → go to Q22	1 <input type="radio"/> yes → go to Q21 2 <input type="radio"/> no → go to Q22	1 <input type="radio"/> yes → go to Q21 2 <input type="radio"/> no → go to Q22
11 <input type="radio"/> still studying for the first post-school qualification 12 <input type="radio"/> bachelors degree 13 <input type="radio"/> post-graduate degree 14 <input type="radio"/> other university qualification. <i>Specify:</i> <input type="text"/> 15 <input type="radio"/> trade certificate. <i>Specify:</i> <input type="text"/> 16 <input type="radio"/> nursing certificate / diploma 17 <input type="radio"/> other post-school qualification. <i>Specify:</i> <input type="text"/>	11 <input type="radio"/> still studying for the first post-school qualification 12 <input type="radio"/> bachelors degree 13 <input type="radio"/> post-graduate degree 14 <input type="radio"/> other university qualification. <i>Specify:</i> <input type="text"/> 15 <input type="radio"/> trade certificate. <i>Specify:</i> <input type="text"/> 16 <input type="radio"/> nursing certificate / diploma 17 <input type="radio"/> other post-school qualification. <i>Specify:</i> <input type="text"/>	11 <input type="radio"/> still studying for the first post-school qualification 12 <input type="radio"/> bachelors degree 13 <input type="radio"/> post-graduate degree 14 <input type="radio"/> other university qualification. <i>Specify:</i> <input type="text"/> 15 <input type="radio"/> trade certificate. <i>Specify:</i> <input type="text"/> 16 <input type="radio"/> nursing certificate / diploma 17 <input type="radio"/> other post-school qualification. <i>Specify:</i> <input type="text"/>	11 <input type="radio"/> still studying for the first post-school qualification 12 <input type="radio"/> bachelors degree 13 <input type="radio"/> post-graduate degree 14 <input type="radio"/> other university qualification. <i>Specify:</i> <input type="text"/> 15 <input type="radio"/> trade certificate. <i>Specify:</i> <input type="text"/> 16 <input type="radio"/> nursing certificate / diploma 17 <input type="radio"/> other post-school qualification. <i>Specify:</i> <input type="text"/>
1 <input type="radio"/> never married 2 <input type="radio"/> married 3 <input type="radio"/> separated 4 <input type="radio"/> divorced 5 <input type="radio"/> widowed	1 <input type="radio"/> never married 2 <input type="radio"/> married 3 <input type="radio"/> separated 4 <input type="radio"/> divorced 5 <input type="radio"/> widowed	1 <input type="radio"/> never married 2 <input type="radio"/> married 3 <input type="radio"/> separated 4 <input type="radio"/> divorced 5 <input type="radio"/> widowed	1 <input type="radio"/> never married 2 <input type="radio"/> married 3 <input type="radio"/> separated 4 <input type="radio"/> divorced 5 <input type="radio"/> widowed

	Respondent 1	Respondent 2
<p>Q23 I te fitu aho teia na gata ite aho Gafua, 17 Oketopa 2011 na faigaluega totogi ia (...) pe nae kikila he pihinihi?</p> <p><i>Maka 'io' kafai ko te tino e mahani lava oi faigaluega kae nae he faigaluega mo ni mafuaaga.</i></p> <p>In the seven days that ended on Monday, 17 October 2011, did (...) do any work for pay or operate a business?</p> <p><i>Mark 'yes' if a respondent would usually have worked but was away or off work for some reason.</i></p>	<p>1 <input type="radio"/> yes → go to Q24</p> <p>2 <input type="radio"/> no → go to Q26</p>	<p>1 <input type="radio"/> yes → go to Q24</p> <p>2 <input type="radio"/> no → go to Q26</p>
<p>Q24 Ina tiute o (...) na fakatino ite vaiaho kua teka, hea tonu tana galuega?</p> <p><i>Kafai e tali mai te tino 'he tino faigaluega i te nuku' fakamolemole oi fehili mo te tulaga patino.</i></p> <p>In (...)'s main paid job held last week, what was (...)'s occupation?</p> <p><i>If respondent answers 'village worker' please ask for specific role.</i></p>	<div style="border: 1px solid black; height: 20px; width: 100%;"></div> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<div style="border: 1px solid black; height: 20px; width: 100%;"></div> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>
<p>Q25 Fakamatala mai te galuega a (...) e takua i luga?</p> <p>In that job, how would (...) best be described?</p>	<p>1 <input type="radio"/> national TPS employee</p> <p>2 <input type="radio"/> village TPS employee</p> <p>3 <input type="radio"/> self-employed</p> <p>4 <input type="radio"/> employee (work for wages/ salary for private person or business in Tokelau)</p> <p>5 <input type="radio"/> employee (paid by an overseas institution)</p> <p>6 <input type="radio"/> other. Specify:</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> <p>→ go to Q28</p>	<p>1 <input type="radio"/> national TPS employee</p> <p>2 <input type="radio"/> village TPS employee</p> <p>3 <input type="radio"/> self-employed</p> <p>4 <input type="radio"/> employee (work for wages/ salary for private person or business in Tokelau)</p> <p>5 <input type="radio"/> employee (paid by an overseas institution)</p> <p>6 <input type="radio"/> other. Specify:</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> <p>→ go to Q28</p>
<p>Q26 Na hakili galuega totogi ia (...) ite vaiaho kua teka?</p> <p>Did (...) look for a paid job last week?</p>	<p>1 <input type="radio"/> yes</p> <p>2 <input type="radio"/> no</p>	<p>1 <input type="radio"/> yes</p> <p>2 <input type="radio"/> no</p>
<p>Q27 Mo nei ake na maua he galuega totogi ma (...), mata nei na avanoa ke kamata faigaluega ia (...) ite vaiaho kua teka?</p> <p>If someone had offered (...) a paid job, would (...) have been available to start work last week?</p>	<p>1 <input type="radio"/> yes</p> <p>2 <input type="radio"/> no</p>	<p>1 <input type="radio"/> yes</p> <p>2 <input type="radio"/> no</p>
<p>Q28 I te fitu aho na gata ite aho Gafua, 17 Oketopa 2011, na faigaluega he totogia ia (...) mo te kaiga, nuku pe ko te fenua katoa?</p> <p>In the seven days that ended on Monday, 17 October 2011, did (...) do any unpaid work for the family, village, or community?</p>	<p>1 <input type="radio"/> yes → go to Q29</p> <p>2 <input type="radio"/> no → go to Q30</p>	<p>1 <input type="radio"/> yes → go to Q29</p> <p>2 <input type="radio"/> no → go to Q30</p>

Respondent 3	Respondent 4	Respondent 5	Respondent 6
1 <input type="radio"/> yes → go to Q24 2 <input type="radio"/> no → go to Q26	1 <input type="radio"/> yes → go to Q24 2 <input type="radio"/> no → go to Q26	1 <input type="radio"/> yes → go to Q24 2 <input type="radio"/> no → go to Q26	1 <input type="radio"/> yes → go to Q24 2 <input type="radio"/> no → go to Q26
<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
1 <input type="radio"/> national TPS employee 2 <input type="radio"/> village TPS employee 3 <input type="radio"/> self-employed 4 <input type="radio"/> employee (work for wages/ salary for private person or business in Tokelau) 5 <input type="radio"/> employee (paid by an overseas institution) 6 <input type="radio"/> other. Specify: <input type="text"/> → go to Q28	1 <input type="radio"/> national TPS employee 2 <input type="radio"/> village TPS employee 3 <input type="radio"/> self-employed 4 <input type="radio"/> employee (work for wages/ salary for private person or business in Tokelau) 5 <input type="radio"/> employee (paid by an overseas institution) 6 <input type="radio"/> other. Specify: <input type="text"/> → go to Q28	1 <input type="radio"/> national TPS employee 2 <input type="radio"/> village TPS employee 3 <input type="radio"/> self-employed 4 <input type="radio"/> employee (work for wages/ salary for private person or business in Tokelau) 5 <input type="radio"/> employee (paid by an overseas institution) 6 <input type="radio"/> other. Specify: <input type="text"/> → go to Q28	1 <input type="radio"/> national TPS employee 2 <input type="radio"/> village TPS employee 3 <input type="radio"/> self-employed 4 <input type="radio"/> employee (work for wages/ salary for private person or business in Tokelau) 5 <input type="radio"/> employee (paid by an overseas institution) 6 <input type="radio"/> other. Specify: <input type="text"/> → go to Q28
1 <input type="radio"/> yes 2 <input type="radio"/> no	1 <input type="radio"/> yes 2 <input type="radio"/> no	1 <input type="radio"/> yes 2 <input type="radio"/> no	1 <input type="radio"/> yes 2 <input type="radio"/> no
1 <input type="radio"/> yes 2 <input type="radio"/> no	1 <input type="radio"/> yes 2 <input type="radio"/> no	1 <input type="radio"/> yes 2 <input type="radio"/> no	1 <input type="radio"/> yes 2 <input type="radio"/> no
1 <input type="radio"/> yes → go to Q29 2 <input type="radio"/> no → go to Q30	1 <input type="radio"/> yes → go to Q29 2 <input type="radio"/> no → go to Q30	1 <input type="radio"/> yes → go to Q29 2 <input type="radio"/> no → go to Q30	1 <input type="radio"/> yes → go to Q29 2 <input type="radio"/> no → go to Q30

		Respondent 1	Respondent 2
Q29	<p>Ko ni itukaiga galuega he tologia vehea ta (...) na fai?</p> <p><i>Faitau uma na tali. Fakataga ni tali e lahi.</i></p> <p>What type of unpaid work did (...) do?</p> <p><i>Read out all response options. Allow multiple responses.</i></p>	<input type="radio"/> housework – in own household <input type="radio"/> caring for children – from own household <input type="radio"/> caring for children – from another household <input type="radio"/> helping family or other relatives <input type="radio"/> helping with community / village cleaning <input type="radio"/> helping with community / village weaving <input type="radio"/> helping with community / village fishing <input type="radio"/> helping with other community / village activities <input type="radio"/> other unpaid / voluntary work. <i>Specify:</i> <input type="text"/>	<input type="radio"/> housework – in own household <input type="radio"/> caring for children – from own household <input type="radio"/> caring for children – from another household <input type="radio"/> helping family or other relatives <input type="radio"/> helping with community / village cleaning <input type="radio"/> helping with community / village weaving <input type="radio"/> helping with community / village fishing <input type="radio"/> helping with other community / village activities <input type="radio"/> other unpaid / voluntary work. <i>Specify:</i> <input type="text"/>
Q30	<p>I te fitu aho na gata ite aho Gafua, 17 Oketopa 2011, na fakatino e (...) na galuega ienei mo te kaiga oioti?</p> <p><i>Faitau uma na tali. Fakataga ni tali e lahi.</i></p> <p>In the seven days that ended on Monday, 17 October, did (...) do any of the following for the household's use only?</p> <p><i>Read out all responses. Allow multiple responses.</i></p>	<input type="radio"/> work in a garden plot, bush or coastal activity, or catch fish <input type="radio"/> make cloth, garments, mats, or handicrafts <input type="radio"/> build or repair houses, boats, or umu <input type="radio"/> none of these	<input type="radio"/> work in a garden plot, bush or coastal activity, or catch fish <input type="radio"/> make cloth, garments, mats, or handicrafts <input type="radio"/> build or repair houses, boats, or umu <input type="radio"/> none of these
Q31	<p>I te fitu aho na gata ite aho Gafua, 17 Oketopa 2011, na fakatino e (...) na galuega ienei mo he tahi kaiga?</p> <p><i>Faitau uma na tali. Fakataga ni tali e lahi.</i></p> <p>In the seven days that ended on Monday, 17 October, did (...) do any of the following for use by other households?</p> <p><i>Read out all responses. Allow multiple responses.</i></p>	<input type="radio"/> work in a garden plot, bush or coastal activity, or catch fish <input type="radio"/> make cloth, garments, mats, or handicrafts <input type="radio"/> build or repair houses, boats, or umu <input type="radio"/> none of these	<input type="radio"/> work in a garden plot, bush or coastal activity, or catch fish <input type="radio"/> make cloth, garments, mats, or handicrafts <input type="radio"/> build or repair houses, boats, or umu <input type="radio"/> none of these
Q32	<p>E mahani ia (...) oi ulaula hikaleti e fokotahi pe lahi atu ite aho?</p> <p>Does (...) smoke cigarettes regularly (that is, one or more a day)?</p>	1 <input type="radio"/> yes → go to Q34 2 <input type="radio"/> no → go to Q33	1 <input type="radio"/> yes → go to Q34 2 <input type="radio"/> no → go to Q33
Q33	<p>Ko (...) he tino lava e mahani ulaula hikaleti e fokotahi pe lahi atu ite aho?</p> <p>Has (...) ever been a regular smoker of one or more cigarettes a day?</p>	1 <input type="radio"/> yes 2 <input type="radio"/> no	1 <input type="radio"/> yes 2 <input type="radio"/> no

Respondent 3	Respondent 4	Respondent 5	Respondent 6
<input type="radio"/> housework – in own household <input type="radio"/> caring for children – from own household <input type="radio"/> caring for children – from another household <input type="radio"/> helping family or other relatives <input type="radio"/> helping with community / village cleaning <input type="radio"/> helping with community /village weaving <input type="radio"/> helping with community /village fishing <input type="radio"/> helping with other community /village activities <input type="radio"/> other unpaid /voluntary work. <i>Specify:</i> <input type="text"/>	<input type="radio"/> housework – in own household <input type="radio"/> caring for children – from own household <input type="radio"/> caring for children – from another household <input type="radio"/> helping family or other relatives <input type="radio"/> helping with community / village cleaning <input type="radio"/> helping with community /village weaving <input type="radio"/> helping with community /village fishing <input type="radio"/> helping with other community /village activities <input type="radio"/> other unpaid /voluntary work. <i>Specify:</i> <input type="text"/>	<input type="radio"/> housework – in own household <input type="radio"/> caring for children – from own household <input type="radio"/> caring for children – from another household <input type="radio"/> helping family or other relatives <input type="radio"/> helping with community / village cleaning <input type="radio"/> helping with community /village weaving <input type="radio"/> helping with community /village fishing <input type="radio"/> helping with other community /village activities <input type="radio"/> other unpaid /voluntary work. <i>Specify:</i> <input type="text"/>	<input type="radio"/> housework – in own household <input type="radio"/> caring for children – from own household <input type="radio"/> caring for children – from another household <input type="radio"/> helping family or other relatives <input type="radio"/> helping with community / village cleaning <input type="radio"/> helping with community /village weaving <input type="radio"/> helping with community /village fishing <input type="radio"/> helping with other community /village activities <input type="radio"/> other unpaid /voluntary work. <i>Specify:</i> <input type="text"/>
<input type="radio"/> work in a garden plot, bush or coastal activity, or catch fish <input type="radio"/> make cloth, garments, mats, or handicrafts <input type="radio"/> build or repair houses, boats, or umu <input type="radio"/> none of these	<input type="radio"/> work in a garden plot, bush or coastal activity, or catch fish <input type="radio"/> make cloth, garments, mats, or handicrafts <input type="radio"/> build or repair houses, boats, or umu <input type="radio"/> none of these	<input type="radio"/> work in a garden plot, bush or coastal activity, or catch fish <input type="radio"/> make cloth, garments, mats, or handicrafts <input type="radio"/> build or repair houses, boats, or umu <input type="radio"/> none of these	<input type="radio"/> work in a garden plot, bush or coastal activity, or catch fish <input type="radio"/> make cloth, garments, mats, or handicrafts <input type="radio"/> build or repair houses, boats, or umu <input type="radio"/> none of these
<input type="radio"/> work in a garden plot, bush or coastal activity, or catch fish <input type="radio"/> make cloth, garments, mats, or handicrafts <input type="radio"/> build or repair houses, boats, or umu <input type="radio"/> none of these	<input type="radio"/> work in a garden plot, bush or coastal activity, or catch fish <input type="radio"/> make cloth, garments, mats, or handicrafts <input type="radio"/> build or repair houses, boats, or umu <input type="radio"/> none of these	<input type="radio"/> work in a garden plot, bush or coastal activity, or catch fish <input type="radio"/> make cloth, garments, mats, or handicrafts <input type="radio"/> build or repair houses, boats, or umu <input type="radio"/> none of these	<input type="radio"/> work in a garden plot, bush or coastal activity, or catch fish <input type="radio"/> make cloth, garments, mats, or handicrafts <input type="radio"/> build or repair houses, boats, or umu <input type="radio"/> none of these
1 <input type="radio"/> yes → go to Q34 2 <input type="radio"/> no → go to Q33	1 <input type="radio"/> yes → go to Q34 2 <input type="radio"/> no → go to Q33	1 <input type="radio"/> yes → go to Q34 2 <input type="radio"/> no → go to Q33	1 <input type="radio"/> yes → go to Q34 2 <input type="radio"/> no → go to Q33
1 <input type="radio"/> yes 2 <input type="radio"/> no	1 <input type="radio"/> yes 2 <input type="radio"/> no	1 <input type="radio"/> yes 2 <input type="radio"/> no	1 <input type="radio"/> yes 2 <input type="radio"/> no

		Respondent 1	Respondent 2
Q34	Ko hea hau fakatulagaga ki te hikili faitau tuhi faka-Tokelau o (...)? How would you rate (...)'s current reading skills in Tokelauan?	1 <input type="radio"/> cannot read in Tokelauan 2 <input type="radio"/> poor 3 <input type="radio"/> fair 4 <input type="radio"/> good 5 <input type="radio"/> very good	1 <input type="radio"/> cannot read in Tokelauan 2 <input type="radio"/> poor 3 <input type="radio"/> fair 4 <input type="radio"/> good 5 <input type="radio"/> very good
Q35	Ko hea hau fakatulagaga ki te hikili faitau tuhi faka-Igilihi o (...)? How would you rate (...)'s current reading skills in English?	1 <input type="radio"/> cannot read in English 2 <input type="radio"/> poor 3 <input type="radio"/> fair 4 <input type="radio"/> good 5 <input type="radio"/> very good	1 <input type="radio"/> cannot read in English 2 <input type="radio"/> poor 3 <input type="radio"/> fair 4 <input type="radio"/> good 5 <input type="radio"/> very good
Q36	Ko hea hau fakatulagaga ki te hikili tuhituhi faka-Tokelau o (...)? How would you rate (...)'s current writing skills in Tokelauan?	1 <input type="radio"/> cannot write in Tokelauan 2 <input type="radio"/> poor 3 <input type="radio"/> fair 4 <input type="radio"/> good 5 <input type="radio"/> very good	1 <input type="radio"/> cannot write in Tokelauan 2 <input type="radio"/> poor 3 <input type="radio"/> fair 4 <input type="radio"/> good 5 <input type="radio"/> very good
Q37	Ko hea hau fakatulagaga ki te hikili tuhituhi faka-Igilihi o (...)? How would you rate (...)'s current writing skills in English?	1 <input type="radio"/> cannot write in English 2 <input type="radio"/> poor 3 <input type="radio"/> fair 4 <input type="radio"/> good 5 <input type="radio"/> very good	1 <input type="radio"/> cannot write in English 2 <input type="radio"/> poor 3 <input type="radio"/> fair 4 <input type="radio"/> good 5 <input type="radio"/> very good
Q38	KUA UMA AI TE PEPI TE HILI MO TE ITUPA O TAUMALO FAKAAUUAU PEA KE PA KI TE PEHILI Q39 MO NA TAUTITI E 15 KI LUGA TE MATUA		

SAMPLE

Respondent 3	Respondent 4	Respondent 5	Respondent 6
1 <input type="radio"/> cannot read in Tokelauan 2 <input type="radio"/> poor 3 <input type="radio"/> fair 4 <input type="radio"/> good 5 <input type="radio"/> very good	1 <input type="radio"/> cannot read in Tokelauan 2 <input type="radio"/> poor 3 <input type="radio"/> fair 4 <input type="radio"/> good 5 <input type="radio"/> very good	1 <input type="radio"/> cannot read in Tokelauan 2 <input type="radio"/> poor 3 <input type="radio"/> fair 4 <input type="radio"/> good 5 <input type="radio"/> very good	1 <input type="radio"/> cannot read in Tokelauan 2 <input type="radio"/> poor 3 <input type="radio"/> fair 4 <input type="radio"/> good 5 <input type="radio"/> very good
1 <input type="radio"/> cannot read in English 2 <input type="radio"/> poor 3 <input type="radio"/> fair 4 <input type="radio"/> good 5 <input type="radio"/> very good	1 <input type="radio"/> cannot read in English 2 <input type="radio"/> poor 3 <input type="radio"/> fair 4 <input type="radio"/> good 5 <input type="radio"/> very good	1 <input type="radio"/> cannot read in English 2 <input type="radio"/> poor 3 <input type="radio"/> fair 4 <input type="radio"/> good 5 <input type="radio"/> very good	1 <input type="radio"/> cannot read in English 2 <input type="radio"/> poor 3 <input type="radio"/> fair 4 <input type="radio"/> good 5 <input type="radio"/> very good
1 <input type="radio"/> cannot write in Tokelauan 2 <input type="radio"/> poor 3 <input type="radio"/> fair 4 <input type="radio"/> good 5 <input type="radio"/> very good	1 <input type="radio"/> cannot write in Tokelauan 2 <input type="radio"/> poor 3 <input type="radio"/> fair 4 <input type="radio"/> good 5 <input type="radio"/> very good	1 <input type="radio"/> cannot write in Tokelauan 2 <input type="radio"/> poor 3 <input type="radio"/> fair 4 <input type="radio"/> good 5 <input type="radio"/> very good	1 <input type="radio"/> cannot write in Tokelauan 2 <input type="radio"/> poor 3 <input type="radio"/> fair 4 <input type="radio"/> good 5 <input type="radio"/> very good
1 <input type="radio"/> cannot write in English 2 <input type="radio"/> poor 3 <input type="radio"/> fair 4 <input type="radio"/> good 5 <input type="radio"/> very good	1 <input type="radio"/> cannot write in English 2 <input type="radio"/> poor 3 <input type="radio"/> fair 4 <input type="radio"/> good 5 <input type="radio"/> very good	1 <input type="radio"/> cannot write in English 2 <input type="radio"/> poor 3 <input type="radio"/> fair 4 <input type="radio"/> good 5 <input type="radio"/> very good	1 <input type="radio"/> cannot write in English 2 <input type="radio"/> poor 3 <input type="radio"/> fair 4 <input type="radio"/> good 5 <input type="radio"/> very good

END OF QUESTIONNAIRE FOR MALES
IF FEMALE AGED 15 YEARS AND OVER, CONTINUE TO Q39

SAMPLE

FAKAMOLEMOLE TALI MAI NA FEHILI E NA TAUTITI KUA 15 TAUHAGA KI LUGA TE MATATUA

		Respondent 1	Respondent 2
Q39	<p>E toka fia te fanau a (...)?</p> <p><i>Faitau: Faitau uma na tamaiti, e afa ai na tamaiti tauhi, tamaiti puke, ma na tamaiti lava koe na fanau.</i></p> <p>How many children does (...) have?</p> <p><i>Read out: Count all children, including step-children, adopted children, foster children and children by birth, even if the child has died.</i></p>	<input type="text"/> <input type="text"/> males <input type="text"/> <input type="text"/> females <input type="radio"/> no children → <i>end of questionnaire, go to next respondent</i>	<input type="text"/> <input type="text"/> males <input type="text"/> <input type="text"/> females <input type="radio"/> no children → <i>end of questionnaire, go to next respondent</i>
Q40	<p>Na kua fanau ia (...)?</p> <p><i>Faitau uma lele na taimi e tuha lava pe ko te pepe na oti mulimuli.</i></p> <p>Has (...) ever given birth to a baby?</p> <p><i>Count all births, even if the baby later died.</i></p>	<p>1 <input type="radio"/> yes → <i>go to Q41</i></p> <p>2 <input type="radio"/> no → <i>end of questionnaire, go to next respondent</i></p>	<p>1 <input type="radio"/> yes → <i>go to Q41</i></p> <p>2 <input type="radio"/> no → <i>end of questionnaire, go to next respondent</i></p>
Q41	<p>E toka fia katoa lava te fanau a (...) na fanau?</p> <p>How many babies, in total, has (...) given birth to?</p>	<input type="text"/> <input type="text"/> TOTAL babies born	<input type="text"/> <input type="text"/> TOTAL babies born
Q42	<p>Na fanau anafea te tamaiti mulimuli a (...)?</p> <p>When was (...)'s last baby born?</p>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <small>day month year</small>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <small>day month year</small>
Q43	<p>E tokafia ia tamaiti a (...) na fanau kafai e iei kua gagalo?</p> <p>How many children, if any, that (...) gave birth to have died?</p>	<input type="text"/> <input type="text"/> males <input type="text"/> <input type="text"/> females	<input type="text"/> <input type="text"/> males <input type="text"/> <input type="text"/> females
Q44	<p>E tokafia ia tamaiti a (...) na fanau e nonofo nei i te kaiga tenei?</p> <p>How many children that (...) gave birth to are living in this household?</p>	<input type="text"/> <input type="text"/> males <input type="text"/> <input type="text"/> females	<input type="text"/> <input type="text"/> males <input type="text"/> <input type="text"/> females
Q45	<p>E tokafia ia tamaiti a (...) na fanau e nonofo ihe tahi koga o Tokelau?</p> <p>How many children that (...) gave birth to are living somewhere else in Tokelau?</p>	<input type="text"/> <input type="text"/> males <input type="text"/> <input type="text"/> females	<input type="text"/> <input type="text"/> males <input type="text"/> <input type="text"/> females
Q46	<p>E tokafia ia tamaiti a (...) na fanau e nonofo i fafo?</p> <p>How many children that (...) gave birth to are living overseas?</p>	<input type="text"/> <input type="text"/> males <input type="text"/> <input type="text"/> females	<input type="text"/> <input type="text"/> males <input type="text"/> <input type="text"/> females

**KUA UMA AI TE PEPA FEHILI
FAKAFETAI MO TO HAO KI TE TUHIGAIGOA O TE 2011**

PLEASE COMPLETE THE FOLLOWING QUESTIONS FOR FEMALES AGED 15 YEARS AND OLDER			
Respondent 3	Respondent 4	Respondent 5	Respondent 6
<input type="text"/> <input type="text"/> males <input type="text"/> <input type="text"/> females <input type="radio"/> no children → <i>end of questionnaire, go to next respondent</i>	<input type="text"/> <input type="text"/> males <input type="text"/> <input type="text"/> females <input type="radio"/> no children → <i>end of questionnaire, go to next respondent</i>	<input type="text"/> <input type="text"/> males <input type="text"/> <input type="text"/> females <input type="radio"/> no children → <i>end of questionnaire, go to next respondent</i>	<input type="text"/> <input type="text"/> males <input type="text"/> <input type="text"/> females <input type="radio"/> no children → <i>end of questionnaire, go to next respondent</i>
1 <input type="radio"/> yes → <i>go to Q41</i> 2 <input type="radio"/> no → <i>end of questionnaire, go to next respondent</i>	1 <input type="radio"/> yes → <i>go to Q41</i> 2 <input type="radio"/> no → <i>end of questionnaire, go to next respondent</i>	1 <input type="radio"/> yes → <i>go to Q41</i> 2 <input type="radio"/> no → <i>end of questionnaire, go to next respondent</i>	1 <input type="radio"/> yes → <i>go to Q41</i> 2 <input type="radio"/> no → <i>end of questionnaire, go to next respondent</i>
<input type="text"/> <input type="text"/> TOTAL babies born	<input type="text"/> <input type="text"/> TOTAL babies born	<input type="text"/> <input type="text"/> TOTAL babies born	<input type="text"/> <input type="text"/> TOTAL babies born
<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <small>day month year</small>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <small>day month year</small>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <small>day month year</small>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <small>day month year</small>
<input type="text"/> <input type="text"/> males <input type="text"/> <input type="text"/> females	<input type="text"/> <input type="text"/> males <input type="text"/> <input type="text"/> females	<input type="text"/> <input type="text"/> males <input type="text"/> <input type="text"/> females	<input type="text"/> <input type="text"/> males <input type="text"/> <input type="text"/> females
<input type="text"/> <input type="text"/> males <input type="text"/> <input type="text"/> females	<input type="text"/> <input type="text"/> males <input type="text"/> <input type="text"/> females	<input type="text"/> <input type="text"/> males <input type="text"/> <input type="text"/> females	<input type="text"/> <input type="text"/> males <input type="text"/> <input type="text"/> females
<input type="text"/> <input type="text"/> males <input type="text"/> <input type="text"/> females	<input type="text"/> <input type="text"/> males <input type="text"/> <input type="text"/> females	<input type="text"/> <input type="text"/> males <input type="text"/> <input type="text"/> females	<input type="text"/> <input type="text"/> males <input type="text"/> <input type="text"/> females
<input type="text"/> <input type="text"/> males <input type="text"/> <input type="text"/> females	<input type="text"/> <input type="text"/> males <input type="text"/> <input type="text"/> females	<input type="text"/> <input type="text"/> males <input type="text"/> <input type="text"/> females	<input type="text"/> <input type="text"/> males <input type="text"/> <input type="text"/> females
END OF QUESTIONNAIRE THANK YOU FOR TAKING PART IN THE 2011 CENSUS			

Fakamolemole lihi mai kilatou uma e mahani nonofo i te fale tenei kae e he fakatumua te pepa fehili i kinei (ma e he fakatumua ni pepa fehili mo kilatou i kinei), ma tali na fehili e uiga kia te kilatou.

		Absentee 1	Absentee 2
A1	<p>Ko ai na igoa ona tino e mahani nonofo ite fale tenei kae e he i kinei ite po o te tuhigaigoa?</p> <p><i>Ko te igoa e lahi fakaaoga ma iloa ai te tino e te nuku.</i></p> <p>What are the names of each person who usually lives in this dwelling but will not be spending census night here?</p> <p><i>By name we mean the common or village name by which the respondent is known.</i></p>	<p>First name(s)</p> <input type="text"/> <p>Family name</p> <input type="text"/>	<p>First name(s)</p> <input type="text"/> <p>Family name</p> <input type="text"/>
A2	<p>Kua fia ai ia tauhaga o te tino tenei i tona aho fanau mulimuli?</p> <p>What was this person's age on their last birthday?</p>	<input type="text"/> <input type="text"/> <input type="text"/> years	<input type="text"/> <input type="text"/> <input type="text"/> years
A3	<p>Ko te tino tenei he taumalo pe he tautiti?</p> <p>Is this person male or female?</p>	<p>1 <input type="radio"/> male</p> <p>2 <input type="radio"/> female</p>	<p>1 <input type="radio"/> male</p> <p>2 <input type="radio"/> female</p>
A4	<p>Ko hea te hokotaga o te tino tenei ki te tino kautu e tali e ia na fehili agai ki te kaiga?</p> <p>What is this person's relationship to the reference person?</p>	<p>1 <input type="radio"/> spouse</p> <p>2 <input type="radio"/> stepchild / adopted child</p> <p>3 <input type="radio"/> son or daughter</p> <p>4 <input type="radio"/> mother or father</p> <p>5 <input type="radio"/> brother or sister</p> <p>6 <input type="radio"/> other family relationship</p> <p>7 <input type="radio"/> unrelated</p>	<p>1 <input type="radio"/> spouse</p> <p>2 <input type="radio"/> stepchild / adopted child</p> <p>3 <input type="radio"/> son or daughter</p> <p>4 <input type="radio"/> mother or father</p> <p>5 <input type="radio"/> brother or sister</p> <p>6 <input type="radio"/> other family relationship</p> <p>7 <input type="radio"/> unrelated</p>
A5	<p>Ko hea te mafuaaga kua he i kinei ai te tino tenei ite po o te tuhigaigoa?</p> <p>What is the reason for this person's absence on census night?</p>	<p>1 <input type="radio"/> schooling / education</p> <p>2 <input type="radio"/> official duties overseas</p> <p>3 <input type="radio"/> TPS based in Apia</p> <p>4 <input type="radio"/> medical referral patient</p> <p>5 <input type="radio"/> private medical patient</p> <p>6 <input type="radio"/> on holiday overseas</p> <p>7 <input type="radio"/> other reason. <i>Specify:</i></p> <input type="text"/>	<p>1 <input type="radio"/> schooling / education</p> <p>2 <input type="radio"/> official duties overseas</p> <p>3 <input type="radio"/> TPS based in Apia</p> <p>4 <input type="radio"/> medical referral patient</p> <p>5 <input type="radio"/> private medical patient</p> <p>6 <input type="radio"/> on holiday overseas</p> <p>7 <input type="radio"/> other reason. <i>Specify:</i></p> <input type="text"/>
A6	<p>Ei luga o Tokelau te tino tenei ite po o te tuhigaigoa?</p> <p>Is this person in Tokelau on census night?</p>	<p>1 <input type="radio"/> yes → go to next absentee</p> <p>2 <input type="radio"/> no → go to A7</p>	<p>1 <input type="radio"/> yes → go to next absentee</p> <p>2 <input type="radio"/> no → go to A7</p>
A7	<p>Kua fia nei te mataloa katoa talu mai te teka kehe o te tino tenei mai Tokelau?</p> <p>How long altogether is he / she away from Tokelau?</p>	<p>1 <input type="radio"/> less than 12 months → go to next absentee</p> <p>2 <input type="radio"/> more than 12 months → go to next absentee</p>	<p>1 <input type="radio"/> less than 12 months → go to next absentee</p> <p>2 <input type="radio"/> more than 12 months → go to next absentee</p>

Please list everyone who usually lives in this dwelling but will not be completing the census here (and will not have a form filled in for them here), and answer the questions about them.

Absentee 3	Absentee 4	Absentee 5	Absentee 6
First name(s) <input type="text"/> Family name <input type="text"/>	First name(s) <input type="text"/> Family name <input type="text"/>	First name(s) <input type="text"/> Family name <input type="text"/>	First name(s) <input type="text"/> Family name <input type="text"/>
<input type="text"/> <input type="text"/> <input type="text"/> years	<input type="text"/> <input type="text"/> <input type="text"/> years	<input type="text"/> <input type="text"/> <input type="text"/> years	<input type="text"/> <input type="text"/> <input type="text"/> years
1 <input type="radio"/> male 2 <input type="radio"/> female	1 <input type="radio"/> male 2 <input type="radio"/> female	1 <input type="radio"/> male 2 <input type="radio"/> female	1 <input type="radio"/> male 2 <input type="radio"/> female
1 <input type="radio"/> spouse 2 <input type="radio"/> stepchild / adopted child 3 <input type="radio"/> son or daughter 4 <input type="radio"/> mother or father 5 <input type="radio"/> brother or sister 6 <input type="radio"/> other family relationship 7 <input type="radio"/> unrelated	1 <input type="radio"/> spouse 2 <input type="radio"/> stepchild / adopted child 3 <input type="radio"/> son or daughter 4 <input type="radio"/> mother or father 5 <input type="radio"/> brother or sister 6 <input type="radio"/> other family relationship 7 <input type="radio"/> unrelated	1 <input type="radio"/> spouse 2 <input type="radio"/> stepchild / adopted child 3 <input type="radio"/> son or daughter 4 <input type="radio"/> mother or father 5 <input type="radio"/> brother or sister 6 <input type="radio"/> other family relationship 7 <input type="radio"/> unrelated	1 <input type="radio"/> spouse 2 <input type="radio"/> stepchild / adopted child 3 <input type="radio"/> son or daughter 4 <input type="radio"/> mother or father 5 <input type="radio"/> brother or sister 6 <input type="radio"/> other family relationship 7 <input type="radio"/> unrelated
1 <input type="radio"/> schooling / education 2 <input type="radio"/> official duties overseas 3 <input type="radio"/> TPS based in Apia 4 <input type="radio"/> medical referral patient 5 <input type="radio"/> private medical patient 6 <input type="radio"/> on holiday overseas 7 <input type="radio"/> other reason. Specify: <input type="text"/>	1 <input type="radio"/> schooling / education 2 <input type="radio"/> official duties overseas 3 <input type="radio"/> TPS based in Apia 4 <input type="radio"/> medical referral patient 5 <input type="radio"/> private medical patient 6 <input type="radio"/> on holiday overseas 7 <input type="radio"/> other reason. Specify: <input type="text"/>	1 <input type="radio"/> schooling / education 2 <input type="radio"/> official duties overseas 3 <input type="radio"/> TPS based in Apia 4 <input type="radio"/> medical referral patient 5 <input type="radio"/> private medical patient 6 <input type="radio"/> on holiday overseas 7 <input type="radio"/> other reason. Specify: <input type="text"/>	1 <input type="radio"/> schooling / education 2 <input type="radio"/> official duties overseas 3 <input type="radio"/> TPS based in Apia 4 <input type="radio"/> medical referral patient 5 <input type="radio"/> private medical patient 6 <input type="radio"/> on holiday overseas 7 <input type="radio"/> other reason. Specify: <input type="text"/>
1 <input type="radio"/> yes → go to next absentee 2 <input type="radio"/> no → go to A7	1 <input type="radio"/> yes → go to next absentee 2 <input type="radio"/> no → go to A7	1 <input type="radio"/> yes → go to next absentee 2 <input type="radio"/> no → go to A7	1 <input type="radio"/> yes → go to next absentee 2 <input type="radio"/> no → go to A7
1 <input type="radio"/> less than 12 months → go to next absentee 2 <input type="radio"/> more than 12 months → go to next absentee	1 <input type="radio"/> less than 12 months → go to next absentee 2 <input type="radio"/> more than 12 months → go to next absentee	1 <input type="radio"/> less than 12 months → go to next absentee 2 <input type="radio"/> more than 12 months → go to next absentee	1 <input type="radio"/> less than 12 months → go to next absentee 2 <input type="radio"/> more than 12 months → go to next absentee

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

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

Numera o te tino Respondent number	Igoa katoa Full name	Itukalga Sex	Hokotaga ki te tino 1 / ulu o te kalga Relationship to Respondent 1 (Reference person)
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

SAMPLE

2011 Tokelau Census – Samoa form



TOKELAU STATISTICS UNIT

Pepa Fehili mo SAMOA

Tuhiga Igoa a Tokelau 2011 mo te
Aofaki o Tagata ma na Fale
Aho Lua, 18 Oketopa 2011

SAMOA Form

2011 Tokelau Census of Population
and Dwellings
Tuesday, 18 October 2011

Ko to fakatahi ki te tuhiga igoa e manakomia i lalo o te tulafono, e tuha ai ma te Tulafono mo na Tuhiga Igoa 1961.

Participation in the census is required by law, according to the Tokelau Census Act 1961.

Ko na fakamatalaga o te tuhiga igoa e taua lahi lele mo te peleniga o na tautuaga taua mo tagata lautele e ve ko na akoga, ola malolo, fale, ma felakuakiga. E mafai foki ke fehoahoani ke fakamatala mai ai na huiga ki na nofonofoga mai te ia taimi ki te ia taimi.

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

Ko te malu puiipua o na fakamatalaga e tau tonu kia te koe e puiipua e te tulafono. Ojoti lava na tino e fakataga ke kikila ki tau pepa fehili ko ki latou e fakamafai e te Tulafono mo na Tuhiga Igoa 1961 ma ki latou kua haina te tautoga mo te puiipua o na fakamatalaga.

Your privacy is protected by law. Only people authorised by the Census Act 1961 and who have signed a declaration of secrecy can see your form.

Ko na tino Tokelau e faigaluega i te Kaufaigaluega Tautua a Tokelau i Apia, Samoa ma o latou kaiga tafapili e faitau foki i te po o te tuhiga igoa Aho Lua, 18 Oketopa 2011.

All Tokelau Public Service employees and their immediate family members present in Apia, Samoa on census night Tuesday, 18 October 2011 must be counted.

**FAKAMOLEMOLE OI TALI MAI NA FEHILI IENEI MO NA TINO O TE KAIGA E MAHANI
NONOFO I TE FALE TENEI E VE KO KOE**

		Respondent 1	Respondent 2
Q1	<p>Ko ai te igoa katoa o (...)?</p> <p><i>Ko te igoa e lahi fakaaoga ma iloa ai te tino e te nuku.</i></p> <p>What is (...)'s full name?</p> <p><i>By name we mean the common or village name by which the respondent is known.</i></p>	<p>First name(s)</p> <input type="text"/> <p>Family name</p> <input type="text"/>	<p>First name(s)</p> <input type="text"/> <p>Family name</p> <input type="text"/>
Q2	<p>E fia ia tauhaga o (...) i o latou aho fanau mulimuli?</p> <p>What was (...)'s age on their last birthday?</p>	<input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/>
Q3	<p>Ko (...) he taumalo pe he tautiti?</p> <p>Is (...) male or female?</p>	<p>1 <input type="radio"/> male</p> <p>2 <input type="radio"/> female</p>	<p>1 <input type="radio"/> male</p> <p>2 <input type="radio"/> female</p>
Q4	<p>Ko hea te pikitaga o (...) ki te tino e faigaluega i te Kaufaigaluega Tautua a Tokelau?</p> <p>What is (...)'s relationship to the TPS employee?</p>	<p>1 <input type="radio"/> TPS employee</p> <p>2 <input type="radio"/> spouse</p> <p>3 <input type="radio"/> stepchild / adopted child</p> <p>4 <input type="radio"/> son or daughter</p> <p>5 <input type="radio"/> mother or father</p> <p>6 <input type="radio"/> brother or sister</p> <p>7 <input type="radio"/> other family relationship. Specify:</p> <input type="text"/>	<p>1 <input type="radio"/> TPS employee</p> <p>2 <input type="radio"/> spouse</p> <p>3 <input type="radio"/> stepchild / adopted child</p> <p>4 <input type="radio"/> son or daughter</p> <p>5 <input type="radio"/> mother or father</p> <p>6 <input type="radio"/> brother or sister</p> <p>7 <input type="radio"/> other family relationship. Specify:</p> <input type="text"/>
Q5	<p>He tino faigaluega ia (...) i te Kaufaigaluega Tautua a Tokelau?</p> <p>Is (...) a TPS employee?</p>	<p>1 <input type="radio"/> yes → go to Q6</p> <p>2 <input type="radio"/> no → go to Q7</p>	<p>1 <input type="radio"/> yes → go to Q6</p> <p>2 <input type="radio"/> no → go to Q7</p>
Q6	<p>Ko hea te galuega a (...)?</p> <p>What is (...)'s occupation?</p>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
Q7	<p>E i Samoa ia (...) i te po o te tuhiga igoa?</p> <p>Is (...) in Samoa on census night?</p>	<p>1 <input type="radio"/> yes</p> <p>2 <input type="radio"/> no</p>	<p>1 <input type="radio"/> yes</p> <p>2 <input type="radio"/> no</p>
Q8	<p>Na kua nofo ia (...) i luga o Tokelau mo he tolu mahina pe ova atu?</p> <p>Has (...) ever lived in Tokelau for three months or more?</p>	<p>1 <input type="radio"/> yes</p> <p>2 <input type="radio"/> no</p>	<p>1 <input type="radio"/> yes</p> <p>2 <input type="radio"/> no</p>
Q9	<p>Ko fea te fenua o Tokelau e hau ai ia (...)?</p> <p><i>Ko te uiga o te fenua e hau ai, ko fea lava te fenua e taku ko te fenua e hau ai koe.</i></p> <p>Which is (...)'s home atoll in Tokelau?</p> <p><i>By home atoll we mean whichever atoll you think of as home.</i></p>	<p>1 <input type="radio"/> Atafu</p> <p>2 <input type="radio"/> Fakaofu</p> <p>3 <input type="radio"/> Nukunonu</p> <p>4 <input type="radio"/> no home atoll</p>	<p>1 <input type="radio"/> Atafu</p> <p>2 <input type="radio"/> Fakaofu</p> <p>3 <input type="radio"/> Nukunonu</p> <p>4 <input type="radio"/> no home atoll</p>

PLEASE COMPLETE THE FOLLOWING QUESTIONS FOR YOUR FAMILY MEMBERS WHO USUALLY LIVE IN THE SAME DWELLING AS YOU

Respondent 3	Respondent 4	Respondent 5	Respondent 6
<i>First name(s)</i> <input type="text"/> <i>Family name</i> <input type="text"/>	<i>First name(s)</i> <input type="text"/> <i>Family name</i> <input type="text"/>	<i>First name(s)</i> <input type="text"/> <i>Family name</i> <input type="text"/>	<i>First name(s)</i> <input type="text"/> <i>Family name</i> <input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
1 <input type="radio"/> male 2 <input type="radio"/> female	1 <input type="radio"/> male 2 <input type="radio"/> female	1 <input type="radio"/> male 2 <input type="radio"/> female	1 <input type="radio"/> male 2 <input type="radio"/> female
1 <input type="radio"/> TPS employee 2 <input type="radio"/> spouse 3 <input type="radio"/> stepchild / adopted child 4 <input type="radio"/> son or daughter 5 <input type="radio"/> mother or father 6 <input type="radio"/> brother or sister 7 <input type="radio"/> other family relationship. <i>Specify:</i> <input type="text"/>	1 <input type="radio"/> TPS employee 2 <input type="radio"/> spouse 3 <input type="radio"/> stepchild / adopted child 4 <input type="radio"/> son or daughter 5 <input type="radio"/> mother or father 6 <input type="radio"/> brother or sister 7 <input type="radio"/> other family relationship. <i>Specify:</i> <input type="text"/>	1 <input type="radio"/> TPS employee 2 <input type="radio"/> spouse 3 <input type="radio"/> stepchild / adopted child 4 <input type="radio"/> son or daughter 5 <input type="radio"/> mother or father 6 <input type="radio"/> brother or sister 7 <input type="radio"/> other family relationship. <i>Specify:</i> <input type="text"/>	1 <input type="radio"/> TPS employee 2 <input type="radio"/> spouse 3 <input type="radio"/> stepchild / adopted child 4 <input type="radio"/> son or daughter 5 <input type="radio"/> mother or father 6 <input type="radio"/> brother or sister 7 <input type="radio"/> other family relationship. <i>Specify:</i> <input type="text"/>
1 <input type="radio"/> yes → go to Q6 2 <input type="radio"/> no → go to Q7	1 <input type="radio"/> yes → go to Q6 2 <input type="radio"/> no → go to Q7	1 <input type="radio"/> yes → go to Q6 2 <input type="radio"/> no → go to Q7	1 <input type="radio"/> yes → go to Q6 2 <input type="radio"/> no → go to Q7
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
1 <input type="radio"/> yes 2 <input type="radio"/> no	1 <input type="radio"/> yes 2 <input type="radio"/> no	1 <input type="radio"/> yes 2 <input type="radio"/> no	1 <input type="radio"/> yes 2 <input type="radio"/> no
1 <input type="radio"/> yes 2 <input type="radio"/> no	1 <input type="radio"/> yes 2 <input type="radio"/> no	1 <input type="radio"/> yes 2 <input type="radio"/> no	1 <input type="radio"/> yes 2 <input type="radio"/> no
1 <input type="radio"/> Atafu 2 <input type="radio"/> Fakaofu 3 <input type="radio"/> Nukunonu 4 <input type="radio"/> no home atoll	1 <input type="radio"/> Atafu 2 <input type="radio"/> Fakaofu 3 <input type="radio"/> Nukunonu 4 <input type="radio"/> no home atoll	1 <input type="radio"/> Atafu 2 <input type="radio"/> Fakaofu 3 <input type="radio"/> Nukunonu 4 <input type="radio"/> no home atoll	1 <input type="radio"/> Atafu 2 <input type="radio"/> Fakaofu 3 <input type="radio"/> Nukunonu 4 <input type="radio"/> no home atoll

		Respondent 1	Respondent 2
Q10	<p>Ko hea te levolo tau akoakoga pito maualuga na auhia e (...)?</p> <p>What is the highest level of education (...) has reached?</p> <p><i>Tino fai fehili:</i> tauhaga 6 = hitene 3 tauhaga 7 = hitene 4 tauhaga 8 = fomu 1 tauhaga 9 = fomu 2 tauhaga 10 = fomu 3 tauhaga 11 = fomu 4 tauhaga 12 = fomu 5 tauhaga 13 = fomu 6 vahega fakavae = fomu 7</p> <p><i>Interviewer:</i> year 6 = standard 3 year 7 = standard 4 year 8 = form 1 year 9 = form 2 year 10 = form 3 year 11 = form 4 year 12 = form 5 year 13 = form 6 foundation = form 7</p>	1 <input type="radio"/> up to year 6 2 <input type="radio"/> year 6–year 9 3 <input type="radio"/> year 10–year 11 4 <input type="radio"/> year 12–foundation 5 <input type="radio"/> university 6 <input type="radio"/> other non-university, tertiary institution 7 <input type="radio"/> other level. Specify: <input type="text"/> 8 <input type="radio"/> not specified	1 <input type="radio"/> up to year 6 2 <input type="radio"/> year 6–year 9 3 <input type="radio"/> year 10–year 11 4 <input type="radio"/> year 12–foundation 5 <input type="radio"/> university 6 <input type="radio"/> other non-university, tertiary institution 7 <input type="radio"/> other level. Specify: <input type="text"/> 8 <input type="radio"/> not specified
Q11	<p>Na aoga pe na taukave ni koleniga ma (...) ihe tahi aoga maualuluga e kehe mai ma na aoga maualalalo ma na aoga tulaga lua?</p> <p>Has (...) undertaken any studies or training in an institution other than a primary or secondary school?</p>	1 <input type="radio"/> yes → go to Q12 2 <input type="radio"/> no → end of questionnaire, go to next respondent	1 <input type="radio"/> yes → go to Q12 2 <input type="radio"/> no → end of questionnaire, go to next respondent
Q12	<p>Ko hea te tuhi pahi pito maualuga o (...) talu mai te teka ma na akoga?</p> <p>What is the highest qualification (...) has completed since leaving school?</p>	11 <input type="radio"/> still studying for the first post-school qualification 12 <input type="radio"/> bachelors degree 13 <input type="radio"/> post-graduate degree 14 <input type="radio"/> other university qualification. Specify: <input type="text"/> 15 <input type="radio"/> trade certificate. Specify: <input type="text"/> 16 <input type="radio"/> nursing certificate / diploma 17 <input type="radio"/> other post-school qualification. Specify: <input type="text"/>	11 <input type="radio"/> still studying for the first post-school qualification 12 <input type="radio"/> bachelors degree 13 <input type="radio"/> post-graduate degree 14 <input type="radio"/> other university qualification. Specify: <input type="text"/> 15 <input type="radio"/> trade certificate. Specify: <input type="text"/> 16 <input type="radio"/> nursing certificate / diploma 17 <input type="radio"/> other post-school qualification. Specify: <input type="text"/>

**KUA UMA AI TE PEPA FEHILI
 FAKAFETAI MO TO HAO KI TE TUHIGA IGOA O TE 2011**



Respondent 3	Respondent 4	Respondent 5	Respondent 6
1 <input type="radio"/> up to year 6 2 <input type="radio"/> year 6–year 9 3 <input type="radio"/> year 10–year 11 4 <input type="radio"/> year 12–foundation 5 <input type="radio"/> university 6 <input type="radio"/> other non-university, tertiary institution 7 <input type="radio"/> other level. <i>Specify:</i> <input type="text"/> 8 <input type="radio"/> not specified	1 <input type="radio"/> up to year 6 2 <input type="radio"/> year 6–year 9 3 <input type="radio"/> year 10–year 11 4 <input type="radio"/> year 12–foundation 5 <input type="radio"/> university 6 <input type="radio"/> other non-university, tertiary institution 7 <input type="radio"/> other level. <i>Specify:</i> <input type="text"/> 8 <input type="radio"/> not specified	1 <input type="radio"/> up to year 6 2 <input type="radio"/> year 6–year 9 3 <input type="radio"/> year 10–year 11 4 <input type="radio"/> year 12–foundation 5 <input type="radio"/> university 6 <input type="radio"/> other non-university, tertiary institution 7 <input type="radio"/> other level. <i>Specify:</i> <input type="text"/> 8 <input type="radio"/> not specified	1 <input type="radio"/> up to year 6 2 <input type="radio"/> year 6–year 9 3 <input type="radio"/> year 10–year 11 4 <input type="radio"/> year 12–foundation 5 <input type="radio"/> university 6 <input type="radio"/> other non-university, tertiary institution 7 <input type="radio"/> other level. <i>Specify:</i> <input type="text"/> 8 <input type="radio"/> not specified
1 <input type="radio"/> yes → go to Q12 2 <input type="radio"/> no → end of questionnaire, go to next respondent	1 <input type="radio"/> yes → go to Q12 2 <input type="radio"/> no → end of questionnaire, go to next respondent	1 <input type="radio"/> yes → go to Q12 2 <input type="radio"/> no → end of questionnaire, go to next respondent	1 <input type="radio"/> yes → go to Q12 2 <input type="radio"/> no → end of questionnaire, go to next respondent
11 <input type="radio"/> still studying for the first post-school qualification 12 <input type="radio"/> bachelors degree 13 <input type="radio"/> post-graduate degree 14 <input type="radio"/> other university qualification. <i>Specify:</i> <input type="text"/> 15 <input type="radio"/> trade certificate. <i>Specify:</i> <input type="text"/> 16 <input type="radio"/> nursing certificate / diploma 17 <input type="radio"/> other post-school qualification. <i>Specify:</i> <input type="text"/>	11 <input type="radio"/> still studying for the first post-school qualification 12 <input type="radio"/> bachelors degree 13 <input type="radio"/> post-graduate degree 14 <input type="radio"/> other university qualification. <i>Specify:</i> <input type="text"/> 15 <input type="radio"/> trade certificate. <i>Specify:</i> <input type="text"/> 16 <input type="radio"/> nursing certificate / diploma 17 <input type="radio"/> other post-school qualification. <i>Specify:</i> <input type="text"/>	11 <input type="radio"/> still studying for the first post-school qualification 12 <input type="radio"/> bachelors degree 13 <input type="radio"/> post-graduate degree 14 <input type="radio"/> other university qualification. <i>Specify:</i> <input type="text"/> 15 <input type="radio"/> trade certificate. <i>Specify:</i> <input type="text"/> 16 <input type="radio"/> nursing certificate / diploma 17 <input type="radio"/> other post-school qualification. <i>Specify:</i> <input type="text"/>	11 <input type="radio"/> still studying for the first post-school qualification 12 <input type="radio"/> bachelors degree 13 <input type="radio"/> post-graduate degree 14 <input type="radio"/> other university qualification. <i>Specify:</i> <input type="text"/> 15 <input type="radio"/> trade certificate. <i>Specify:</i> <input type="text"/> 16 <input type="radio"/> nursing certificate / diploma 17 <input type="radio"/> other post-school qualification. <i>Specify:</i> <input type="text"/>

END OF QUESTIONNAIRE
THANK YOU FOR TAKING PART IN THE 2011 CENSUS

Appendix 4: Showcards

Showcards are designed to help respondents to better follow an interviewer's questions and therefore ensure an accurate response. We used them for the first time in the 2011 Tokelau Census.

2011 Tokelau Census showcards

	TOKELAU STATISTICS UNIT	
PEPA FAKAHINO	SHOWCARDS	
Tuhiga Igoa a Tokelau 2011 mo te Aofaki o Tagata ma na Fale Aho Lua, 18 Oketopa 2011	2011 Tokelau Census of Population and Dwellings Tuesday, 18 October 2011	
<i>Ko te fakatahi ki te tuhiga igoa e manakomia i lalo o te tulafono, e tuha ai ma te Tulafono mo na Tuhiga Igoa 1961.</i>	<i>Participation in the census is required by law, according to the Tokelau Census Act 1961.</i>	
<i>Ko na fakamatalaga o te tuhiga igoa e taua lahi lele mo te peleniga o na tautuaga taua mo tagata lautele e ve ko na akoga, ola malolo, fale, ma felakuakiga. E mafai foki ke fehoahoani ke fakamatala mai ai na huiga ki na nofonofoga mai te ia taimi ki te ia taimi.</i>	<i>Census information is used to plan vital public services, such as education, health, housing, and transport. It is also used to help understand how society changes over time.</i>	
<i>Ko te malu pui puia o na fakamatalaga e tau tonu kia te koe e pui puia e te tulafono. Oioti lava na tino e fakataga ke kikila ki tau pepa fehili ko ki latou e fakamafai e te Tulafono mo na Tuhiga Igoa 1961 ma ki latou kua hainia te tautoga mo te pui puia o na fakamatalaga.</i>	<i>Your privacy is protected by law. Only people authorised by the Census Act 1961 and who have signed a declaration of secrecy can see your form.</i>	
<i>Ko tagata e i luga o Tokelau i te po o te tuhiga igoa Aho Lua, 18 Oketopa 2011 e tatau ke faitau. Ko na tino Tokelau e faigaluega i te Kaufaigaluega Tautua a Tokelau i Apia, Samoa ma o latou kaiga tafapili e faitau foki.</i>	<i>Everyone present in Tokelau on census night Tuesday, 18 October 2011 must be counted. Tokelau Public Service employees and their immediate family members in Apia, Samoa are also counted.</i>	

FALE / DWELLING		
H1	fale Tokelau	Tokelauan fale
	fale Palagi	European-style house
	he tahi (ft fefiloi). <i>Taku mai:</i>	other (eg mixed). <i>Specify:</i>
H2	hima	concrete
	laupapa	wood / timber
	kilikili	coral pebbles
	he tahi. <i>Taku mai:</i>	other. <i>Specify:</i>
H3	apa	corrugated iron
	lau	thatch
	he tahi. <i>Taku mai:</i>	other. <i>Specify:</i>
H4	hima	concrete
	laupapa	wood / timber
	he tahi. <i>Taku mai:</i>	other. <i>Specify:</i>
H5	ki mua o te 1970	before 1970
	1970–1979	1970–1979
	1980–1989	1980–1989
	1990–1999	1990–1999
	2000 ma tua mai	2000 and after
H6	<i>aofaki ona potu</i>	<i>number of rooms</i>
H7	tukutua palagi – o te kaiga lava, e tu i loto-fale	tank flush – private, inside dwelling
	tukutua palagi – o te kaiga lava, e tu i fafo o te fale	tank flush – private, outside dwelling
	tukutua palagi – e fakaaoga fakatahi ma ietahi kaiga	tank flush – shared with other household(s)
	he tahi. <i>Taku mai:</i>	other. <i>Specify:</i>
H8	tane vai lava a te kaiga	private household water tank
	tane vai e fakaaoga fakatahi ma ietahi kaiga	water tank – shared with other household(s)
	he tahi. <i>Taku mai:</i>	other. <i>Specify:</i>

KAIGA / HOUSEHOLD

H9	fale takele – o te kaiga lava, i lotofale	shower facility – private, inside dwelling
	fale takele – o te kaiga lava, i fafo o te fale	shower facility – private, outside dwelling
	fale takele – fakaaoga fakatahi ma ietahi kaiga	shower facility – shared with other household(s)
	he tahi. <i>Taku mai:</i>	other. <i>Specify:</i>
H10	afi moli – nuku	generator – community
	malohiaga mai te la	solar
	he tahi. <i>Taku mai:</i>	other. <i>Specify:</i>
H11	ogaumu kehi	gas stove
	ogaumu kalahini	kerosene stove
	galafu Tokelau	Tokelauan umu
	he tahi. <i>Taku mai:</i>	other. <i>Specify:</i>
H12	ao uma na lapihi	all household rubbish collected
	ietahi lapihi e ao	some household rubbish collected
	e heai ni lapihi e aoa	no household rubbish collected
H13	anu	buried
	huhunu	burned
	tiaki ki te fatoaga kae e he tanu ape huhunua	disposed of in garden / plantations and not buried or burned
	tiaki ki te tai	disposed of at sea
	he tahi. <i>Taku mai:</i>	other. <i>Specify:</i>
H14	leitio	radio
	lakaupehe / lakau e tai te CD	cassette and / or CD player
	TV	television
	vitio pe he mahina e ta ai na DVD	video and / or DVD player
	komipiuta / mahini komipiuta taukave	computer (desktop and / or laptop)
	puha aiha takoto	freezer
	puha aiha tu	refrigerator
	mahini tamea	washing machine
	lakau huihui	sewing machine
	telefoni	telephone
	vaka atafaga	traditional canoe
	vaka apa	aluminium boat
	afi vaka	outboard motor

H15	io	yes
	heai	no
H16	io, na totogi lava e te kaiga tenei	yes, privately purchased access at this house
	io, e maua ina nofoaga lautele i Lotala, Fakafotu, Falefa	yes, public access at Lotala or Fakafotu or Falefa
	heai, e he maua te Initaneti	no, no access to Internet
H17	<i>AOFAKI ona pua</i>	<i>TOTAL pigs</i>
	<i>pua fafine / tanoa</i>	<i>female pigs</i>
H18	<i>AOFAKI ona moa</i>	<i>TOTAL chickens</i>
	<i>moa fafine / tanoa</i>	<i>female chickens</i>
H19	totogi fakatagata faigaluega ite TPS	regular TPS salary
	totogi tagata faigaluega ite nuku	village worker wages
	inati tau tupe / ietahi alauni	monetary inati / other allowances
	lafoga tupe mai na kaiga i fafo	money from family overseas
	tupe tino matutua	old age pension
	hupa mai te malo	government superannuation
	tupe maua mai te pihinihi a te kaiga	proceeds from own business
	fakatau atu ona pua ma / pe moa	sale of pigs and / or chickens
	fakatau atu ona ika	sale of fish
	he tahi. <i>Taku mai:</i>	<i>other(s). Specify:</i>
H20	\$0–\$5,000	\$0–\$5,000
	\$5,001–\$10,000	\$5,001–\$10,000
	\$10,001–\$15,000	\$10,001–\$15,000
	\$15,001–\$20,000	\$15,001–\$20,000
	\$20,001–\$30,000	\$20,001–\$30,000
	\$30,001–\$40,000	\$30,001–\$40,000
	\$40,001–\$50,000	\$40,001–\$50,000
	\$50,001 pe hili atu	\$50,001 or more

FEHILI MO TAGATA TAU TOKATAHI / INDIVIDUAL QUESTIONS

Q1	<i>igoa muamua</i>	<i>first name(s)</i>
	<i>fakaiku o te kaiga</i>	<i>family name</i>

Q2	taumalo	male
	tautiti	female

Q3	tino koutu	reference person
	tokalua	spouse
	tamaiti tauhi / tamaiti puke	stepchild / adopted child
	ataliki pe he afafine	son or daughter
	matua pe he tamana	mother or father
	tuagaane pe he tuafafine	brother or sister
	he tahi pikitaga tau kaiga	other family relationship
e heai he pikitaga	unrelated	

Q4	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
	<i>aho mahina tauhaga</i>	<i>day month year</i>

Q5	i te fale tenei	at this address
	i he tahi koga i Tokelau. <i>Taku mai te nuku:</i>	elsewhere in Tokelau. <i>Specify village:</i>
	he tahi atunuku. <i>Taku mai:</i>	other country. <i>Specify:</i>

Q6	hitiheni Niuhila	New Zealand citizen
	he tahi hitiheni. <i>Taku mai:</i>	other citizenship. <i>Specify:</i>

Q7	i te nuku tenei / ite fenua tenei	in this village / on this atoll
	i he tahi koga o Tokelau	elsewhere in Tokelau
	he tahi fenua. <i>Taku mai:</i>	other country. <i>Specify:</i>

Q8	io	yes
	heai	no

Q9	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
	<i>mahina tauhaga</i>	<i>month year</i>

Q10	Tokelau	Tokelauan
	Samoa	Samoaan
	Tuvalu	Tuvaluan
	Eulopa	European
	he tahi atunuku o te Pahefika. <i>Taku mai:</i>	other Pacific Islander. <i>Specify:</i>
	he tahi. <i>Taku mai:</i>	other. <i>Specify:</i>

Q11	Fakalapopotoga Kelihiano	Congregational Christian
	Pelepeleane	Presbyterian
	Katoliko Loma	Roman Catholic
	he tahi. <i>Taku mai:</i>	other. <i>Specify:</i>

Q12	Tokelau	Tokelauan
	Samoa	Samoaan
	Igiliihi	English
	Tuvalu	Tuvaluan
	Kiribati	Kiribati
	he tahi. <i>Taku mai:</i>	other(s). <i>Specify:</i>
	e heai (ft ko i tamaiti atili ke tautala)	none (eg too young to talk)

Q13	
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Q14	heai	no
	io	yes
	<i>kafai e io, i fea?</i>	<i>if yes, where?</i>
	Samoa	Samoa
	Niuhila	New Zealand
	he tahi fenua o te Pahefika. <i>Taku mai:</i>	other Pacific Island. <i>Specify:</i>
	he tahi fenua. <i>Taku mai:</i>	other country. <i>Specify:</i>

Q15	ite fale tenei	at this address
	i he tahi koga o Tokelau	elsewhere in Tokelau
	he tahi fenua. <i>Taku mai:</i>	other country. <i>Specify:</i>

Q16	koi aoga	still at school
	akoga a na nuku i Tokelau	Tokelau village school
	akoga tulaga lua i Samoa	Samoa secondary school
	akoga tulaga lua i Niuhila	New Zealand secondary school
	akoga tulaga lua a he tahi fenua o te Pahefika	other Pacific Island secondary school
	he tahi akoga	other school
	aoga ite fale	home-schooled
	e heki aoga lele	never been to school
Q17	ki te tauhaga 6	up to year 6
	tauhaga 6–tauhaga 9	year 6–year 9
	tauhaga 10–tauhaga 11	year 10–year 11
	tauhaga 12–vahega fakavae	year 12–foundation
	iunivehite	university
	he tahi akoga e he he iunivehite, akoga mauaululuga	other non-university, tertiary institution
	he tahi levolo. <i>Taku mai:</i>	other level. <i>Specify:</i>
Q18	e heai he tuhi pahi	no school qualification
	akoga maualalalo / tuhi pahi tauhaga 9	primary / year 9 certificate
	tuhi pahi o te fomu 4	Leaving Certificate
	tuhi pahi o te fomu 5	School Certificate
	tuhi pahi o te fomu 6 (University Entrance)	University Entrance
	ietahi tuhi pahi. <i>Taku mai:</i>	other school qualification. <i>Specify:</i>
Q19		
Q20	io	yes
	heai	no
Q21	koi hukehuke lava mo tona tuhi pahi muamua	still studying for the first post-school qualification
	bachelors degree	bachelors degree
	post-graduate degree	post-graduate degree
	he tahi tuhi pahi mai he iunivehite. <i>Taku mai:</i>	other university qualification. <i>Specify:</i>
	he tuhi faigaluega. <i>Taku mai:</i>	trade certificate. <i>Specify:</i>
	tuhi pahi / tipiloma tauhi tauale	nursing certificate / diploma
	he tahi tuhi pahi kua teka ai ma na akoga. <i>Taku mai:</i>	other post-school qualification. <i>Specify:</i>
Q22	ko heki fakaipoipo	never married
	kua fakaipoipo	married
	nonofo kehekehe	separated
	teteka	divorced
	galo te hoa	widowed

Q23	io	yes
	heai	no
Q24	<i>galuega</i>	<i>occupation</i>
Q25	tino faigaluega a te malo, TPS	national TPS employee
	tino faigaluega a te nuku, TPS	village TPS employee
	tino faigaluega mo ia lava	self-employed
	tino faigaluega (faigaluega totogi mo he tino tutaotahi pe he pihinihi i Tokelau)	employee (work for wages / salary for private person or business in Tokelau)
	tino faigaluega (e totogi mai e he fakalapopotoga mai fafo)	employee (paid by an overseas institution)
	he tahi. <i>Taku mai:</i>	other. <i>Specify:</i>
Q26	io	yes
	heai	no
Q27	io	yes
	heai	no
Q28	io	yes
	heai	no
Q29	fekau ina fekau lava a te kaiga	housework – in own household
	taukikila na tamaiti lava a te kaiga	caring for children – from own household
	taukikila na tamaiti mai ietahi kaiga	caring for children – from another household
	fehoahoani ki te kaiga ma ietahi kaiga e tau ki ei	helping family or other relatives
	fehoahoani ki te fakamamaga o te fenua	helping with community / village cleaning
	fehoahoani ki te faiga ona mea lalaga a te nuku	helping with community / village weaving
	fehoahoani ki na faiva fakamua a te nuku	helping with community / village fishing
	fehoahoani ki ietahi faigamea a te nuku	helping with other community / village activities
	letahi galuega he totogia a te nuku. <i>Taku mai:</i>	other unpaid / voluntary work. <i>Specify:</i>
Q30	faigaluega ite fatoaga, vao, pe ko te talafatai pe na fagota foki	work in a garden plot, bush or coastal activity, or catch fish
	huihui pe na fai mea lalaga	make cloth, garments, mats, or handicrafts
	fau fale fou pe toe fakalelei fale, vaka pe he umu	build or repair houses, boats, or umu
	heai he vaega e takua	none of these

Q31	faigaluega ite fatoaga, vao, pe ko te talafatai pe na fagota foki	work in a garden plot, bush or coastal activity, or catch fish
	huihui pe na fai mea lalaga	make cloth, garments, mats, or handicrafts
	fau fale fou pe toe fakalelei fale, vaka pe he umu	build or repair houses, boats, or umu
	heai he vaega e takua	none of these

Q32	io	yes
	heai	no

Q33	io	yes
	heai	no

Q34	e he mafai ke faitau ite faka-Tokelau	cannot read in Tokelauan
	he lelei (e ko mafaia oiote oi faitau na mea faigofie / mea taua i te gagana Tokelau)	poor (I can only read simple / basic things in Tokelauan)
	feoloolo (e ko mafaia faitau ni nai mea i te gagana Tokelau)	fair (I can read some things in Tokelauan)
	lelei (e ko mafaia oi faitau ni mea e lahi i te gagana Tokelau)	good (I can read many things in Tokelauan)
	lelei lahi (e toetiti lava oi ko mafaia faitau ho he mea i te gagana Tokelau)	very good (I can read almost anything in Tokelauan)

Q35	e he iloa faitau ite faka-Igilihi	cannot read in English
	he lelei (e ko mafaia oiote oi faitau na mea faigofie / mea taua i te gagana Igilihi)	poor (I can only read simple / basic things in English)
	feoloolo (e ko mafaia faitau ni nai mea i te gagana Igilihi)	fair (I can read some things in English)
	lelei (e ko mafaia oi faitau ni mea e lahi i te gagana Igilihi)	good (I can read many things in English)
	lelei lahi (e toetiti lava oi ko mafaia faitau ho he mea i te gagana Igilihi)	very good (I can read almost anything in English)

Q36	e he iloa tuhituhi faka-Tokelau	cannot write in Tokelauan
	he lelei (e ko mafaia oiote oi tuhituhi na mea faigofie / mea taua i te gagana Tokelau)	poor (I can only write about simple / basic things in Tokelauan)
	feoloolo (e ko mafaia tuhituhi ni nai mea i te gagana Tokelau)	fair (I can write about some things in Tokelauan)
	lelei (e ko mafaia oi tuhituhi ni mea e lahi i te gagana Tokelau)	good (I can write about many things in Tokelauan)
	lelei lahi (e toetiti lava oi ko mafaia tuhituhi ho he mea i te gagana Tokelau)	very good (I can write about almost anything in Tokelauan)

Q37	e he iloa tuhituhi faka-Igilihi	cannot write in English
	he lelei (e ko mafaia oiote oi tuhituhi na mea faigofie / mea taua i te gagana Igilihi)	poor (I can only write about simple / basic things in English)
	feoloolo (e ko mafaia tuhituhi ni nai mea i te gagana Igilihi)	fair (I can write about some things in English)
	lelei (e ko mafaia oi tuhituhi ni mea e lahi i te gagana Igilihi)	good (I can write about many things in English)
	lelei lahi (e toetiti lava oi ko mafaia tuhituhi ho he mea i te gagana Igilihi)	very good (I can write about almost anything in English)

Q38	
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Q39	taumalo	males
	tautiti	females
	e heai he fanau	no children

Q40	io	yes
	heai	no

Q41	<i>AOFAKI o te fanau na fanau</i>	<i>TOTAL babies born</i>
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Q42	<table border="1"> <tr> <td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td> </tr> <tr> <td><i>aho</i></td><td><i>mahina</i></td><td><i>tauhaga</i></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<i>aho</i>	<i>mahina</i>	<i>tauhaga</i>						<table border="1"> <tr> <td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td> </tr> <tr> <td><i>day</i></td><td><i>month</i></td><td><i>year</i></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<i>day</i>	<i>month</i>	<i>year</i>					
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Q43	taumalo	male
	tautiti	female

Q44	taumalo	male
	tautiti	female

Q45	taumalo	male
	tautiti	female

Q46	taumalo	male
	tautiti	female

FEHILI MO TAGATA E HE I KINEI / ABSENTEE QUESTIONS

A1	<i>igoa muamua</i>	<i>first name(s)</i>
	<i>fakaiku o te kaiga</i>	<i>family name</i>

A2	<i>na tauhaga o te tino</i>	<i>person's age</i>
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A3	taumalo	male
	tautiti	female

A4	tokalua	spouse
	tamaiti tauhi / tamaiti puke	stepchild / adopted child
	ataliki pe he afafine	son or daughter
	matua pe he tamana	mother or father
	tuagaane pe he tuafafine	brother or sister
	he tahi pikitaga tau kaiga	other family relationship
	e heai he pikitaga	unrelated

A5	akoakoga	schooling / education
	tiute tau galuega i fafo	official duties overseas
	tino faigaluega e fakamautu i Apia	TPS based in Apia
	tino hiki tauale kui ite hikimi tauale	medical referral patient
	tino hiki tauale kui tua	private medical patient
	malolo ki kaiga i fafo	on holiday overseas
	he tahi mafuaaga. <i>Taku mai:</i>	other reason. <i>Specify:</i>

A6	io	yes
	heai	no

A7	ko heki katoa te 12 mahina	less than 12 months
	kua ova atu ite 12 mahina	more than 12 months

