Ghana Living Standards Survey 5+

Interviewer's Manual

Versions:
Economic Growth Center
The Hunger Project
The Millennium Challenge Corporation

Draft
(Note: specifics not currently known are marked with 'XXX')

Highlighting codes:

Yellow	Portions of the GLSS5 Manual that may need to be updated
Purple	Questions that are only in THP and MCC versions
Green	Questions that are only in the EGC version
Blue	Questions that are only in EGC and MCC versions
Red	Questions that are only in the THP version
Grey	Questions that are only in the MCC version

May 11, 2007

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Part 1: Field Preparations

1. Introduction

The Ghana Living Standards Survey 5+ (GLSS5+) is a joint effort between the Yale University Economic Growth Center, the Millennium Challenge Corporation (MCC), and the Robertson Foundation.

1.1 Objectives of the Survey

The survey had the following objectives:

- To provide information on patterns of households consumption and expenditure at a greater level of desegregation.
- To evaluate the impacts of The Hunger Project and MCC interventions in Ghana.
- To provide the baseline information to support a long-term monitoring project of track the long-term evolution of living standards and economic opportunities facing individuals in Ghana.

To achieve these objectives, in-depth data will be collected on the following key elements:

- Household Income, Consumption and Expenditure
- Health and Fertility Behavior
- Education and Skills / Training, Employment and Time Use
- Demographic Characteristics Housing and Housing Conditions Prices of Consumer Items.
- Non-farm Household Enterprises

The information gathered from the survey would generally aid decision makers in the formulation of economic and social policies to:

- Identify target groups for government assistance
- Construct models to stimulate the impact on individual groups of the various policy options and to analyze the impact of decisions that have already been implemented and of the economic situation on living conditions of households.
- To provide benchmark data for the district assemblies

User agencies such as the National Development Planning Commission, the Ministry of Finance and Economic Planning (MFEP), District Assemblies, Research Institutions, Non-Governmental Organizations and the general public will greatly benefit from the survey.

1.2 Different Versions of the Survey

There are three different versions of the survey: The Economic Growth Center (EGC) version, the Hunger Project (THP) version, and the Millennium Challenge Corporation Version (MCC) versions. While the surveys administered are largely identical, because of differences in the sampling frames, there are slight differences in the questions and modules of each version.

Specifically, as the EGC version is administered to a subset of households in the Ghana Living Standards Survey 5 (GLSS5), it is able to incorporate the responses to the GLSS5. Since the households responding to the THP and MCC versions will not have been in the GLSS5 sample, additional modules are necessary to get the information asked in the GLSS5. In addition, because of time and resource constraints, the THP version is a pared-down version of the MCC version.

Throughout this manual, we will identify those sections present in the THP and MCC versions in a purple background,those sections not present in the THP version but present in the MCC and EGC versions in a blue background, and those sections only present in the EGC version in a green background.

There is no difference in the community questionnaires or community census between the three versions.

1.3 Methodology of the Survey

The GLSS5+ would provide regional level indicators. To achieve this and the survey objectives, it is proposed to study about XXX households in XXX EAs, consisting of XXX (XXX%) rural and XXX (XXX%) urban. XXX households would be selected from each of the EAs in all regions.

The regional distribution of Enumeration Areas to be covered for the GLSS5+ would be as follows:

	EGC Version			MCC Version			THP Version			**Total**		
	EAs	HHs	%	EAs	HHs	%	EAs	HHs	%	EAs	HHs	%
Region												
Western												
Central												
Greater Accra												
Volta												
Eastern												
Ashanti												
Brong Ahafo												
Northern												
Upper East												
Upper West												
Ghana												

1.4 Survey Period

The survey will be spread over a 12-months period in order to ensure a continuous recording of household consumption and expenditures and changes occurring thereof.

XXX teams will be involved in the data collection, XXX of which would be working during each cycle. The purpose of the extra XXX teams is to afford each of the XXX regular teams the opportunity to take 1 month off as annual leave. The leave arrangements will be such that there will always be 18 teams at work.
There would be XXX cycles of XXX days giving a total of XXX days for the survey year. A cycle in both rural and urban areas is to last XXX days, hence XXX cycles would be needed to cover the whole year. Interviewers in rural and urban areas would use the diary method as far as possible and visit households at XXX-day intervals.
In order for the teams to take an annual leave, XXX relieving teams would be formed. This would give a total of XXX teams, XXX regular and XXX reliving teams.

GLSS5+ Sample Methodology

EGC Version

Area	Teams	Interviewers per Team	Cycles	Clusters (EAs)	Households per cluster	Total Households
	(a)	(b)	(c)	(d)	(e)	(f)= (d) x (e)
Rural						
Urban						
Total						
Total (adjusted)						

MCC Version

Area	Teams	Interviewers per Team	Cycles	Clusters (EAs)	Households per cluster	Total Households
	(a)	(b)	(c)	(d)	(e)	(f)= (d) x (e)
Rural						
Urban						
Total						
Total (adjusted)						

THP Version

Area	Teams	Interviewers per Team	Cycles	Clusters (EAs)	Households per cluster	Total Households
	(a)	(b)	(c)	(d)	(e)	(f)= (d) x (e)
Rural						
Urban						
Total						
Total						

(adjusted)						

1.5 Questionnaire

The GLSS5+ is comprised of a community census, a community questionnaire, and a household questionnaire. Features of the questionnaire and precautions that have been taken to ensure that good quality data are collected and processed without delay include the following:

- The questionnaire is almost entirely pre-coded. This obviously eliminates the very slow and tedious coding process, which is often liable to various types of errors.
- Microcomputers are installed in all data collection centers located in regional offices of the Statistical Service. This is to facilitate the quick entry of data close to the points of data collection.
- A data entry application system has been designed to check the data automatically to detect inconsistencies so that any errors can be corrected by the interviewer in consultation with the supervisor.
- Supervision will be close with one supervisor to a team of four interviewers and one data entry operator. The senior interviewer will stand by for emergency relief.
- Answer specific skips have been used in the questionnaire, listed directly under the answer and enclosed within brackets e.g. (>> 6).

1.6 Organization of the Survey

The GLSS5+ is being conducted by a Project Directorate which is assisted by Project Implementation Committee and a staff of technical officers, and XXX data collection and entry teams based XXX.

A microcomputer and a printer are installed in these regional offices for the immediate entry of data from all questionnaires that would be completed by each team.

1.7 The Project Directorate

The Project Directorate is composed of

i. Describe for each of the three projects:
   a. EGC version – Overall management under the direction of the Ghana Long Term Panel Management Committee, with one representative each from the Yale Economic Growth Center, ISSER, and the GSS
   b. MCC version - ISSER
   c. THP version – the Principle Investigators from the Robertson Grant
ii. The Project Technical Director:
   a. EGC version - ?? and is responsible for the administration of the survey; implementation of its broad guidelines, direction of the work of the Directorate; authorizing expenditures; and making the necessary contacts for the smooth running of the project. He is generally responsible to the Ghana Long Term Panel Management Committee, which is responsible for the conduct of the survey.
   b. MCC version

c. THP version

iii. The Project Implementation Committee members who assist the Project Technical Director in the conduct of the survey. They train interviewers, keep in touch with the survey teams and see to it that instructions for completing the questionnaires are followed. They must be ready to give prompt and appropriate solutions to any technical or other problems that may arise in the field. They are also responsible for the design of the data entry applications and data processing programs. They are to ensure that all supervisors and data entry operators follow instructions for running the programs and for the efficient use of the microcomputers and accessories.

iv. Secretariat staff: They assist the PIC in performing their duties.

1.8 Data Collection and Entry Teams

Team Composition

For both urban and rural areas, a field team would consist of:

Supervisor	1
Senior Interviewer	1
Interviewers	3
Data Capture staff	1
Driver	1
Total	**7**

Do we need to add an additional member to handle the GPS mapping?

The Supervisor is the team leader and is responsible for overseeing, monitoring and, where necessary, correcting the work of the interviewers and the data entry operator. In addition, he is responsible for managing the team's equipment, vehicle and funds. He also represents the Project Director at the regional level.

The Senior Interviewer, in addition to assisting the Supervisor in administering the Rural Community and the Price Questionnaires, would relieve the regular Interviewers on some selected days in order to give the interviewers some rest days.

The interviewers conduct daily interviews with the household. To avoid any interruption in the survey schedule, three interviewers are always at work while the fourth takes some rest.

The data capture staff is responsible for entering the data collected from the field onto a microcomputer.

The driver drives the team from the regional/district offices to the place where the survey is being carried out.

1.9 Interview Workload

In both rural and urban areas, each interviewer is expected to do five interviews per day. Since an interviewer is to visit each household every third day in all clusters, an interviewer's workload would be 15 households in both rural and urban areas. However, at the end of each 33 days (1 cycle) a team would have interviewed 45 households. The Data Capture staff is to enter all 45 questionnaires before the team leaves for the next set of EAs.

Comment [CRU1]: This has to be reviewed in the context of the pretesting, and will be different for the three different surveys

Interviewer Workload - Rural and Urban Areas

Batch 1:	Days:	1, 4, 7, 10, 13, 16, 19, 22, 25, 28, 31
Batch 2:	Days:	2, 5, 8, 11, 14, 17, 20, 23, 26, 29, 32
Batch 3:	Days:	3, 6, 9, 12, 15, 18, 21, 24, 27, 30, 33

A team of three interviewers would work in three EAs within a cycle of 33 days. It is recommended that one interviewer be assigned to work in one EA during a cycle.

NOTE: The 34th day of each cycle is used for traveling to the EAs. Note also that these numbers are not actual calendar dates since the cyclic period of 33 days will lead to workloads in different EAs starting on different dates.

You will be expected to undertake a minimum of five interviews each day (more if non-contact or illiterate households are met). If you make any errors, this will create more work for you in resolving them, so please be careful in your work.

Throughout the period of the survey interviewers will work in separate EAs.

2. Interviewer's Task

Your role as an interviewer is crucial to the survey. The quality of the data to be collected will be determined by the quality of your work. You should keep in constant touch with your supervisor and inform him of any problems you encounter in your work in the field.

The Supervisor, on his part, will provide you with all the necessary materials and instructions and will also collect and check your work and help you solve any problems that may arise.

Your principal task is to conduct interviews with households at the rate of at least 5 per day during the survey period. You must follow strictly all instructions contained in this manual. Read all questions exactly as they appear in the questionnaire.

You will be provided with the following materials for use in carrying out the interviews:

- Household questionnaires
- Calculator
- Briefcase/satchel
- Instruction Manual
- Note Pad
- Lead pencils and erasers

- Tape measure
- Scale
- Identification card, which identifies you as an employee of the Statistical Service.

2.1 Checking the Completed Questionnaire

After finishing each interview, you must verify that all the sections have been filled out correctly and legibly. You must make sure that you have recorded the required information for the entire household members indicated in each section.

This must be done immediately after the interview before you hand in the questionnaires to your supervisor and, most importantly, before leaving the EAs.

Although you may correct minor errors due to your having written down the answers badly, you must never under any circumstance make any other changes in the completed questionnaire without asking the respondents the same questions again. Do not copy the information you have collected into a new questionnaire. At the end of each day's work, all filled questionnaires must be submitted to your supervisor for editing. Errors detected must be corrected during your next visit to the households.

2.2 Relations with the Supervisor

You should always follow the advice given to you by your supervisor who is the representative of the Project Directorate at the regional level. He will assign you work at the beginning of each cycle of the survey. In order to satisfy himself that your work is up to standard, the supervisor will carry out the following checks in the field.

- He will examine in detail all questionnaires filled out by you to verify that each interview has been carried out properly and in full.
- He will make random visits to some of the households that you have already interviewed to make sure that you went to the correct addresses.
- He will observe three more of your interviews in a cycle to evaluate your method of asking questions. You will not be informed in advance.
- Each day he will discuss your work with you and make regular reports to the Project Directorate on your performance in the field.

Your supervisor is the link between you and the survey organization. Just as you will receive instructions from him, you must inform him of any difficulties or problems that you encounter. For instance, if you do not understand a procedure or the meaning of a question in the questionnaire, you should ask your supervisor for an explanation.

2.3 Questions Rejected by the Data Entry System

Your work will also be reviewed by the data entry applications, which will carry out checks on the answers to various questions, parts and sections of the questionnaire.
The data entry operator will enter the data in two stages. The first stage of data entry will be done at the end of the fifth visit and the second will be at the end of the cycle. The questionnaire will be printed in two parts. Sections 1-7 in one booklet will constitute Part

A and Sections 8-12 in another are Part B. At the end of the third visit you will have to submit Sections 1-7 to the supervisor for verification and onward submission to the Data Entry Operator. He will then printout all the answers that are not consistent regardless of whether it is the fault of the interviewer or the respondent.

Comment [cru2]: We need to settle on the breakdown of the questionnaire.

After reviewing the data entry print-outs, your supervisor will circle in red ink all the answers in the questionnaire that were rejected by the data entry programme and return the questionnaire (if necessary) to you. You should resolve these problems in consultation with your supervisor immediately. The second part i.e. Sections 8-12 will be submitted for data entry at the end of the last visit in the EA.. You must resolve any problems in consultation with your supervisor immediately.

Comment [d3]: Is this how we're going to do it?

3. Interviewing Procedures

3.1 Arrival in the Community

The team will arrive in the community a day before the start of the survey. Accompanied by the interviewers the supervisor will visit the chief, Assemblymen, Town Development Committee (TDC) members, and other prominent individuals to explain the purpose of the survey, and introduce the members of the team and discuss the survey program.

3.2 Finding the Address

First, you should look for the address written on the first page of the questionnaire and make sure that it is the household of the head indicated on the sample household sheet. Sometimes you will have difficulties in finding a household. You may be unable to find either the dwelling or the household. The dwelling at the address may be abandoned, the household having moved without being replaced by another, the household of the head whose name is on the sheet may have left and another household may be living in the dwelling.

If any of these happens, you should stop and ask for advice from your supervisor.

3.3 Contacting the Respondents

You should contact each of the heads of households to be interviewed a day before the interview. The purpose of this is to introduce yourself, explain the purpose of the survey, and confirm that the interview will take place the next day. At the same time you will be able to find out whether an interpreter will be needed or not and make the necessary arrangements.

In the Urban Areas, you will have to deliver a letter addressed to each household and ensure that the necessary people will be present on the date set for the first interview. During each visit, you must constantly remind respondents of the need to be present on each scheduled visit.

3.4 Explanation of the Survey

When you enter a household the first thing you should do is to greet every one, introduce yourself and say that you are working for the Statistical Service. You should automatically show your interviewer's card in all cases.

You must explain that:

- Different statements here for the three versions:
  - For the EGC, this is a followup survey ….
  - For the MCC, this is a survey designed to evaluate the effectiveness of the MiDA program
  - For THP,….
- You are conducting a survey of Ghanaian and non-diplomatic households living in Ghana, and that the purpose is to find out about the present patterns of household consumption and expenditure, employment, and living conditions in the country. The survey is thus very important for planners to know how to improve the quality of people's living standards.
- The communities and the households that will be interviewed have been randomly selected. Other neighboring communities and households have been selected in the same way.
- The survey is not concerned in any way with taxes, and all the information recorded will be regarded as confidential and covered by the obligation of statistical secrecy.
- The survey will be done in stages, each interview taking 3 days interval. Daily visits will be required if there is no literate person in the household who can keep a diary of expenditures.

You should frequently remind the respondent of the purpose of the survey and of the fact that the data obtained would be kept confidential. This is very important at the beginning of each visit. As several people are interviewed on each visit, these reminders must be given to each of them in turn.

You must also ensure that the interpreters understand the confidential nature of the interviews. If a supervisor or a member of the Project Directorate accompanies you, you should introduce him/her at the beginning of each interview. Explanations play a great part in the willingness of people to reply to questions.

3.5 Use of Interpreters

When you first enter a household, you must find out whether you will need an interpreter or not. If no one in the household speaks English well enough to interpret and none of the team members speaks the language of the household, you must ask the household to choose someone (for instance, a friend, a neighbor or a relative) to interpret for the interviewer. This person should be someone who speaks English well and is trusted by the household, since the questions are confidential.

Comment [cru4]: For the THP version, the base language should be Twi, I believe, with interpretation via English as a second choice. For MCC, should we make the primary language different depending upon the region?

You should be aware that in either case certain problems could arise from the use of interpreter:

1. It is difficult to know how good the translation is. It is possible that the respondent's friend who speaks English does not speak it well enough to translate everything said during the interview, and he will not want to admit it. If you find that the replies do not correspond to the questions, try tactfully to help the interpreter or to replace him. You could for instance, suggest that interpreting is a very tiring job, and that the interpreter should take a rest while someone else carry on. Or you might say that you have already taken up too much of his (interpreter's) time, and that the job should be shared among a number of people.
2. Another difficulty often encountered is that the interpreter is so familiar with the household at he starts to answer for the respondent without directing the question to him (respondent). In such a situation you must politely remind the interpreter that it is the respondent that has been chosen for the interview, and that it is only his/her answers that you can write in the questionnaire.

3.6 Filling out the Survey Information Sheet

The SURVEY INFORMATION SHEET covers the first two pages of the questionnaire. There are a number of different parts, which must be filled out by different members of the team. Some information will already have been written by the supervisor e.g. the name and number of the EA, the household number, the name of the head of household, and the address of the house.

First Visit
When you arrive at the household, you must complete the first page. Write your name and in the space to the right, your code number and the date of interview. The particulars of the initially selected household will be provided before hand by the supervisor. Write also the name of the supervisor, and in the space to the right his code number. In the event of a dwelling not found or not occupied contact your supervisor.

NOTE: The nature of the survey is such that no interview can be deferred.

Household for Interview
Enter the particulars of the household that is actually interviewed. Code the language used by respondent in answering questions, and indicate whether an interpreter was used or not.

Comment [d5]: We need to develop a survey information sheet

Continuation Questionnaire
The household questionnaire has enough space for only 15 people. If your household consists of more than 15 people, you will need a CONTINUATION QUESTIONNAIRE. This questionnaire is just the PART A questionnaire, containing the household Roster (section 1) plus sections 2, 3, 4 and 5. You must not fill section 6 for the continuation questionnaires.

If you use a continuation questionnaire, you must write "1/2" (meaning "the first of two rosters") on the main questionnaire, and "2/2" (meaning "the second of two rosters") on the continuation questionnaire.

Comment [d6]: We need to develop a household questionnaire

3.7 The Interview

You must be careful to follow all the instructions set out in this manual the most important of which is to ask the questions exactly in the form in which they appear on the questionnaire. The questionnaire should be filled during the interview. You must not record the answers on scraps of paper with the intention of transferring to the questionnaire later. Neither should you count on your memory for filling in the answers once you have left the household.

Tempo of the Interview
You must maintain the tempo of the interview; in particular, avoid long discussions of the questions with the respondents. If you are receiving irrelevant or complicated answers, do not break in too suddenly, but listen to what the respondent is saying and then lead him/her back to the original question. Remember it is you who are running the interview and therefore you must be in control of the situation at all times.

Objectivity of the Interviewer
It is extremely important that you should remain absolutely NEUTRAL about the subject of the interview. Most people are naturally polite, particularly with visitors, and they tend to give answers and adopt attitudes that they think will please the visitor. You must not express surprise, approval or disapproval about the answers given by the respondent and you must not tell him/her what you think about these things yourself.

You must also avoid any preconceived ideas about the respondent's ability to answer certain questions or about the kind of answer he is likely to give. Your most important task is to read the questions exactly as they are written in the questionnaire.

Private Nature of the Interview
All the data collected are strictly confidential. Any breach of the confidentiality is forbidden by law. In principle all the questions should be asked in complete privacy to ensure that his answers remain confidential. The presence of other people during the interview may cause him embarrassment and influence some of his answers.

There are some sections, which are very sensitive and might require more privacy:-

- Health (section 3 which asks questions concerning fertility, pregnancies and birth control)
- Agriculture (section 6 where questions on assets and income generated from agricultural activities would be asked.)
- Non-Farm Enterprises(section 8 where questions on income and assets of these enterprises will be asked.)
- Income Transfers and miscellaneous income and expenditure (section 10).
- Assets and Credits (section 11).

When you get to these sections you should explain to the respondents that some questions are confidential and ask him for the best place in the house where he is least likely to be disturbed. If another adult does not understand and refuses to leave, you must use tact and imagination to try and get rid of him.

- Ask the respondent to persuade the other person to leave.
- Explain as politely as possible that the interview must be conducted in private.
- Try to satisfy the person's curiosity by reading the first few questions, and then say something like "you have heard some of the questions. Will you now excuse us for a little while"?

Survey Schedule
It is essential to make the respondent understand that there will be repeated visits to the household and that each interview will last no longer than 1 hour. Inform them that it is important for them to be present at each visit so that all information about their daily consumption and expenditure could be accurately reported.

Date of Next Visit
Before leaving, you must thank all the members of the household who took part in the interview and inform them of the date for the next visit.. You should emphasize the need for the respondents to keep appointments.

3.8 Completing the Questionnaire

The questionnaire will be administered in a piecemeal fashion so as not to overburden the respondents. This means that the total interviewing workload will be spread over two visits to a particular household.

The whole questionnaire will be completed by the teams as follows:

VISIT	SECTION
1st	1, 2, 6, 7
2nd	3, 8H, 9B
3rd	4, 8H, 9B
4th	8A-G, 8H, 9B
5th	5, 8H, 9A, 9B, 9C
6th	81-1, 913, 10
7th	8H, 913, 10
8th	8H, 913, 10
9th	8H, 9B, 10
10th	8H, 913, 11
11th	8H, 913, 12

After the Interview

After each visit to the household, you must fill out the "summary of the survey result" page of the questionnaire (see attached form). For each visit you should show the date on which you asked the questions and outcome. COMPLETE means all the appropriate questions were asked of all the persons concerned. PARTIAL means that the questions were not asked of all the appropriate persons, for instance, if some persons were not available. DISCONTINUED means the respondent is not available for the remaining sections. This can happen in only two sections: Section 8 (if the household is not engaged in any agricultural activities) and section 10 (if the household is not engaged in any non-farm enterprises).

Comment [d7]: We need to develop a "summary" sheet for the survey

Do not write in the columns reserved for the supervisor and the data entry operator.

Observation Sheet

You must also fill out the observation sheet. You should indicate on this page how far the respondents were willing to co-operate, the problems they had in answering any of the questions, any unfavorable circumstances, and any comments you wish to make for the benefit of the supervisor. You should write down the comments immediately after the interview, but never in the presence of respondents.

Conduct of the Interviewer

The interviewer must observe the following rules:

1. You must be courteous towards everyone (the respondent and his/her family and friends, the supervisor, the other members of the team and everyone else involved). Your behavior can have an enormous influence on people's opinions in the localities covered by the survey.
2. You must avoid disturbing or upsetting anyone by your behavior.
3. You must be properly dressed, so that the respondent will be inclined to trust you, as a reliable and responsible person.
4. You must arrive at the stated time, and never keep the respondents waiting.
5. You must exercise patience and tact in conducting the interview, to avoid antagonizing the respondent or leading him to give answers that are not in conformity with the facts.

Part 2: Community Census

Part 3: The Community Survey

Comment [d8]: These two parts were not included in the interviewer's manual for the GLSS5; should we include them in our manual?

Part 4: The Household Questionnaire

General Instructions for Filling out the Questionnaire

There are a number of basic principles that the interviewer must observe throughout the questionnaire.

1. Questions must be read to the respondent just as they are written in the questionnaire. Read all questions in a clear and comprehensive manner, and wait patiently for the reply. Respondents may delay in giving the reply because either he/she (a) has not heard the question well or (b) not understood the question or (c) does not know the answer. In any case, repeat the question much clearly. If there is still no answer, ask whether the question has been understood and, if necessary, reword the question without changing the sense. If it is difficult to get the right answer, you should help the respondent to consider his/her reply.

Codes

2. Most answers in the questionnaire are pre-coded. You must write only the code corresponding to the answer given by the respondent in the appropriate box or column. e.g.

Question: Were these remittances made on a regular basis?
Daily = 1
Weekly = 2
Monthy = 3
Quarterly = 4
Annually = 5
Other (specify) = 6

If the answer is "quarterly", for example, you will write 4 in the box or in the appropriate column.

3. In order to ensure that the correct answers are always recorded, it is suggested that you might circle the code before recording the answer in the box provided. This can only be done in sections where there is only one answer for the whole household. It should not be done in sections where answers are required for each household member, agricultural holder or other multiple answer situations.

4. For those questions that are not pre-coded, the interviewer should write the answers in figures, that is, numerals and not in words. For example, if the question is "how many acres of farm were cultivated by the member of the household in the past 12 months?" and the answer given by respondent is twenty acres, write 20 in the box or column as below

$\boxed{20}$

Skip Pattern

5. There are special directives given to the interviewer at the end of a question or after answering a question.

a) If there are no special instructions, go on to the next question.
Example: Question 3: Does the father of (NAME) live in this dwelling?

Yes = 1
No = 2

Whatever the response to question 3 go to question 4.

b) An arrow (>>) after a reply or answer shows that the interviewer must go to the Question or Part just after the arrow.

Example: Question 4: How did this pregnancy end?

Live Birth = 1
Still Birth = 2
Miscarriage = 3 (>>8)

This means if the response is miscarriage, the interviewer must put 3 in the box or column and go to question 8. However, if the answer is Live birth or Stillbirth, the interviewer goes to next question.

c) An arrow placed well below the bottom of the answers shows that whatever the reply given by the respondent, the arrow must be followed.

Example: Question 9: Was any portion of the harvest given to the landlord?

Yes = 1
No = 2
> >12

This means that whether Yes or No, go to question 12.

d) A skip pattern or arrow may be followed by an instruction.

Example #1: Question 13: Was the school you attended public or private?

Public = 1
Private = 2
>> Part C

This means whatever the response you must go to Part C of the same section.

Example #2: Question 14: Is the enterprise currently operating?
Yes = 1

>> SECTION5
This shows that whatever the reply, go to section 5 of the questionnaire.

6. You may have to provide or insert the name of a person, place, thing, animal, etc. into a question. This is always indicated by the sign (.) or [.] and it occurs very often throughout the questionnaire.

Examples:
a) How old is (NAME)? You will insert the name of household member (say, Patience) to read "How old is Patience?"
b) How much was the [ITEM] purchased? Here a number of items are pre-listed and the question is asked for each of the items in turn, each time inserting the name of the next item on the list.

7. OTHER (SPECIFY). If the reply given by the respondent does not fit in the list of pre-coded responses, you must use the code number of "other (specify)". In this case you should give details briefly in the space provided.

Example: Question: Who paid for most of these health expenses?
Household Member = ID
Other Relative = 80
Government = 81
Employer = 82
Other (specify)= 83

Supposing the reply is FRIEND, code 83 in the box or column and write FRIEND in the space provided under "other".

8. Write names of persons, places or things very legibly and in capital letters too. This applies to figures as well.

9. When dealing with distances and lengths or heights, and if no special instruction is given, round off the reply.

Examples:
0.00 to 0.49 miles = 0 miles
0.50 to 1.49 miles =1 mile
1.50 to 2.49 miles = 2 miles etc.

10. Do your best to avoid accepting answers like "I don't know" by helping the respondent to consider his answer. In this manual there are many sample questions that can be asked to help the respondent to estimate for example the area of a field, income, quantity of crops harvested or sold, the age of a household member etc. Nevertheless, it

does happen that even with the help of the interviewer, the respondent cannot give an answer. In that case, you should refer to the supervisor who will help you.

Data Entry

The data will be entered directly from the questionnaire. Everything that you write on the questionnaire will be entered in the computer straight away. Notes, explanations and calculations should be written onto the questionnaire in order to facilitate edit resolution, but this should be written in the left-hand column or at the top or bottom of the page. These notes, etc. should never be written in the data entry area. Consider the following points seriously;

1. Write legibly in pencil without crossing out or over writing. If you make a mistake don't cancel. Erase it off completely and write the right response.
2. Write in capital letters and in the case of figures don't use roman numbers: i.e. write 6 instead of VI. If you are not sure of the spelling of a place or name see the supervisor.
3. Never go beyond the space allotted for a question, even when the next space is not used.
4. In writing amounts and other figures, always separate each group of three figures with a comma, starting from the right: e.g. 100000 as 100,000; but not 100 000.
5. In a question whose reply is a quantity, just write only the figure as directed in (4) above without the units.

   Examples:
   (a) "How much was (ITEM) purchased."
   Reply: "Twenty five thousand cedis".

   So in the box or column just write 25,000 without the cedi sign.

   (b) "How old is (NAME) now?
   Reply: "Forty three years"

   Write 43 in the box or column without years.

   (c) "What was the quantity of goods and services produced or supplied since my last visit?
   Reply: "Nine thousand, four hundred and twenty

   Write 9,420 in the box or column.

   Generally where a question specifically calls for a unit of measurement, the CODE for the unit will be shown in the appropriate page for your reference.

ID Numbers

The ID numbers of an individual stay the same throughout the entire survey. Thus, while there will be sections that only ask questions about some of the household members (for example, the women's health section), enumerators **must** leave blank the rows for the ID numbers corresponding to household members that are not being asked those questions (for example, there should be blank rows for all the men in the women's health section).

Section 1: Household Roster

Purpose

This section has three main purposes:

1. It identifies every person who will be considered as a member of the household;
2. It provides basic demographic data, such as age, sex, and marital status of everyone having spent the night preceding the interview under the same roof, regardless of age or occupation.
3. It collects information on educational level and occupation of the parents of household members.

The Household Roster must be completed with the very greatest attention to detail. This would ensure the quality of the data being collected.

Respondent

For the Household Roster, the respondent should preferably be the head of the household. If he/she is away or will be away, the next person who is acting as head of household should be interviewed. The person selected must be a member of the household and capable of giving all the necessary information on all household members. You must ask questions to discover who this person is. Other members of the household can help to answer questions by adding information or details especially when the questions are about them.

Definitions

Household

A household consists of a person or group of related or unrelated persons, who live together in the same housing unit, who acknowledge one adult male or female as the head of the household, who share the same housekeeping and cooking arrangements, and are considered as one unit. In some cases one may find a group of people living together in the same house, but each person has separate eating arrangements; they should be counted as separate one-person households. Remember that not all related persons living in a house form one household, and that more than one household may live in the same house but one household cannot live in two different houses. Probe well to put every person in the right household.

It is not an easy task putting persons found in a house or compound into the right households. The following examples are therefore given as guidelines:

1. In general, a household consists of a man, his wife, children and some other relatives or a househelp who may be living with them.
2. In large family houses where there may be two or more generations of relations living, care should be taken not to treat the grandfather, his married children and their families as forming one large household. Note that sharing meals with each other is not the same as sharing the same housekeeping and cooking arrangements. Probe well to separate the various households.
3. Treat as one household if a man lives with more than one wife and their children in the same house and eats successively with each of the wives in turns.
4. If a man does not live in the same house as his wife or wives, the man and his wife/wives must be considered as separate households. Any children and others must be included in the household of the one in whose house they sleep. Thus, if a man and his wife live in different houses and their two sons sleep in the father's house after eating in their mother's house, the children must be included in the father's household while the mother is listed as a single-person household.
5. A lodger who sleeps and eats at least one meal with the household a day must be treated as a member of that household.
6. A househelp and his family who live in a house or an out-house in the same compound as the employer must not be included in the employer's household if they prepare their own food. However, if they eat and sleep with the employer, they should be considered as part of the employer's household.
7. If two or more unrelated persons live together in one room or apartment, they should be considered as separate single-person households if they do not share a common catering arrangement.

Head of Household

This is the person acknowledged as such by members of the household and who is usually responsible for the upkeep and maintenance of the household.

The head of household will be identified by the household members themselves. He is the person who is named in reply to the question ‘Who is the head of this household?’ Most often, but not always, it will be the person who is the main provider and who is familiar with all the activities and occupations of household members. The head of household can be male or female.

Dwelling

The dwelling is the structure or group of structures (rooms or buildings), separate or contiguous, occupied by the members of the household. It can be:

- A single-family house/hut,
- A flat/apartment (self-contained);
- Rooms (compound house);
- Several huts/buildings (same compound);
- Several huts/buildings (different compound).

Tenant

A tenant is someone who pays for board and/or lodging. If a tenant lives in the dwelling being interviewed but does not eat with the rest of the household, then he/she is not a member of that household being interviewed and should therefore be considered as a separate single person household together with his/her spouse(s) and children if any. However, if the tenant eats with the family, then by definition (above) he/she is part of the household and should be included in the household roster.

Part A: Household Roster

The roster must be filled with the greatest care. A summary of the following instructions is on page 1.1 of the questionnaire. There are three steps in this operation:

Comment [cru9]: TREB: Can you add an explanation in Green just for the EGC version of the fact that we'll have the GLSS5 data here. For example: For all household members that were present in the household during the GLSS5, the answers to questions xx – xx, and xx-xx will be preprinted on the questionnaire. Follow steps one to three for NEW members of the household only. New members of the household include anyone who meets the definition of a household member at the time of this survey who is not included on the preprinted list. This will include: new spouses, newly-born children, newly-arrived foster children, anyone else who has joined the family since the GLSS5, and anyone who has been a member of the household but who was incorrectly omitted during GLSS5.
Questions XX-XX should be completed for ALL household members, both preprinted and newly added.

First Step: Questions 1 to 3.

The sheet on which to write the names for question 1 is located AT THE BACK of Section 5: MIGRATION, of the questionnaire on a flap, which should be kept visible throughout the interview.

The respondent is asked to give you the names of all the people who normally sleep in the dwelling and take their meals together. The order in which people are to be recorded is laid down in the instructions above the table:

a. The first person must be the head of household, even if he or she is not the respondent and even if he or she is absent;
b. Next come the members of his or her immediate family (wives/husband/and children) who sleep in the dwelling and take their meals together;
c. Where the respondent has more than one wife record the name of the first wife followed by her children then the second wife followed by her children in that order;
d. Other persons related to the head of household and his/her husband/wife who sleep in the dwelling and take their meals together;
e. Unrelated persons who sleep in the dwelling and take their meals with the household;
f. Last are those people who have slept under the same roof during the night preceding the interview, even if they do not normally live with the household.

Name

Full Name: Write in the space provided in column `C' of the household roster, the full names of all household members/visitors. The names you put down must be such that if a second visit is paid to the house during or after the final interview, the persons to whom the names refer can be easily identified.

NOTE

i. Persons with more than one name: If a person has two names, one for official use and the other for use at home, write down the name(s) by which he/she is best known in the neighbourhood or village where he/she is being enumerated and then write his/her other name(s) in parenthesis. For example, Ato Safo (Charles Mensah).

ii. Persons with identical names: You may also come across households where two or more persons have identical names. In such a case you must record also the nicknames, or any other names by which they are distinguished in the household or by neighbours and friends, e.g., Kofi Kyamba Panyin and Kofi Kyamba Kakraba. Failing this you must distinguish them by physical characteristics such as height or fatness or shortness. Thus, for instance, you can have Abongo Jato (fair coloured) or Kofi Dogo (tall).

Comment [d10]: We currently do not have a sheet that lists the full names of each member of the household.

Against each name you must show the sex of the person and his/her relationship to the head of household.

Sex

It is important to ask for the sex of the person when information is being given to you by a third person. Do not infer the sex from the name or names of the person. Bear in mind that some names can be misleading in this respect e.g. Kafui, Sena, Kakra, Panyin, etc. Some people also use George as a short form of Georgina and Ben for Benedicta.

Relationship

Record how the person listed is related to the head of the household. Be particularly careful in doing this if the respondent is not the head of the household; make sure that you record the relationship of each person to the household head, not the relationship to the respondent. For example, if the respondent is the wife of the head of the household and she says that Nab is her brother, then Nab should be coded as OTHER RELATIVE not BROTHER OR SISTER, because Nab is a brother-in-law of the head of the household. If the head of the household is married to a woman who has a child from a previous marriage, that child's relationship to the head of the household should be coded as ADOPTED/FOSTER/STEP CHILD.

Second Step: Questions 4 to 23

Now ask questions 4 to 23 about each of the people on the list from the first question. You must get to question 23 each time before going on to the next person on the list.

Age

Age is to be recorded in years and months for persons aged five (5) years and below, and in completed years only for those six (6) years and over. The age is that on the last birthday. If, for instance, the respondent's eighteenth birthday falls on the following day, you must enter 17 as the answer. If the person does not know his/her age refer to events that have taken place in his/her life or in the Community (village, town, country) or the World such as the independence day of Ghana, World Wars, Earthquakes etc, as shown in the Calendar of Events.

Comment [d11]: Do we have a calendar of events?

Questions 4 - 5: Age and exact date of birth are among the most important pieces of information for the survey. If the exact date of birth (Question 4) can be determined from memory recall, official documents, such as a birth certificate, affidavit of birth, national identity card or passport, it is this date, which is entered as the answer to Question 4. If a person does not know the day, month, year or either, code in its place `99' (code `9999' for year). Example, Akua Manu says she was born in June 1980. Code `99' for day and write `06' for month and '1980' for year. You must then ask the respondent's age and put the reply as the answer to Question 5. Cross check to ensure that the answers given for questions 4 and 5 agree.

What to do when a person does not know his/her age

i. For such a person, use the following method to estimate his/her age:
   a. Ask him/her to name any historical event (preferably a local one), which occurred around the time of his/her birth.
   b. Ask him/her to give you an indication of how old he/she was when that event occurred or how many years elapsed before his/her birth.
   c. Then use this information to work out his/her age. For example, if a respondent tells you that he/she was about 12 years when Ghana attained her independence this person must be 12 + 47 (i.e. 6th March 1957 to September 2007) = 62 years.

ii. If this approach does not elicit the required information, then base your estimate on biological relationships. For instance, a woman who does not know her age but who has two or three children of her own is unlikely to be less than 15 years old however small she may look. You may then try to work out her age by the following method:
   a. Ask her, at what age she had her first child.
   b. Determine the age of her oldest child.
   c. Then assume that the average woman in Ghana gives birth to her first child at about 18. Without further probing, you must not base your assumption on the oldest living child. There is the likelihood that in certain cases the first child died later on or that the woman had miscarriages or stillborn children before the oldest living child was born. Therefore, if the woman tells you that she had one miscarriage or stillbirth before the oldest living child was born you must make your estimation from the year of the first miscarriage, stillbirth or live birth.

      Note also that some women do not have children early in life while others have children earlier than what generally obtains in the community. Therefore, in every case you must find out whether she had her first child, miscarriage or stillbirth at the usual age before you assume she was 18 years at her first pregnancy.

d. Then use the information obtained by means of ‘a’ and ‘b’ above to estimate her age.

iii. If you are obtaining information about an absent person from a third person, then obviously you have to rely on the information supplied by the third person in estimating the age in respect of the person who is absent. **Under NO circumstance must you leave the age column blank**.

Questions 6 To 9 Refer To Persons Aged 12 Years or Older

Question 6: PRESENT MARITAL STATUS applies to the day of the interview. You must read out each category to the respondent; otherwise, he will reply for example, that he is a bachelor instead of divorced or separated. MARRIED includes all types of marriages, e.g. civil, traditional, or common law (a couple living together, several wives). A Consensual Union is a co-habiting sexual relationship contracted by two consenting adults without civil or traditional recognition.

Question 7: If the name of the husband or wife is listed in Question 1, enter their identification code in Question 8. (these codes are located to the left of the list of names). Each person on the list has a unique two-digit code number that will apply to him throughout the questionnaire. If a man has several wives, record the code number for the first one only.

Question 9: Record the AGE at FIRST marriage of (NAME).

Question 10: Enter the respondent's religious denomination.

Question 11: Enter the Region of birth if (NAME) was born in Ghana or the corresponding country code, if born abroad. Use mother's usual place of residence at (NAME'S) birth.

Question 12: Record the current nationality of (NAME).

Question 13: Enter the ETHNICITY of (NAME) if Ghanaian by birth.

Question 14: asks if the respondent's father lives in the household. If yes, locate his name on the list and copy out his ID as a response to Q15. Father here means biological father.

Question 16: The "highest educational level" means the highest level of formal schooling completed. If someone (respondent's parent) dropped out of school at a level it means he/she has not completed that level and so it should not be recorded as the highest. For instance, a drop out from secondary school form three during the second term will have his/her highest educational level completed to be probably the middle school level since he could not finish the secondary school.

Question 18 asks if the respondent's mother lives in the household. If yes, locate her name on the list and copy out her ID as a response to Q19. Mother here means biological mother, i.e. the woman who gave birth to the person in question.

Question 21: "Most of her life time" means the work she spends most of her time doing. Probe to identify the work done by the woman, as most of them are likely to say/answer housework while they may actually be engaged in farming or trading.

Question 22: Write the exact number of months the respondent was away from the household during the past 12 months. Ask respondent to be as specific as possible.

Third Step: Columns A and B (on Flap)

When you have completed Questions 4 to 24 for everyone on the list, in Column B, copy the age in completed years of each in the household. If someone is 4 years 6 months old, write 4 years. If a child is less than one year old, write 0.

Questions 25-30:

Comment [cru12]: For EGC version only

Section 2: Education

Purpose

The section on Education has three parts: Part A is on the general educational background of the household members. Part B is on educational career whiles Part C has questions on Literacy and Apprenticeship of household members.

The objective of this section is to measure the level of education or formal schooling of all household members aged three (3) years or more. It is also intended to measure how much was spent on education of household members during the past 12 months.

Questions are also asked to obtain information on the type of school (public or private) attended and the highest qualification achieved, including short training courses. The section also collects information on literacy levels and apprenticeship of members including those who have never attended school.

General Instructions

Circle the MEMBER IDENTIFICATION (ID) of the person whose information is being recorded. Always record the identification number (ID) of the person actually interviewed in the ID OF PERSON INTERVIEWED column.

Part A: General Education

This part covers general information related to education in the past 12 months. Questions are asked on the highest level, grade, qualifications attained and the expenses made on education in the past 12 months. Household members 3 years and older are required to respond to these questions.

Comment [d13]: W e just have this for all household members; should we revise?

Comment [cru14]: The questionnaire can be revised – 3 or older is OK

EGC Special

Comment [cru15]: Again, special account for EGC survey – questions 1-23 should be prefilled for hh members in GLSS5. Fill completely for new household members and for anyone missed in GLSS5

Question 1: This question refers to full time education in an educational institution such as nursery, kindergarten, primary, middle, JSS, vocational, commercial, technical, SSS, teacher training college, university or similar type of school where a person spends or has spent at least 4 hours a day receiving general education in which the emphasis is not on vocational skill or trade training. It excludes night schools, trade schools such as Flair Catering, Motor Driving schools, adult literacy schools etc. It also excludes on the job training establishments like Commercial Bank training school and Labour college.

Enter the proper code and **note carefully the skip pattern for those who have never been to school.**

Question 2: The HIGHEST GRADE COMPLETED is the last full grade completed, not the one attended or attending during the current school year. For instance, if the person is now in JSS2, the last grade completed will be JSS1. Note carefully that the codes also include the grades for the old school system (middle and sixth form). The codes for the answers are included in a box at the right of the page labeled “GRADE LEVEL CODES.”

Question 3: The HIGHEST QUALIFICATION attained refers to the completion of an educational level or course. A student who dropped out from school will not achieve the qualification for that level. For instance, if one dropped out in secondary Form 5 then one would probably have achieved the MSLC/JSS if he/she has finished middle school level. If one dropped in SSS3, then highest qualification attained will be BECE.

The codes for the answers are included in a box at the right of the page labeled “QUALIFICATION CODES.”

Several notes about the codes:

TECHNICAL AND PROFESSIONAL TRAINING includes, for example, courses in accounting, secretarial courses, training in the POLYTECHNICS, I.S.S.E.R. School of Journalism, and so on. This does not include on-the-job training.

TECHNICAL OR PROFESSIONAL CERTIFICATE refers to a certificate received from such types of training institutes like technical and advanced/specialist colleges. Certificates awarded by such training institutes include the following: an advanced/diploma, a state registered nurse's certificate and others.

TECHNICAL OR PROFESSIONAL DIPLOMA' refers to a diploma received for the successful completion of the appropriate level of training, for example, a diploma in statistics, etc.

Questions 5 to 7: These questions refer to CURRENT SCHOOL ATTENDANCE for household members who are currently in school, their grade and whether the school they attend is public or private.

Question 8: This question solicits information about travel time to and from school. Let the respondent estimate the average time spent in reaching the school and returning. This includes time spent in queues to board transport. If the respondent is in boarding school code 00 for hours and minutes.

Question 9: This is intended to capture the total time the respondent attended class in the week excluding break periods. Note that the week may vary depending on the type of school and course being pursued. The same also applies for the length of a class period. Some could be 40, 45, 50 or 55 minutes. Probe for confirmation if possible. If the question is being asked during the vacation or holidays, code 99 for hours of class.

Question 10: This refers to the total time the respondent missed classes by virtue of sickness, lateness or punishment etc in the week. For instance if a student in SSS misses the first two lessons for two days in the week in question to browse the internet, and assume each period is 45 minutes, then hours missed will be 45 x 2 x 2 = 180 minutes = 3 hours

Question 11: This question captures the total time (Name) uses in doing his/her homework/assignment given at school or home and will be supervised (ie. checked or marked) by parent or teacher. Note that this includes time spent at the library/internet to do research in order to complete the homework.

Questions 12-20: This set of questions is intended to cover all the expenditures made by the household members attending school during the past 12 months. These expenditures may include those for the current school year and also for the previous school year, provided they fall within the past 12 months.

Sometimes the respondents have difficulty in remembering expenditure made 12 months before. In that case, ask the respondent to give you approximate figures. For example, you can ask him whether the amount was between ¢100,000 and ¢200,000, or between ¢50,000 and ¢100,000, and so on. If nothing has been spent, write "0." If the respondent only knows the total, enter it under the heading "Total" on question 20. Put "0" under the headings where nothing has been spent and "DK" under the headings for which the respondent is unable to give an amount after prompting. In situations where the respondent is not required to make an expenditure, write N/A i.e. not applicable. For example where a student does not spend anything on transportation because he/she stays within the school.

Here is an example. The household does not spend anything on PTA because the school does not have one, ¢87,500 for transportation to school, and nothing for board or lodging. For the remainder (uniforms, books, school supplies and fees) the outlay was ¢300,000 cedis but the respondent does not know how to break down the amount among the various headings and gave ¢27,000 cedis as an in kind expense to name's teachers extra classes ¢200,000. Here is what you should write:

Q12	Tuition and registration fees	DK
Q13	PTA fee	NA
Q14	Uniforms and sports clothes	DK
Q15	Books and school supplies	DK
Q16	Transportation	87,500
Q17	Food, board and lodging	0
Q18	Extra classes	200,000
Q19	In kind expenses	27,000
Q20	CANNOT BREAK DOWN	300,000

However, if the respondent can break down the amount spent among Q 12 to Q 19 then skip Q20.

Question 21: This seeks to find out who pays for the bulk of the educational expenditure for (NAME).

Questions 22 & 23: 'Scholarship' is any kind of grant, bursary or sponsorship offered to (NAME). Ask for an official document (if any) and copy out the amount, otherwise ask the respondent for the amount.

The value of the scholarship for the past 12 months may include one or two school years. If during the last academic year the student in question received a scholarship but is not receiving one for the current year, ask how much the termly scholarship payments were, and the number of months in the past 12 months that the scholarship was received, and then calculate the total. If during the past 12 months the person had two scholarships of different amounts the total amount for each must be calculated taking into account the number of months in each case.

For instance, you may be asking the question in September 2007 about a student enrolled in the first year of the university. You want to know the value of all scholarships received since August 2006. In this case, you need information regarding the scholarship he enjoyed in the first semester of the university and in the last term in the senior secondary school.

Question 24: This asks whether or not (NAME) is currently in school. If (NAME) is, continue to fill out the rest of Part A for (NAME). If not, go to Part B for (NAME). Pay careful attention to the skip pattern for the remainder of Part A. The response to this question should be identical to response in question 5 (this question is just included to filter out those who are not currently in school from answering Questions 25-36).

Question 25: This asks the name of the school and its corresponding code, which can be found in the Community Survey Schools: Basic Information, Page 1. If the school cannot be found on that list, code NV.

Comment [d16]: Will probably want to adjust when we have better organized the village survey.

Question 26: This asks the current grade of those household members that are currently in school. The codes are available on the right side of the page in the box labeled "GRADE LEVEL CODES." Note carefully that the codes also include the grades for the old school system (middle and sixth form).

Question 27: This asks whether NAME has the same teacher for most of the day. This should only be answered "yes" if one teacher teaches NAME for the majority (e.g. more than half) of the time that they are at school.

Question 28: This question should only be answered if the answer to question 27 was "yes" (1). The ID listed should correspond to the ID of the teacher in the Village Census. If the teacher is not listed in the village census, code NV.

Question 29-30: These questions should only be answered if the answer to question 27 was "no" (2). The ID listed should correspond to the ID of the teacher in the Village Census. If the teacher is not listed in the village census, code NV.

Question 31: This question asks whether or not NAME has **access** to **all** the textbooks needed for school. Code 1 only if NAME is able to use all the textbooks that NAME needs for school and code 3 only if NAME is not able to use any of the textbooks that NAME needs for school. Otherwise, code 2.

Question 32: This asks how NAME gets access to the textbooks needed for school. If there are multiple answers, ask for the **primary** way they obtain textbooks. If other, code "8" followed by an explanation.

Questions 33-35: These questions ask about whether or not NAME participates in a feeding program at school. Participation in a feeding program means that NAME receives any food from the school, regardless of whether or not NAME has to pay for it. Food brought from home does not count as a feeding program. For Question 34, indicate all meals or snacks NAME receives from school, separating each by a comma.

Question 36. This question asks how NAME gets to school. If NAME lives at the school (i.e. it is a boarding school), please indicate how NAME travels between the household and the boarding school.

Part B: Educational Career

This part solicits information from household members 12 years or older who have attended a technical, vocational, computer school or a tertiary educational institution in the PAST.

Question 1: This question finds out if Name has ever attended a technical or vocational/computer school. Note the skip if never attended.

Question 2: In most technical and vocational schools, school years run on course basis and not classes or forms. You are therefore required to find out the course year the respondent completed.

Question 3: The City and Guilds, NACVET, National Vocational Training Institute (NVTI) are some of the certificates awarded to qualified candidates, although some may be graded e.g. grade I and II, the interest is only on the type of certificate.

Question 4: This question finds out if the technical, vocational or computer school Name is attended is private or public.

Question 5: Here, tertiary institutions are the universities, polytechnics IPS, IMS etc. Remember there are non-tertiary courses offered in these institutions also. Probe to find out which ones the respondent offered.

Question 6: The question finds out the number of years the respondent attended the institution in the past. If the respondent could not finish, let him/her state the number of years spent at the tertiary institution.

Question 7: This refers to the last institution the respondent attended. It is possible the respondent might have entered the university to pursue a first degree, worked for sometime before pursuing a masters degree. In that case the last institution will still be university (code 3).

Question 8: for this question asks the highest qualification the respondent has completed. If the respondent dropped out and could not achieve any qualification then record none

Question 9: this question finds out if the tertiary institution Name attended is private or public.

Question 10: This question asks whether or not NAME ever repeated a grade. Answer yes if, for whatever reason, NAME did the same year of studies more than once.

Question 11: This question asks how many times NAME repeated a grade. If NAME did not repeat a grade, mark 0. Otherwise, indicate the number of *repeated* years of study. For example, if NAME did a particular year of study for three years, mark down "2" (since NAME did the year of study then repeated it twice). Alternatively, if NAME repeated two different years of study, each for an additional year, also mark down "2".

Questions 12: This question asks whether or not NAME ever skipped a grade. Answer 'yes' if, for whatever reason, NAME skipped ahead at least one year of study in the normal sequence. Note that for it to be counted as skipping a grade, NAME has to have enrolled in the grade normally done after the grade skipped. That is, if NAME dropped out of school after a certain grade, the grades after that grade are not "skipped."

Question 13: This question asks how many times NAME skipped a grade. Answer 0 if the answer to Question 12 was "no." Otherwise, indicate the total number of years of study NAME has skipped in the normal progression.

Question 14: This question asks what the field NAME studied if NAME attended a secondary institution. If NAME did not attend a secondary institution, leave this question blank.

Part C: Literary and Apprenticeship

In this section, you will need to administer the flash cards provided for some of the questions. For Ghanaian languages let the respondent choose the language he/she is most proficient in. The sentences must be read in full and the correct answer given to the calculations before a yes is coded. Note that only persons 5 years or older are required to answer these questions.

LITERACY - Research has shown that self-reported literacy is a poor measure. Therefore for this study, we would test the respondent's ability to do simple arithmetic and read simple sentence in English and / or the Local Languages.

Question 1: For this question let the respondent read the FLASH CARD in English. He/she should be able to read the full sentence before a yes response is recorded.

Questions 2: Ask which Ghanaian language the respondent is most proficient in if more than one is mentioned. Administer the appropriate flash card.

Questions 3&4: For the answer to these questions you are to test the ability of the respondent to write the same sentences read in English and Ghanaian language earlier on in questions 1 and 2.

Question 5: This question asks what languages NAME speaks comfortably. For this question, simply ask NAME in which languages he/she is able to carry on an everyday conversation. Include all languages that NAME indicates, separated by commas. The codes for each language can be found at the bottom of the page.

Question 6: Written calculation refers to simple arithmetic calculations like addition, and subtraction. You may have to explain this to the respondents in the Ghanaian language he/she is proficient in if he/she cannot read/write in English. The exact answer to the arithmetic should be given for a YES answer to this question.

Question 7: Literacy course refers to any course in English or a Ghanaian language (other than formal schooling course), which takes one through simple reading and writing. Such courses are normally organized for older persons and for children who do not have access to the formal school system.

Question 8: Only those who have not attended any literacy course answer this question. Note the compulsory skip to question 10.

Question 9: Ask the number of months the respondent has attended this literacy course. Probe to find out only the months that the course took place as there may be times that lessons are rescheduled, for example during the cropping/raining seasons.

Question 10: An apprentice is someone learning a trade or skill e.g. carpentry, hairdressing etc. This is different from on-the-job training.

Question 11: Enquire from the respondent how long the apprenticeship will take for him/her to detach from the master/madam. Answer should be given in years and months if applicable.

Question 12: Ask the main trade learned, write in and refer to the codebook for the appropriate code.

Comment [d17]: We need to include this codebook with the materials given to the enumerators

Question 13: Some apprentices may pay some cash for the training. Others may have to pay in-kind by staying with the master to do some chores as they learn or bring fowls, sheep, drinks etc or a combination of these in order to start or end. Probe for the appropriate response.

Question 14: For this question let the respondent quantify and give an estimate of both the in kind and/or cash payments to the master. This does not include tools and other equipment purchased to facilitate the skills training process.

Question 15: A ' Short training course ' refers to any course organized for respondents outside the normal routine of work. For instance, courses organized by management, employers etc. for their staff. It could be a course organized by the government, district assembly, churches, NGO, associations or school authorities.

Section 3: Health

Purpose

The purpose of this section is to gather information on health which will be used to measure the cost of medical care and the use made of the different kinds of health services and facilities. It is also aimed at discovering the use made of preventive services during the past 12 months. It will also be used to determine fertility and child mortality rates, child development, HIV/AIDS awareness and participation in health insurance schemes.

The Health Section of the questionnaire is made up of 9 parts. The first part is administered to all household members and asks questions on health status during the past 2 weeks and visits to medical facilities as well as expenses on medical services and medicines. The second part focuses on preventive health, especially immunization. The third part is used to collect information on child health and development, including the use of post natal services, on nutrition including weaning and the introduction of supplementary foods after breast milk, on participation in community feeding programmes, and on early childhood education. The fourth part is filled out for women aged between 12 and 49 years inclusive and covers history of fertility, birth history and use of pre-natal services. The fifth part focuses on contraceptive use and HIV/AIDS awareness for household members 12 years or older and the sixth part is administered to all household members and asks questions on participation in health insurance schemes. The sixth part asks questions on respondent's mental health (i.e. how they feel). The seventh part asks about how easily respondents are able to do everyday tasks. The eighth part asks general health questions and then several questions on use of tobacco. The final section requires surveyors to weigh and measure each of the household members. This is a very important section, and it is imperative that surveyors make as accurate measurements as possible.

Part A: Health in last two weeks

This section refers to health status of all household members in the past two (2) weeks.

Respondents
This part should be administered to each member of the household but parents or guardians can answer for young children.

Definitions
To `consult' a health practitioner means to be examined by a Doctor, Medical Assistant, Nurse, Pharmacist, Midwife, Traditional Healer or other health practitioners such as drug stores operators, drug peddlers or spiritualists to discover what illness the person is suffering from in order to prescribe treatment. Consultation is the visit made for the purpose of being examined by a health practitioner for treatment.

To be "Admitted" means to stay in a health facility or centre (hospital, clinic, dispensary, etc.) for at least a period of one night on the recommendation of a consulted health practitioner for treatment. This does not include people staying in the hospital premises or healthy persons staying or sleeping at the hospital just to attend to sick relatives.

Question 1: This question is asked to find out if a household member was either sick or injured during the last two weeks. If the respondent reports more than one illness or injury or both ask for the most serious one. Note the skip patterns (if injury, go to question 5, if neither, go to question 8).

Question 2: This question is asked to find out the type of illness suffered. Note that only if the response is "watery diarrhea" (3) should NAME answer questions 3 and 4.

Question 3-4: These questions are asked in order to find out what response NAME took to having watery diarrhea. For Question 4, include all drinks that NAME was given, separated by commas.

Question 5: The interviewer must record the period of days the respondent suffered the illness or injury. Note that the period involved here is 1-14 days before the day of the interview.

Question 6: "Usual activities" refers to the activities or activity (or work) that the respondent spends most of his or her time doing. Since the question is asked of every member of the household, probe t o find out the usual activity of the respondent which he or she cannot do as a result of the sickness or injury (eg. going to work or children playing, etc.)

Question 7: The question asks of the number of days the respondent cannot do his/her usual activity as a result of the illness/injury. The reference period is 1-14 days before the day of the interview as in question 2.

Question 8: The question seeks to find out whether the respondent made a visit to a health practitioner to be examined for treatment and focuses on the type of consultation, whether it was traditional or modern. The reference period here is 2 weeks. Note that the respondent did not necessarily have to see anyone at the health facility; even if the respondent tried to go but the facility was closed, you should still record "yes".

Question 9: This question asks whether or not, when the respondent went to visit the health facility, the facility was open.

Question 10: This question asks when the respondent arrived at the facility. Use the format "hour:minute am/pm". For example, if the person arrived at nine in the morning, record "9:00am." If the person arrived at two in the afternoon, record "2:00pm." **Do not** record "morning", "evening", etc. If the person does not know the exact time, try to estimate the hour by asking follow-up questions (e.g. "was it before lunch", etc.).

Question 11: If the respondent reports more than one consultation, record the most recent one by indicating whom the respondent consulted. Note that a spiritualist is one who uses mainly prayers to cure the sick and traditional healer is one who uses only herbs (or concoction).

Question 12: The reason for consulting the health practitioner is asked for in this question. If the respondent made several visits during the two week period for consultation, record the most recent visit.

"Vaccination" here refers to injecting a healthy person with a vaccine in order to protect him/her from an illness or disease e.g. Yellow Fever. Vaccination is very different from injection given to a patient by a doctor or nurse to treat an illness.

"Pre-natal Care" refers to a pregnant woman going for consultation on the conditions of the pregnancy before childbirth. Note that the woman need not be ill.

"Post-natal Care" refers to the mother and child (aged 5 years or less) going for consultations after delivery. They need not be ill.

"Check-up" refers to a visit made to a health institution for physical or laboratory checks to find out about possible ailments one might be suffering from. This is also referred to as medical examination.

"Follow-up" refers to a visit made to a health institution for a review of a previous treatment received.

MCH refers to Maternal and Child Health Clinic.

Question 13: The question seeks to find whether the person goes to hospital, clinic, etc.

Question 14: This question asks the name and code of the facility. The facility code can be found in the community questionnaire in the “Health Services” section. If the facility is not listed in this section or is outside of the community, code “NV.

Comment [d18]: Should update this when we revise the community survey organization.

Question 15: "Public" Public health institutions are made up of health establishments that are largely regulated, owned or controlled by the central or local government.

"Private Religious" These are health establishments that are mainly owned and managed by private religious organisations. Examples include Holy Family Hospital at Nkawkaw, and Nalerigu Baptist Hospital.

"Private non-religious" These are health establishments that are owned and controlled by private persons, eg. Nyaho Clinic.

Question 16: The amount in this question refers to only the consultation fee.

Question 17: This question asks how the respondent got to the health facility.

Question 18: This question asks how much it cost to the health facility and back. If it did not cost anything, put down “0.”

Question 19: The question focuses on the amount spent on transportation to the health facility and back.

Question 20: This question asks about time spent waiting at the health facility before being attended to by a health officer.

Question 21: This question asks about the **total** time spent at the health facility (both waiting and receiving care).

Question 22: (see definition of "Admitted" above). Those admitted also refer to persons detained by traditional or spiritual healers as long as they had spent at least one night there.

Question 23: In this question the interviewer must record the number of nights the (NAME) stayed at the hospital/health centre as a result of the admission.

Question 24: This is amount charge for admission only, and does not include consultation fees and cost of medicines bought.

Question 25: "Medicine and medical supplies" include tablets, capsules, syrups, bandages, plaster, cotton wool and any item used for the purpose of treatment.

Question 26: The question asks of the cost incurred on medicine and medical suppliers only.

Question 27: Total medical expenses are the sum of Q16, Q24 and Q26. Where respondent cannot indicate the exact amount expended on consultation, stays at the hospital/health center, medicines and medical supplies separately, then mark DK in Q16, Q24, and Q26 and indicate the total expenditure in Q27.

Question 28: The question seeks to find out whether (NAME) had been admitted during the past 12 months.

Question 29: Ask the respondent for the person who paid for the greater proportion of the expenses incurred from the consultations, treatment, admission, and for the purchases of medicine and medical supplies. If the person responsible is a member of the household enter his/her ID. If the respondent's employer paid the costs and is also the government, write code 82 for employer.

Part B: Preventative (Immunizations)

Purpose
The purpose of this part is to collect information on vaccinations, the effects of vaccination programs, and immunization services offered through health centers, clinics and hospitals.

EGC Special – again, the standard language about preprinted data from GLSS5

Respondents
This part covers all household members, but information about children may be provided by the child's mother or another responsible person, father or parent but not househelp.

INSTRUCTIONS
Question 1: Question one asks whether a child has ever been immunized and the type of immunization received. If the child has not been immunized question 5 seeks to find out the reason.

Question 2: "Immunization book or card" (weigh-in card) refers to any official document (usually a small booklet or folded card) which indicates among other things the child's name, age and the type of vaccinations he or she has ever received. Inside this booklet or card, you will see the number of times the child has been immunized against the illness or disease listed with the dates he received the immunization. Sometimes a child needs more than one immunization to acquire full immunity. For every immunization indicate with one of the codes: all columns must be filled for each immunization.

Note that some immunizations are given under special programmes such as National Immunization Days (NID). These are organised by the Ghana Health Service with support form such organisations as Rotary International, Lions and Lionesses Clubs, etc. These involve health personnel visiting homes, schools, etc. to give immunisations. When these immunizations are given just before the next scheduled immunisation they are recorded in the weigh-in-book under the scheduled immunization at the next `weigh-in' (post natal) visit. If a child has completed taking the polio vaccine and is given another vaccine during an NID programme, record this under booster. Read the explanation below and code accordingly.

DPT/Polio
The first dose of DPT and POLIO vaccination are given at 6 weeks, the second dose at 10 weeks and the third dose at 14 weeks. This means that those aged between 6 and 9 weeks should have received one DPT/Polio vaccination while those between the ages of 10 to 13 weeks should have received two such vaccinations. A child who is 14 weeks and above should have had 3 doses of DPT/Polio to complete a set. (Note that in some cases the first dose of this vaccination is given at birth).

If a child is 12 weeks old and has received only one dose of DPT/Polio, code 2 will be entered for him in the appropriate columns. On the other hand, N/A will be recorded for a 4 week old child who has no vaccination card and whose mother answered NO to the DPT/Polio vaccination.

Measles
The vaccination against measles is given only once at the age of 9 months although some children receive it at the age of 7 months. Code 2 should therefore be entered for any child older than 9 months and has not received this vaccine while 4 should be recorded for those aged less than 9 months and who do not possess any immunisation card. If respondent do not know code 3 (DK).

BCG
BCG vaccine is also given to the child only once in the first week after birth. Therefore code 2 should be recorded for all children who have not yet received this vaccination. Interviewers must keep in mind the age of the child and probe or check on the child's shoulder for the scar.
If the person interviewed does not know whether the child has been vaccinated or not against a particular disease, record the code for "DO NOT KNOW".

Vitamin A

Vitamin A vaccine is also given to the child six months after birth. Ask the respondent whether the child has received vitamin A in the past six months and record the appropriate response.

Yellow Fever
The vaccine against yellow fever is also given to the child at the age of nine months after birth

Five In One
It is a combination of vaccination for Dipteria, Pertusis (whooping cough) and Tetanus (DPT) Hepatitis B and Haemophilus Influenza B. The first dose of 5-in-1 vaccination is given at 6 weeks, the second dose at 10 weeks and the third dose at 14 weeks and follows the patterns of the DPT/Polio.

Questions 3 & 4: These questions ask whether the respondent has paid for the vaccination and how much was the cost.

Question 5: This question asks the reason why NAME was not immunized. Only answer if the response to Question 1 was "No."

Part C: Postnatal Care/ Child Health and Development

Purpose
This section is designed to gather information on the health care of the child after delivery.

Respondents
The respondents are all the children in the household who are 5 years (60 months) or younger. Again the respondent should be the child's mother or any appropriate adult member of the household.

Comment [d19]: We currently have this section for all household members; should we change it just to ask about those 5 years and younger?

Comment [cru20]: Keep this as 5 years and younger. Change MCC and THP questionnaire accordingly

EGC special – again language about preprinting
INSTRUCTIONS

Question 1: Refer to definition of "Post-natal Care" under Part A and indicate whether the respondent took the child to a heath centre for post natal care or not in the past 12 months.

Questions 2 & 3: Record the number of times the child was taken to the health centre for consultation in question 2 and indicate whether some amount of money was paid for these consultations in question 3.

Question 4: Ask for only the consultation fee. This does not include the cost of medicines and medical supplies.

Question 5: Record whether the mother breastfed the child or not.

Question 6: "Wean" here refers to where breastfeeding of the child is totally discontinued. Record answer to the nearest month. If the mother is still breastfeeding the child at the time of interview code 87.

Questions 7 to 9: "Liquid" here does not include water (which is required in Q8), but beverages, any type of milk other than breastmilk etc. Note that water with sugar is "Liquid". Food asked in question 9 refers to solids, eg. "koko" and "cerelac ".

Question 10: "Community Feeding Programme" refers to programmes initiated by some communities or group of individuals in the community whereby they secure foodstuff, process it and give to participating mothers for a token fee.

Question 11: "Usually looks after" means the person who spends most of his/her time taking care of the child during the day time.

Question 12 & 13: Question 12 asks whether NAME participated in any organized learning / education program and Question 13 asks, if so, how many hours NAME spent in the program in the past 7 days. Only ask these questions about household members ages 9 and younger.

Questions 14 & 15: These question ask how many children's/picture books and other books are there in the house. These questions should only be asked once for the entire household.

Question 16: This question asks how many times in the past 7 days was NAME left in the care of a child under the age of 10. Ask this question about household members ages 9 and younger.

Question 17: This question asks how many times in the past 7 days was NAME left alone. Ask this question about household members ages 9 and younger.

Part D: Fertility / Other Women's Health

Purpose

The purpose of this sub-section is to ascertain the number of pregnancies and children the respondent has had during her lifetime, and to determine the mortality rates. It also asks whether the respondent uses maternity services for her childbirth. Information on the use of birth control methods are also collected.

Respondents

The respondents are all the female household members who are aged between 12 and 49 years. Each member should answer for herself.

EGC special language regarding preprinting

Definitions

Live Birth: It is one in which the new born baby or infant showed signs of life, by crying or breathing even if it died shortly afterwards.

Still Birth: It is an infant which showed no sign of life at birth.

Miscarriage: It is a spontaneous involuntary abortion during the first six months of pregnancy.

INSTRUCTIONS

For most of the questions in this part the interviewer must refer to the definitions above for clarity.

Question 2: If respondent answers "NO", probe for further clarification since some children might have lived for some few hours after birth.

*Question 5: "*Total number" of children refers to those who are still alive plus those dead. This does not include adopted children.

Question 9: Such pregnancies refer to those which ended in a miscarriage or still-birth.

Question 10: This asks for the total number of miscarriages and still-births.

Question 17: Breastfeeding is important for fertility and child health and the interviewer must remember to record whether the mother is still breastfeeding the child or not.

Question 19: This question refers how long the respondent had been pregnant (in weeks) when she first received prenatal care.

Questions 20 & 21: These ask for the place visited and the health practitioner consulted. A TBA, or "traditional birth attendant", is someone who has never had any formal training in childbirth but who has enough practical experience in the act of assisting childbirth. Note that the traditional birth attendants being trained in the country recently come under the non-formal education program. Indicate whether TBA is trained or untrained.

Question 22: The question seeks to find out the number of times the woman visited the health practitioner.

Question 23: In this question the interviewer must record amount paid for the first pre-natal consultation.

Question 24: In this question, reasons for not attending the pre-natal care are asked for. "Not necessary" means that the woman does not see any reason(s) why she should go for pre-natal care.

Question 25: This question asks the length of time it has been since the respondent gave birth to her second-to-last child. This means the length of time since her second youngest child was born; in other words, the age of her second youngest child.

Questions 27-28: These questions how many months after birth was it until the woman resumed sexual relationships and how many months after birth it was until the woman's period resumed. For both questions, code "87" if the answer is "not yet." These are sensitive questions, and will likely need to be asked privately to each of the women who have been pregnant.

Question 29: This question asks how many months did the woman breastfeed their child. If still breastfeeding, record "87."

Questions 30-33: These questions ask about the woman's menstruating (periods). These are sensitive questions, and will likely need to be asked privately to each of the women in the household between 12 and 49, inclusive. [32-33 not in THP version].

Part E: Contraception and AIDS

This Section refers to contraceptive use and HIV/AIDS awareness and administered to all household members aged 12 years or older
The interviewer must be very tactful in dealing with respondents on this Part, especially on the most sensitive areas like birth control, in order to gain full confidence and co-operation of the respondents. Assure the respondent that his/her answers are confidential and let he/she suggests a convenient place where he/she will want to answer questions "freely".

Definitions
Abstinence: It is a non-scientific method of birth control which involves staying away from sexual intercourse either permanently or for a period of time.

Rhythm: It is a non-scientific method of birth control which involves deliberate avoidance of sexual intercourse during the "unsafe period" of a woman's menstrual cycle but indulging in the sex act during her "safe period". Safe period is that period outside the woman's ovulation period.

Withdrawal: It involves the man withdrawing before ejaculation during sexual intercourse.

I U.C.D.: It is the abbreviated version of Intra Uterine Contraceptive Device. It is a special loop or coil which is inserted into the womb to prevent sperm from fertilizing the female egg after sexual intercourse.

Male Sterilization: It is also known as Vasectomy. It involves a surgical operation to cut, and tie separately the vas deferens (i.e. the male ducts which conduct sperms) with the aim of preventing the sperms from entering the womb during sexual intercourse.

Female Sterilization: Also called tubal ligation or tubectomy. It involves a surgical operation that cuts and ties separately the fallopian tubes (i.e. the female ducts through which the female egg passes into the womb after being released from the ovaries) with the aim of preventing fertilization by the sperms.

Note that the vasectomy and the tubectomy are different from other surgical operations on the male or female organ for other purposes.

Diaphragm: The method is used in the vagina. Diaphragm and cervical caps are soft rubber cups that can be placed in the vagina to cover the cervix to block sperm from entering the uterus and tubes where sperm could meet an egg. Diaphragms and cervical caps should be used with spermicidal jelly or cream.

Injectables: An injection of hormone that is released slowly into the bloodstream can be given regularly to women to prevent pregnancy. The most common type of injectable contraceptive is given every three months. This is known as depomedroxyprogesterone acetate (DMPA), DepoProvera, Depo, or Megestron. Another injectable contraceptive, NETEN (also called Noristerat), is given every two months.

Implants: Also called Norplant, these are small rods surgically implanted in a woman's upper arm. They usually protect a woman against pregnancy for five or more years.

Foam or Jelly: Spermicides including foam, cream, jelly, foaming tablets, or suppositories are used to kill sperm or make sperm unable to move toward the egg.

Lactational Amenorrhea Method (LAM): Women can postpone the return of menstruation after a birth (and therefore remain unlikely to become pregnant) by breastfeeding frequently. A specially taught method that makes use of this principle is the lactational amenonorrhea method (known as LAM).

Other Methods: Women may mention traditional methods such as certain herbs or medicines. If so write the name of the method or methods.

EGC special language on preprinted answers

INSTRUCTIONS
Question 1: The interviewer must ask if (NAME) is using any method of birth control.

Question 2: The interviewer must probe to find out the main method of birth control (NAME) is using.

Question 3: If the respondent has not bought any contraceptive during the last month, ask for the amount (NAME) paid the last time he/she bought some. If the cost is only known to his/her partner, find out from him/her if the partner is a member of the household, otherwise help him/her to make a reasonable approximation.

Question 4: The question is asked to find out the source of the birth control method (NAME) is using.

Question 5: The question seeks to find the reason why (NAME) is not using any contraceptive method.

Question 6: The question seeks to find out if (NAME) think he/she will use any contraception method in the future.

Question 7: In this question, (NAME) will have to specify the main contraceptive method he/she would prefer to use in the future.

Question 8: The awareness of the household members of the HIV/AIDS is very important. The question seeks to capture the household member's awareness of the illness called HIV/AIDS.

Question 9: In this question household member's knowledge of the prevention of HIV/AIDS is ask for and (NAME) would be asked to mention up to 3 main ways of prevention. The codes are located on the right of the questionnaire.

Question 10: The question is asked to find out (NAME'S) knowledge of the AIDS virus and whether a healthy-looking person can have the AIDS virus?

Questions 11-13: These questions seek to find out (NAME'S) knowledge on the means of transmission of the AIDS virus and prevention.

Questions 14-15: These questions are used to attempt to estimate how many people have AIDS in the respondent's community.

Part F: Insurance

<u>Purpose</u>
This subsection is to find out whether the household is involved in any Health Insurance Scheme and the benefits offered.

<u>Respondents</u>
All members of the household

<u>Definitions</u>
Health Insurance Scheme is a means in which registered members contribute to a common pool which is managed to cater for the health care of beneficiaries. The scheme could be formal or informal.

It is *formal* if the scheme is registered under the National Health Insurance Scheme (NHIS) regulations/policy.

The scheme is *informal* if, though not registered as a health insurance scheme but offers benefits for health care financing in addition to other services.

Under the NHIS policy there are three types of schemes an individual can join:

1. District Wide Health Insurance Scheme
2. Mutual Health Insurance Scheme
3. Private Health Insurance Scheme
4.

Premium. Is the basic amount an individual is expected to pay for a period of time in order to enjoy some benefit from an Insurance scheme.

An individual based on certain characteristics can be exempted from paying the premium. Example, children below 18 years since the parents' contribution cover them.

District Mutual: This is a scheme being run by the District Assemblies to cater for the health needs of those residing there.

Private Mutual: Is a scheme organized or being run by a Social Club or group with specific contributions and benefits. The benefits may include other social services.

Private Company: Refers to a Health Insurance Scheme being run by a private business entity. Example, `Metcare' being run by the Metropolitan Insurance Company.

EGC special language on preprinted answers

INSTRUCTIONS

Question 1: Seeks to find out if a household member has ever registered or been covered by any health insurance scheme.

Question 2: Seeks to find out why (NAME) is not registered/covered with any scheme.

Question 3: Finds out if (NAME) is still a member of a scheme he/she has ever registered/covered.

Question 4: Finds out why (NAME) is no longer a member of a scheme.

Question 5: Seeks to find out the type of scheme (NAME) is registered/covered

Question 6: Seeks to find out benefits the scheme offers; `only OPD services' implies benefits related to Out-patient services. `Only in-patient services' relates to the services provided when admitted.

Question 7: Is about whether the individual pays all/part of or is exempted from paying the premium.

Question 8: Seeks to find out the amount paid or to be paid as premium.

Question 9: Seeks to find out if the individual has ever benefited from a health insurance scheme.

Question 10: This question asks whether or not NAME is covered under the national health insurance scheme.

Question 11: This question asks whether or not NAME has some sort of informal health insurance coverage (e.g. through a susu).

Part G: Mental Health

Purpose
This section is used to find out how people tend to feel to try to measure their mental health. These questions are personal and should, if possible, be asked in private.

Respondents
These questions should be asked of all members of the household ages 10 and older.

INSTRUCTIONS
Questions 1-7: Each of these questions asks for the number of days in the past week the respondent has felt a certain way; hence, each response should be a number from 0-7. Give respondents the flexibility to determine what each question means to them.

Part H: Activities of Daily Living and Misc. Health

Purpose
This section is used to see if people are able to easily do routine household tasks. These measures can be used to compare how healthy people are across regions and countries. There are also questions about tobacco use, which are used to determine levels of tobacco use across regions, as well as how people differ in their plans to quit.

Respondents
These questions should be asked of all members of the household ages 10 and older.

INSTRUCTIONS
Questions 1-16: Each pair of questions first asks whether or not NAME would be able to do a certain task easily, with difficulty, or not at all. If NAME would be able to do the task with difficulty or not at all, the second question in the pair asks for the length of time since the respondent would have been easily able to do this.

For example, if NAME can currently carry a heavy load for 20 meters with difficulty, but 5 years ago, NAME could have done it easily, mark “2” for question 1 and “5 years, 0 months” for question 2.

There are 8 different daily activities that are asked about.

Question 17: This question asks in general how NAME would rate his/her health. Let them interpret each of the options themselves.

Question 18-19: These questions ask about whether or not NAME has experienced specific symptoms.

Questions 20-29: These questions ask about the tobacco use habits of NAME. Note carefully the skip patterns, as the questions asked depend on whether or not NAME has used tobacco products, is currently using tobacco products, and whether or not they want to quit using tobacco products. Whenever the question asks about "smoking," include the use of smoke-less tobacco like chewing tobacco or snuff.

Question 30: This question asks how many days in the past week NAME has consumed **any** alcoholic beverage. Hence, the response should be between 0 and 7, inclusive. If any alcohol at all was consumed during a day, that day should be counted.

Part I: Anthropometry

Purpose:
This section is used to weigh and measure all household members. This section is very important, as it gives us an easily comparable quantifiable measure of health and development that can be compared to different regions and countries. It is very important that enumerators accurately make the measurements using the included scales and rulers.

Respondents
These questions should be asked of all members of the household. All attempts should be made to measure everyone in the household, as long as being measured does not adversely affect the respondent's health. If respondents refuse, try to explain to them that the measurements are important tool to compare people across regions and countries and that their personal measurements will be kept confidential.

INSTRUCTIONS

Question 1: Copy the name of the household member from the household roster sheet, preserving the same ID numbers for each person.

Comment [d21]: Or wherever we first ask the household member's name

Question 2-3: These questions ask if a household member was measured, and, if not, why not. Make all attempts to measure every single person in the household, unless someone's illness or medical condition makes measurement impossible.

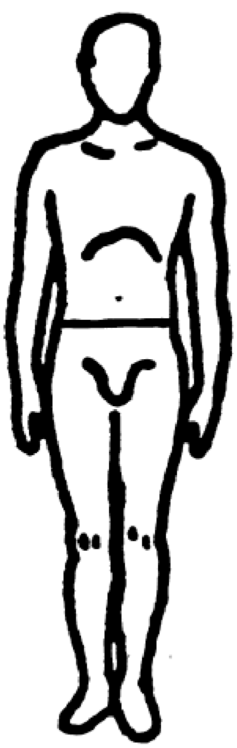
Question 4: Measurements of a person's height can be made while the person is standing up (typical for adults and children) or lying down (typical for babies). Indicate which method was used for each household member.

Question 5: Record the height of each individual in meters and centimeters using the rulers/measures provided to you.

Question 6: Record the weight of each individual in kilograms using the scale provided to you.

Question 7: Record the length around each person's hips using the tape measure provided to you. Have each household member stand with their weight evenly distributed on both feet. Place the tape at the maximum extension of the buttocks, making sure that the tape remains parallel to the ground. The tape should be held snug, but not tight. Take the measurement from the right side of the individual, recording the measurement to the nearest centimeter. See the figure below.

Question 8: Record the length around each household member's waist using the measures provided to you. The individual should be standing. The tape measure should go just above each person's hip bones and be parallel to the ground. The tape measure should be snug, but should not compress the skin. Ask the individual to exhale, and then take the measurement. Record to the nearest centimeter.



Question 7

Question 8

Question 9: Record the length around each household member's right arm halfway between their elbow and their shoulder. To do this, have each individual stand up with both their arms hanging loosely to their sides. Tell the individual to relax their arm muscles.

Comment [d22]: Got these directions from the CDC guide: http://www.cdc.gov/nchs/data/nhanes/nhanes3/cdrom/NCHS/MANUALS/ANTHRO.PDF

Section 4: Labor / Time Use

Purpose

This section is designed to gather information on employment, time use and the different sources of income for household members aged 7 years or older. Respondents must be assured that their responses will be treated with utmost confidence. Where a respondent, for some reasons is reluctant to disclose his/her income in the presence of other household members, the interviewer should ask other members of the household to excuse them.

Respondent

This section concerns all household members aged 7 years or older. You should endeavor to find each household member to respond to questions personally. If the children are not present, however, someone else (e.g. parents) could answer on their behalf.

Where some household members are absent, proceed with the interview for all those present but make the necessary arrangements to come back and continue the interview with absentee members after ascertaining the appropriate time that they could be found at home.

Definitions

Work: Work refers to any activity performed by the respondent that contributes to economic production (to sell in a market, consume within the household or exchange with someone else for another product). Examples are working in an enterprise or for government, working in one's own farm or enterprise, working in a household member's farm. It is important to probe women and children for their activities in the farm or in a household member's enterprise. Include persons who work but were temporarily absent from work during the last 7 days for a legitimate reason.

Occupation: This is a description of the work done by the respondent. Describe in as much details as you can the tasks and duties actually performed. Do not just write down a title.

Main Occupation and Secondary Occupation: The main occupation is that on which most time was spent when the respondent has many jobs. The secondary occupation is that on which the person spent most time apart from the main. For example, the current main occupation of a respondent who carries out the duties of a secretary to the Director of the National Accounts Section of Ghana Statistical Services while also carrying out the duties of a manager of a taxi business is `secretary'. The person's secondary occupation is `manager'.

For instance, the main occupation for the past 12 months of a respondent who farms mostly but often goes fishing during the dry season is farming.

In the example given above, fishing would be the second main occupation of the farmer in the past 12 months.

Industry: This is a description of the goods and services that are produced in the place where the respondent works.

Self-employed: A person who directly makes or delegates authority to others to make operational decisions about a business such as paying all expenses, controlling income from the business and hiring staff, where applicable. The person's remuneration from the job is wholly dependent on the profits of the business. The person's business can have employees or that person can be working on his own without employees. Examples are a trader, carpenter, lawyer, doctor or brewer who owns their own business.
Contributing family worker: This person helps out in an enterprise (farm or non-farm) owned by a family member who lives in the same household. The person is not a partner in the business.

Apprentice: Learning trade/skills

The Last 7 Days: Refer to the seven consecutive days immediately preceding the day of interview. For example, if the interview takes place on September 10, the interviewer should specify that it is the period between September 3 and September 9 inclusive that is being referred to.

The Past 12 Months: This refers to the period of 12 consecutive months just before and including the interview day. During the interview you should be specific. For example, if the interview takes place on September 10, 2007, then we are referring to all preceding months down to September 11, 2006.

Persons Engaged: Made up of paid employees, casual workers as well as unpaid workers (including working proprietors, learners and contributing family workers).

Private Sector Informal: These are enterprise owned and controlled by private person(s). They are informal in the sense that they have no established procedures for keeping records, recruitment, promotion and dismissals, e.g. Kumasi Magazine garages, Abosey Okai spare parts shops, Kejetia market trading table tops, etc.

Private Sector Formal: Enterprise owed and controlled by private person(s). They are formal in the sense that they have established procedures for keeping records, recruitments, promotion and dismissal, e.g. Mobil, Shell, Darko Farms, Japan Motors, etc.

Part A: Activity Status and Main Occupation

Part B: Activity Status and Secondary Occupation

Part C: Unemployment

Comment [cru23]: We should use the 7 day version for all of these sections.

Comment [d24]: I'm going to refrain from doing these sections until we've determine if we're going to use the 12 month or 7 day modules for the THP and MCC versions. The good news is that whatever the choice, the majority of this section can be taken from the GLSS5 module.

Part D: Time Use

Purpose

This section is included in order to get a better understanding of how people spend their days, with particular emphasis to child care.

Respondents

These questions should be administered to all members of the household ages 7 and older. If possible, the questions should be asked directly of each household member, though in the cases of younger children, their mother can be asked to verify answers.

INSTRUCTIONS

Questions 1-12: Each of the 12 questions has three parts. Part (a) asks about a specific task and whether or not the respondent spends any time **on a typical working day**. For our purposes, a working day should be explained as a day where the individual spends their time doing their primary activity (working at their primary job, going to school, farming, etc) rather than a day of rest, holiday, festival, etc. If, on a typical working day, the respondent does spend time on that particular activity (i.e. they said "yes" to part (a)), part (b) asks for the amount of time they spend doing the activity while caring for children, and part (b) asks for the amount time they spend doing the activity without children present. "Caring for children" should mean that they are the primary ones in charge of watching the children while doing that activity. [Question 4 is not included in the THP version]

Question 13: Question 13 asks how much time, on a typical working day, does a person spend sleeping. This should include naps.

Question 14: This question asks how many days in an average week does an individual work. Work, for our purposes, should be all days in which the respondent was doing their primary activity (working at their primary job, going to school, farming, etc). This will not include days of rest, holidays, festivals, etc.

Section 5: Migration

Purpose

The purpose of this section is to gather data on the geographic mobility of household members. The section focuses on the most recent migration and elicits information on previous place of residence; distance moved and travel time, employment and length of stay at previous place of residence, and reasons for moving. It also has a section that asks about the migration history of each household member.

Respondents

This section covers household members aged 7 years or older, since it is assumed that younger children would normally migrate with their parents. If a respondent is not available, another household member who is well informed may answer in his/her place.

Definitions

Migration refers to a change in usual place of residence, which involves the crossing of an administrative boundary.

Note: For the purpose of this survey, a migrant must have lived at the present place of residence continuously for a period of time (eg one year or more) or intends to do so.

Part A: Migration

Purpose
This section asks about how long each household member aged 7 and older has lived in their current location, where they were born, and how their employment situation changed after moving to this location.

Respondents
All members of the household ages 7 and older should answer this section.

INSTRUCTIONS

Question 1: If the person was born in this village / town, they do not need to be asked the rest of the questions in this section. Go to the next member of the household aged 7 and older.

Question 2: This question asks for how long the respondent has lived in his/her current location since they moved or returned.

Question 3: This asks whether or not the respondent plans on staying in his/her current location for a year or more.

Comment [cru25]: A year since they moved

Comment [d26]: Is this a year since they moved here or a year from the date of the interview?

Question 4: This asks why the respondent moved to his/her current location. The codes are located at the bottom of the page.

Questions 5-8: These questions ask where the respondent was born. If the respondent was born in Ghana, only Questions 5-7 should be filled out; if the respondent was born outside of Ghana, only Question 8 should be filled out.

Questions 9-10: These questions ask the **daily** wage the respondent made in the job that he/she had just before moving to his/her current location and the **daily** wage they made in his/her first job when he/she arrived in this village. If the household member did not have a job for either question, code “99”.

Question 11-13: These questions ask for the people that the respondent knew that helped him/her get his/her first job, the first person he/she worked for, and a person other than a household member that was an important reason for moving there, respectively. If there are more than one people for any of the questions, only put down the most important. For questions 11 and 12, indicate either the person's name and their village id (as indicated on the village roster) or, if the person is in the household, their household id. For question 13, indicate the person's name and village id. If the person is not on the village roster, code "NV."

Part B: Migration History

Purpose
This section asks the migration history of all household members.

Respondents
The section should be completed for all members of the household who answer "yes" to question 0. Each household member that answers "yes" to question 0 should have their own sheet. If the person is unable to answer the questions themselves, another household member who is well informed may answer in his/her place.

INSTRUCTIONS

Question 0. This question determines whether or not the sheet should be completed for that household member. In order to save on survey materials, ask this question to each household member, but only record the answer and fill out the rest of the sheet to those members who answer Yes (1).

Member ID indicates which household member the sheet is about; use the same ID numbers as on previous sheets as marked on the household roster.

ID of person answering indicates which household member is answering the questions. In most cases, it should be the same as the member ID, but if someone is answering the questions about a different household member, indicate the household ID number of the responder here.

Question 1: This question has NAME indicate the four previous places he/she lived prior to his/her current location. Code the city name (first row) **or** right the city name if it is not coded (second row) and the region in Ghana (third row). If outside of Ghana, indicate the country (fourth row).

Question 2: This question asks how old NAME was when he/she moved to each destination.

Question 3: This question asks the reason for moving to each location. For children accompanying their parents, indicate 5 (accompanying parents).

Question 4: This question asks who NAME knew at each location they moved to. Using the given codes, include all that apply, separating each by a comma.

Question 5: This question asks whether or not NAME worked for wages at each location. Note the skip to question 12 if “no.”

Questions 6-8: These questions are about the process of finding a job after moving to each new location.

Question 9: This question asked whether or not NAME worked for a family member while they lived at each location. Note that this job does not have to be the first job they found at that location.

Question 10-11: These questions ask about the **first job** NAME had at each location. See the included industry and ISCO codes for questions 10 and 11, respectively.
Questions 12-14: These questions ask about the job NAME had **just before moving to each location**. Question 12 asks if NAME was working just before moving to each location, and, if so, questions 13 and 14 ask about the industry (question 13) and main duties (question 14) of that job. See the industry and ISCO codes.

Comment [d27]: Should we only be concerned with the first job?

Comment [cru28]: YES this should be the first job only. Please make question more clear.

Comment [d29]: We need to make sure to include these codes.

Comment [d30]: Again, we need to make sure to include these.

Section 6: Agriculture

Purpose

The purpose of this section is to collect data on the household's agricultural activities. It covers agricultural assets such as land, livestock and equipment. Furthermore, it provides data on agricultural production, technology, processing, marketing, income and consumption patterns.

Definitions

Owned plots of land: This includes any land which any member of the household owns, regardless of whether or not household members are currently cultivating or using that land (for example, land owned but sharecropped out still counts as land owned).

Used plots of land: This includes any land which any member of the household uses, regardless of whether or not any member of the household owns the land (for example, land sharecropped by a member of the household but not owned by anyone in the household still counts as used land).

Holder: The primary person within the household that uses the plot land. If the land is owned but not used, then the holder is the primary owner of the land.

Comment [cru31]: Yes, this is a good definition

Comment [d32]: Are we happy with these definitions?

Payment In Kind: This can be in the form of foodstuffs, cooked food, drinks, clothing, accommodation, services, etc. The value of any payments in kind must be estimated and added to any cash payments and the total recorded.

Short Lease: The transfer of land for only a short period of time, for example, 10, 30 or 50 years should not be regarded as sales but lease.

Long Lease: The transfer of land or lease beyond 99 years should not be regarded as lease but sales.

Part A: Livestock and Assets

Purpose
This section asks about the tools and livestock that the household currently owns.

Respondents
The respondent is the head of the household or the person best informed about the agricultural activities of the household.

Versions
The EGC version, because it is building off the responses given in the GLSS5, is smaller than the THP / MCC version of this section. We explain each version in the instructions, below.

INSTRUCTIONS
Question 0: This question asks about the number of each of the livestock that the household owned in GLSS5. This information will be preprinted on the questionnaire from the GLSS 5.

Question 1: This question asks about the current number of each type of listed livestock owned or fish caught. The list of livestock is given in the questionnaire. Draught animals refer to animals used for the pulling of loads. These include bullocks used for plowing. Such bullocks must therefore be excluded from the number of cattle owned by the household to avoid duplication between "draught animals" and "cattle".

Questions 2-8: These questions ask how much money was spent on a variety of types of expenses for **each category of animal**. For example, if the household owns two sheep, put down the total money spent on **both** sheep in the past year for each type of expense.

EGC Version
Question 9: This answer will be preprinted from the GLSS5 survey.

Question 10: This question asks for the current number owned of each of the items asked about in the GLSS5 survey.

Question 11: This question asks about the current number owned of each of the items not asked about in the GLSS5 survey.

MCC / THP Version
Question 9-10: These questions ask about whether or not the household owns any of the following tools, and if so, how many.

Question 11: This question asks about the **total** value of all of each type of tool that the household owns if they were to sell them right now. For example, if the household owns three shovels, then record the total value of all three shovels.

Comment [d33]: I'm assuming we want total, so I've added the word "total" to the survey questions.. otherwise, it's ambiguous (true throughout the rest of this section)

Question 12: This question asks whether or not any of each type of tool were rented out in the past 12 months.

Question 13: If any of each type of tool were rented out, this question asks for the **total** value of the rental of that type of tool. For example, if the household rents out two ploughs (or the same plough two or more times), record the total value of the payment (in cash or in kind) the household received for all rentals for all ploughs.

Question 14-15: These questions ask if the household sold any of each type of tool in the past 12 months, and, if so, the total value of the payment (in cash or in kind) of all sales of that type of tool.

Part B: Land Information

Purpose

This section gathers detailed information about all plots of land that are **owned** or **used** by any member of the household. **Owned** plots of land include any land which any member of the household owns, regardless of whether or not household members are currently cultivating or using that land (for example, land owned but sharecropped out still counts as land owned). **Used** plots of land include any land which any member of the household uses, regardless of whether or not any member of the household owns the land (for example, land sharecropped by a member of the household but not owned by anyone in the household still counts as used land).

Respondents

The holder (see definition above) of each plot of land should be asked all of the questions related to that plot of land, preferably in private. When listing the plots of land owned or used by members of the household, follow the following procedures for ordering the list:

The interviewer must list all the farms for each holder. When the first holder's ID is recorded, all farms owned or operated by him must be listed before going on to the second holder. For each farm, the holder's ID must be recorded.

For each holder, land that were cultivated twelve (12) months ago must be recorded first, followed by those planted during the year and finally land owned but which have remained fallow for the 12 months preceding the interview.

Versions

There are slight differences in the EGC version and the MCC / THP versions, due to the fact that in the EGC version, many of the questions were asked in the GLSS5 survey. We note the differences below.

INSTRUCTIONS

We use the terms "plot" and "farm" interchangeably.

Question 1: List the household ID number of the holder (see definition above) of this plot of land.

Question 2: List the household ID number of the person who is interviewed about this type of land. This should always be the same as Question 1. If it is impossible to interview the holder of the plot of land about that plot, it is acceptable to interview someone else in the household who is knowledgeable about that specific plot.

Question 3: This assigns a specific farm number to each plot of land. This farm number remains constant throughout the Agriculture Section. When filling out this section, m**ake sure that the farm number corresponds to the correct plot**.

Questions 4-5: These questions ask about the size of the plot.

Question 6: This question asks whether or not the farm is owned by the household (or a member of the household), and, if so, whether or not it has a deed. A 'deed' refers to a written or printed and signed document that is an official record of an agreement concerning the ownership of land or plot. Note the skip to question 9 if not owned.

Question 7: This question asks whether or not the household (or a member of the household) can sell this plot of land and/or use it as collateral for security. "Collateral for security" means that the household (or a member of the household) can get a loan, promising the land as payment if they do not pay the loan back. Note the skip to question 9 if the household has neither right.

Question 8: This question asks how much the plot would be worth if it were sold.

Question 9: This question asks how the household obtained the land. Note that if the household uses but does not own the land, the correct response is either 2, 3, 4, or 5. If the household owns the land, the correct response is either 1 or 5. Note the skips depending on the response.

Question 10: This question asks to total cost of renting the farm for the past 12 months.

Question 11: This question asks what proportion of the crops produced on the farm go to the landlord. Answer this question using the codes at the bottom of the page.

EGC Version
Questions 1-11: These answers will be preprinted from the GLSS5 survey. Ask these questions only for any new farms owned or used since the GLSS5 survey, any fallow plots not reported in the GLSS5 survey, and any plots that the household controls but leased/sharecropped/rented out.

Question 12: This question asks if the plot/farm was cultivated in the last 12 months.

Question 13: This question asks whether or not the household still owns or uses the plot of land. Skip this question if the plot was not entered in the GLSS5 survey.

Question 14: This question asks about the specific person from whom the land was obtained. Record both the person's name and their village ID (available in the village roster). If not in the village, code "NV."

THP / MCC Versions
Question 12: This question asks if the plot/farm was cultivated in the last 12 months.

Question 13: This question asks about the specific person from whom the land was obtained. Record both the person's name and their village ID (available in the village roster). If not in the village, code "NV."

All Versions
Questions 15-81 are the same for all versions

Question 15: This question asks when the land began to be farmed by a member of the household (if used) or by someone else that the household rented/sharecropped/leased it out to (if owned but not used).

Comment [d34]: Or do you want the first time the land was ever farmed?

Comment [cru35]: This question can be dropped from all versions

Question 16: This question asks the year when the last fallow period began. Enter the year in which the last crops were harvested before a fallow period began. Enter "888" if respondent doesn't know.

Question 17: This question asks when the last fallow period ended. Enter the year that the first crops were planted after a period during which the land was left fallow. Enter "000" if land is currently fallow or "888" if respondent doesn't know.

Question 18: This question asks if this particular plot is more of less watery than other plots in the household's community.

Question 19: This question asks about the depth of the soil on the plot.

Question 20: This question asks about the color of the soil on this plot. Use the codes located at the bottom of the page to answer this question.

Question 21: This question asks about the type of soil on this plot. Use the codes located at the bottom of the page to answer this question.

Question 22: This question asks, on average, how long it takes for the plot to drain after a heavy rainfall. Answer this question in hours.

Question 23: This question asks if this plot is watered using some other source than rainwater. Note the skip if the response is "no."

Question 24: This question asks the primary method, other than rainfall, that the plot is watered.

Question 25-26: If the land is watered by a pond or a well, these questions ask what months that the pond/well is filled and what months that the pond/well is dry. Use the codes at the bottom of the page and indicate intervals using a hyphen (e.g. if the pond is filled from January-June but dry from July-December, indicate "1-6" in question 25 and "7-12" in question 26).

Comment [d36]: Several questions here; why do we ask about ponds but in the previous question, ponds aren't an option? Also, are intervals the best way to have the answers recorded?

Question 27: If the land is watered using a pump, this question asks how many days of the year the pump is in operation. Hence, answers should be between 1 and 365.

Question 28: If the land is watered using a pump, this question asks how many hours the pump is operated on average during a day that the pump is in operation. Hence, answers should be between 1 and 24.

Comment [cru37]: Questions 24-27 need revision. This is the new proposal:
24: What is the primary source of water for irrigation: answers: well, borehole, pond/tank, weir, river/stream, other
25-26: If this source is ever dry, list months full/dry
27-28: If a pump is used to irrigate the plot, enter days and hours of operation

Question 29: This question asks whether this farm is bigger or smaller than the measured farm. The measured farm will be the primary plot that the household owns or uses and the one that the interviewer will walk around, recording it in the GPS. We ask this question so that we can get a good idea of the actual size of each plot.

Comment [d38]: Do we need a separate section / sheet for the interviewer to use to measure the 'measured' plot?

Comment [cru39]: Yes, the questionnaire should include a page to record information from the GPS that the plot has been measured

Question 30: If this plot is larger than the measured farm, this question asks how many of the measured farm would fit into this plot.

Question 31: If this plot is smaller than the measured farm, this question asks how many of this plot would fit into the measured farm.

Question 32: This question asks whether or not the boundaries of this plot are clear.

Question 33: If the boundaries of this plot are clear, this question asks whether the boundaries were made by someone (e.g. fences, planted trees, made walls, roads, etc) or are naturally occurring (e.g. a stream, river, etc).

Question 34: This question asks what year the household (or a member of the household) began to own or use this land.

Question 35: This question asks where the household (or a member of the household) got this land from when they began to use it.

Question 36: This question asks whether the person from whom the household (or a member of the household) acquired the land occupied a special political or traditional position when the land was obtained.

Comment [cru40]: We need the codes for traditional positions like family head, chief, etc…

Question 37: This question asks if the person from whom the land was obtained was a resident of the respondent's village when the land was obtained.

Question 38: This question asks if the person from whom the land was obtained is currently a resident of the respondent's village.

Question 39: This question asks for the name of the person from whom the land was obtained.

Question 40: This question asks for the village ID of the person from whom the land was obtained (see village roster). If the person is no longer in the village, code "NV."

Question 41: This question asks what type of payment was given when the land was first obtained. Note that this is a question of type rather than amount.

Question 42: This question asks the type of contract when the land was first obtained.

Comment [d41]: What is a registered tenant? We should explain that here.

Question 43: This question asks for the length of time between the agreement that the household (or a member of the household) is able to own or use the land until household (or a member of the household) began to use the land (in days). For example, if it was agreed that the household should get the land in August 1, but the land was not used in anyway (left fallow) until October 1, then the interviewer should record 61 days (31 days in August and 30 days in September).

Question 44: This question asks whether or not the household could leave the land empty for a period of several months without being worried that someone else would take it.

Question 45: This question asks, if the household could leave the land empty for several months without being worried that someone else would take it, how many years the household could leave the land empty without losing it. If the household thinks they could leave it empty forever, code "888."

Question 46: This question asks, if the household could not leave the land empty for several months without being worried that someone else would take it, why they think they may lose the land? Only indicate the primary concern.

Questions 47-53 are only for plots that are currently owned by the household (answered "1" or "2" to Question 6)
Question 47: This question asks how much cash, if any, the household (or a household member) paid in total when he/she/they began to use it. If none, record "0."

Question 48: This question asks for the total value of the in kind payments, if any, made when the household (or a household member) began to own the land.

Question 49: This question asks, if money was paid to begin to own the land (i.e. Question 47 has a response greater than 0), whether or not the payments were made in installments (i.e. the payments were not all made at once).

Question 50: This question asks how many cash payments were made.

Question 51: This question asks in what year did the household (or household member) began to own this land, if the land was purchased sometime after the household began to cultivate the land. Question 34 on the previous pages asks when the household began to own or use the land. Question 51 is only asked if the household began farming the land before becoming the owner, and subsequently became the owner.

Question 52: This question asks if the household (or a household member) has ever had any type of dispute or argument with anyone outside of the household about this land.

Question 53: This question asks, if there has been a dispute, what kind of dispute it was.

Questions 54-75 are only for plots that are currently used by the household but not owned (answered “3” to Question 6)
Question 54: This question asks the type of contract used when the land was first used (but not owned).

Question 55: This question asks if the contract was written, verbal, or something else when the land was first used (but not owned).

Question 56: This question asks how long the original contract was for.

Question 57: This question asks if the landlord the household (or a household member) has now is the same landlord that the household (or a household member) had when he/she/they first started using the land.

Question 58: This question asks for how long the household (or a household member) has been using the land from **the current landlord**. For example, if the household has been renting the land for the past 20 years, but last month the landlord changed, the interviewer should record “0 years, 1 month.”

Question 59: This question asks if the current landlord is a resident of the respondent’s village.

Question 60: This question asks for the current landlord’s name and village id (available on the village census). If the current landlord is not a member of the village, code “NV.”

Question 61: This question asks for the total value of all inputs that the household (or a member of the household) if provided with by the landlord. **Answer this question for a typical year**. If the landlord does not provide the household with any inputs, record “0.”

Question 62: This question asks what percentage of the crops produced (or other output) on the land the household has to give to the landlord in exchange for the land. If the household does not have to give any portion of the crops, record "0."

Question 63: This question asks the total value of cash and in-kind goods that the household (or a household member) gives to the landlord in exchange for the use of each plot. **Answer this question for the last 12 months**.

Question 64: This question asks whether or not the landlord owns the land.

Question 65: This question asks, if the landlord does own the land, from where the landlord obtained the land.

Question 66: This question asks, if the landlord does not own the land, from where the landlord obtained the land.

Question 67: This question asks whether or not the household (or a household member) does any other business with the landlord. An example of this would be if the landlord and the household worked together on a household enterprise.

Question 68: This question asks whether the **current** contract for each plot is written or oral.

Question 69: This question asks for the duration of the **current** contract for each plot.

Question 70: This question asks how much control the household (or a member of the household) has in making decisions regarding the land. Only record "1" if the household has **complete** control; that is, they would not have to ask for permission from the landlord regardless of what the decision is about.

Question 71: This question asks whether or not the household (or a household member) can rent the land out to someone else.

Question 72: This question asks if the landlord and any member of the household have ever had a disagreement over the land.

Question 73: This question asks, if there has been a disagreement with the landlord, what the disagreement was about.

Question 74: This question asks if any member of the household has ever had a disagreement over the land with any person outside the household who is not the landlord.

Question 75: This question asks if there has been a disagreement with anyone other than the landlord, what the disagreement was about.

Land Improvements: Complete for all land currently owned or used
Questions 76: This question asks whether the household (or a household member) has made any land-related investments in the past three years on each plot. **If the answer is yes, proceed to question 77. If the answer is no, go to the next plot.**

Question 77-79: These questions are five part questions that ask about specific investments made to each plot. Part (a) asks whether or not each specific investment has been made in the past three years. Parts (b) and (c) ask about the types of investments made. For these parts, use the codes at the bottom of the page. Parts (d) and (e) asks about the total cash spent and hours the household has worked on all investments of that type in the past three years.

Question 80: This question asks the number of trees that have been planted on each plot in the last three years.

Question 81: This question asks for a list of other improvements made on each plot.

Part C: Output and Stored Crops

Purpose
This section asks about the crops produced in the past year during both the primary and secondary (if applicable) harvest, the growing seasons, the processing of crops, and crop stores. This part is divided into four sections; the first asks about the crop production, the second asks about the growing seasons, the third asks about crops processed, and the fourth asks about the storage of crops. [Note: the growing season part and the crop processing part are only asked in the MCC and THP versions]

Respondents
For the first section about crop production, for each plot, the holder of the plot should be the respondent. For the agricultural seasonality portion, the household member most familiar with the staple grain production (the main holder) should be the respondent. For the agricultural processing section, the respondent should be the household member primarily in charge of any processing. The main holder should respond for the section on crop storage.

Definitions

Season 1: This is the primary growing season

Season 2: This is the secondary growing season. It may not be applicable in all households.

INSTRUCTIONS

Output details, Season 1

Farm number: Order this section in the same order as the farms numbers in Part B. It is important to note, however, that **each row corresponds to a particular crop grown on a particular plot**. Hence, for plots on which multiple crops are grown, **there will be multiple rows for the same plot**.

Question 1: This question asks for the code of a crop that is grown on that farm. The remainder of the questions should be asked with respect to this crop on the indicated farm.

Comment [d42]: Where should the interviewer's find this crop code?

Questions 2-3: These questions ask for the amount and unit of each crop on each plot that was harvested during the last primary season. The unit codes can be found on the right of the page.

Question 4: This question asks for the primary outlet of each crop on each plot; that is, to where was the crop sold. The codes are located at the bottom of the page.

Question 5: This question asks for the secondary outlet of each crop on each plot; that is, to where else the crop sold besides the primary outlet. The codes are located at the bottom of the page.

Question 6: This asks for the distance (in kilometers) that a household member had to transport the crops to be sold to the primary outlet. If the crops were picked up by the buyer, enter "000."

Question 7: This question asks whether other crops were transported at the same time you were transporting each crop on each plot to the buyer. List the crop codes of the other crops that were transported on the line of the first crop being transported.

Question 8: This question asks how much, in total, did it cost to transport this crop on this farm to the buyer. Include the cost of the entire trip to the buyer and back. If the crop was transported with other crops as well, have the respondent estimate the proportion of the total cost that went to transporting just these crops. For example, if the total cost of transportation was 2,000 cedis and this crop on this plot accounted for half of the crops being transported, record "1,000."

Question 9: This question asks for the total revenue from each crop on each plot.

Question 10: This question asks if any of the crop was lost due to rotting/pests/etc **while the crop was still in the field**.

Question 11: This question asks what percentage of the crop that was planted was lost due to rotting/pests/etc.

Question 12: If some of the crop was lost while in the field, this question asks how it was lost. Use the codes at the bottom of the page and include all that apply, separated by commas.

Question 13: This question asks if any of the crop was lost due to rotting/pests/etc **after being harvested but before being sold.**

Question 14: If some of the crop was after it was harvested, this question asks how it was lost. Use the codes at the bottom of the page and include all that apply, separated by commas.

Output details, Season 2 (if applicable)

This section is identical to the Output details, Season 1. It should be completed for the last secondary growing season, if there is a secondary growing season.

Agricultural Seasonality and Other Income

This section is only asked in the THP and MCC versions.

Question 1: For each of the crops listed, this question asks if the crop was grown during the past 12 months. If the crop was grown on **any** farm owned or used by the household (or a member of the household), indicate "yes." If not, indicate "no" and go to question 4.

Question 2: This question asks which months each of the crops listed was mainly harvested. Indicate the month by putting a "1" in the corresponding box. Leave all other month boxes blank.

Question 3: This question asks in which months each of the crops listed was mainly sold. Indicate the month by putting a "1" in the corresponding box. Leave all other month boxes blank.

Question 4: This question asks in which months each of the crops listed was mainly purchased for home consumption. Indicate the month by putting a "1" in the corresponding box. Leave all other month boxes blank.

Question 5: This question asks how much of each crop is currently being stored. Indicate the unit code, using the codes on the right of the page.

Question 6: This question asks how much of each crop was stored 12 months ago. Indicate the unit code, using the codes on the right of the page.

Comment [d43]: Do we need these two questions? We have a whole section on crop storage..

Comment [cru44]: Drop questions 5 &6 from all versions

Questions 7-14: These questions ask the total value of sales from a variety of other crops. You should help respondents to estimate the income obtained from such activities. Only items actually sold should be taken into consideration. Note should be taken of the fact that income from these activities should not constitute the main/major source of income of the household. The amount should be recorded in cedis.

Question 8: Sales from honey include those generated from what is collected from the woods as well as from constructed bee hives.

Question 9: Examples of berries are; akukor, yoryi, shorn.

Question 10: Example of other diary products; fried/hardened cow milk.

Agricultural Processing
This portion is only included in THP and MCC versions. The respondent should be the household member primarily responsible for agricultural processing.

Question 1: This asks for the household ID number of the person who is primarily responsible for this type of processing.

Question 2: This asks for the household ID number of the respondent. This should always be the same as the answer to question 1, as the respondent should be the one responsible for the processing.

Question 3: This question asks the type of agricultural processing that the household member has carried out in the past 12 months. The codes for the processed good are at the bottom of the page.

Question 4: This question asks for how many of the past 12 months did the household member do this activity. Hence, the response should be between 1 and 12.

Question 5: This question asks the respondent made any of the processed / transformed good in the past two weeks.

Question 6: This question asks the quantity of the processed good that the respondent processed in the past two weeks. The quantity of the final good (not the raw inputs) should be recorded.

Question 7: This question asks the total value of labor costs for the past two weeks for processing this good. This should include both cash and in-kind costs, including the costs of the labor of the respondent.

Question 8: This question asks where the raw materials came from.

Question 9: This question asks for the value of the total costs (both in cash and in kind), other than the labor costs reported in Question 7, of processing this good in the past 2 weeks.

Questions 10-13: These questions ask whether or not any of this processed good was sold in the past two weeks. If so, Question 11 asks the quantity sold and Question 12 asks the value of the sale. If not, Question 13 asks how much could one unit of the good be sold for. For both Questions 11 and 13, use the unit codes at the right of the page.

Crop Stores
This part is asked in all versions. The respondent should be the member of the household most familiar with the crops currently being stored by the household.

Question 0: This question asks if the household typically keeps any dried or preserved crops. If yes, continue with Question 1. If not, go to the next section. Note that the household does not need to currently have any dried or preserved crops stored to answer "yes"; it could be that the household typically does store crops, but does not have any stored right now.

Crop Code: List all crops that the household typically stores, regardless of whether or not the household currently has any of that crop stored. Then proceed with Questions 1 – 10 for each crop.

Question 1: This question asks how much of each crop is currently stored. Note that a "0" response is possible. In case of a "0", leave unit code blank. Otherwise, use the unit codes available on the right of the page.

Question 2: This question asks how much of each crop was left in storage *before* the last harvest. If the crops are harvested at different times, the harvest refers to the harvest of that particular crop. For example, if the crop in question is maize, the last "harvest" refers to the last harvest of maize, regardless if this harvest is the same or different from harvests of other crops.

Question 3: This question asks about how much of each crop was put into storage after the most recent harvest. As in question 2, if the crops are harvested at different times, the harvest refers to the harvest of that particular crop.

Question 4: This question asks where the stock is stored.

Questions 5-6: These questions ask whether or not each crop stored is treated with any chemicals, and, if so, which chemicals.

Question 7-10: These questions ask if any of each crop stored was lost to rotting, insects, etc. in the past year. If so, questions 8 and 9 ask for the quantity / unit of the loss (use the unit codes to the right for question 9), and question 10 asks for the source of the loss (use the loss codes at the bottom of the page). If not, go to the next crop typically stored.

Part D: Inputs

<u>Purpose</u>
The purpose of this section is to learn what seeds and chemicals were used in the growing of crops in each plot that the household owns.

<u>Respondents</u>

For each plot (farm), the respondent should be the primary holder of that plot (farm). Hence, the respondent should be the same as in Part C: Output details.

INSTRUCTIONS
Farm number: The same farm numbers should be used have been used throughout Section 6. Each plot (farm) will correspond to exactly one row, for which the primary holder of that plot (farm) should answer Questions 1 – 6.

Questions 1-2: These questions ask about the chemicals, if any, used on each plot (farm). Each question has 5 parts. Part (a) asks for the type of chemical, using the codes located at the bottom of the page. Part (b) asks for the name of the chemical. Part (c) asks for the amount used (using the unit codes at the right) on the plot (farm). Part (d) asks for the total value of the chemical used on each plot. Part (e) asks for a list of the crops on which the chemical was used on each plot. If no chemical was used, leave the line blank while ensuring that the chemicals used correspond to the correct farm number.

Questions 3-6: Questions 3-6 ask about the seeds used on this plot (farm) for the previous harvest. They are made up of four parts. Part (a) asks for the crop code of the seed. Part (b) asks for the name of the seed. Part (c) asks how the seed was obtained. Part (d) asks for the total amount of money spent on this seed for each plot (farm). If the respondent received the seed for no cost, record "0."

Detailed labor use
This section asks about the labor use on each plot (farm) owned or used by the household. The respondent should be the primary user of each plot (farm).

Farm number: This number corresponds to the same farm number used throughout the section.

Season 1 and *Season 2*: Indicate the dates of Season 1 and Season 2, as used in the output details section. When recording dates, use "Month Day, Year"; for example, "August 1, 2007." **Always include the year, month and day and do not use numbers instead of writing out the month**.

Question 1, 2, 4, and 5: Each of these questions asks about the **total** hours of labor used on each plot (for questions 4 and 5, each crop on each plot) doing a specific task during the first season and the second season. In each question, there are three different categories of labor: casual labor (a), permanent labor (b), and family labor (c). Casual labor is labor done by an individual outside the household who is hired for a specific task or short sequence of tasks that can be completed within a week. Family labor is labor done by any member of the household or someone outside of the household in exchange for family labor done elsewhere. Permanent labor is labor done by an individual outside the household who is not working just on a specific task, or in exchange for labor from a member of the household.

For each of these categories, we ask about the number of hours of labor contributed by males (1), females (2), and children (3). Children should be any person 13 years and younger. Hence, each question will have 9 parts: casual labor done by males (a1), females (a2), and children (a3), permanent labor done by males (b1), females (b2), and children (b3), and family labor done by males (c1), females (c2), and children (c3).

Question 1: This question asks about the hours of labor used on each plot for land preparations. Land preparations includes all work on the land required up until and including planting (clearing, weeding, seeding, planting, transplanting, etc).

Question 2: This question asks about the hours of labor used on field management. Field management includes all labor after the crop has been planted and before the plant is harvested, including but not limited to weeding after planting, fertilizing, irrigation management, etc.

Question 3: Questions 4 and 5 ask about labor use **for each crop on each plot**. Hence, Question 3 asks for the plot in question on each plot. Questions 4 and 5 must be answered for all crops on all plots that output is reported in Part C.

Question 4: This question asks about labor used during harvesting.

Question 5: This question asks about labor used after harvesting.

Part E: Land Transactions

<u>Purpose</u>
The purpose of this section is to learn about the selling of buying of land. In particular, we are interested in the type of land contracts, the prices of land, and how easy it is to buy or sell land.

<u>Respondents</u>
For the land leased/sharecropped/rented/allocated out section, the primary user of each plot of land (farm) should respond about that particular plot (farm). For the land sold and purchased sections, the household member most familiar with the sales should respond.

INSTRUCTIONS

Land leased/sharecropped/rented/allocated out
This section should be filled out for all plots of land controlled or owned by the household that are leased, sharecropped, rented, or otherwise allocated to persons outside of the household. **The farm numbers should remain unchanged**. Hence, unless all land the household currently controls / owns is leased out, **there will be blank lines for all farm numbers corresponding to plots that the household is currently using**.

Question 1: This question asks for how long each plot has been rented/sharecropped/mortgaged/lent out. This is the total period of time, not just the length of time rented out to the current renter.

Question 2: This question asks the nature of the contract when the land was first rented/sharecropped/mortgaged/lent out.

Question 3: This question asks for the length of this first contract.

Question 4: This question asks for the type of this first contract.

Question 5: This question asks for how long each plot has been rented/sharecropped/mortgaged/lent out to the current tenant.

Questions 6-8: These questions only apply if the current tenant is not the original tenant. If they are different, question 6 asks who ended the original contract; if the contract was ended by the tenant, question 7 asks why (using the codes at the bottom of the page); if the contract was ended by the household, question 8 asks why (using the codes located at the bottom of the page).

Question 9: This question asks the relationship of the current tenant to the primary holder of each plot.

Question 10: This question asks for the name and village id (located on the village census) of the current tenant.

Question 11: This question asks for the primary reason that the respondent chose to lease/sharecrop/rent/allocate each plot. Use the codes located at the bottom of the page.

Question 12: This question asks whether or not the tenant is allowed to make all the farming decisions concerning each plot of land.

Question 13: This asks about the nature of the **current** contract.

Question 14: This question asks about the duration of the **current** contract.

Question 15: This question asks about the type of the **current** contract.

Question 16: This question asks, if the plot (farm) is rented out, the payment the respondent received this year for the plot.

Questions 17-18: These question ask, if the plot (farm) is sharecropped out, the value of the inputs that the respondent's household provides the tenant (Question 17) and the percentage of output that the tenant gives to the respondent's household (Question 18).

Transactions – Characteristics of land sold
This section should be filled out for all plots of land that the household has sold in the past three years. Sold means that the household transferred the right of ownership of the land to someone else in exchange for a payment/payments.

Question 1: This question asks in what year the plot of land was sold.

Question 2: This question asks for the area of the plot of land sold in acres.

Questions 3-4: These questions asks whether or not the land transaction was recorded in writing (Question 3), and, if so with whom was the transaction recorded (Question 4).

Questions 5-6: These questions asks whether or not there were any taxes of other fees paid on the sale of land (Question 5), and, if so, how much (Question 6). Record the total of all fees / taxes paid.

Question 7: This question asks the length of time in weeks it took from when the respondent started to try to sell his/her land to the time he/she actually received the title.

Comment [cru45]: Reword this question! Should be: "How long was it from the beginning of the time that you tried to start selling the land to the time the purchaser actually received the title? (weeks)"

Question 8: This question asks for the length of time in weeks it took from when the respond started to try to sell his/her land to the time he/she received the money for the land.

Question 9: This asks for the primary reason that the respondent sold this land, using the codes below.

Question 10: This question asks for the total amount that the respondent's household received for the sale of the land.

Question 11: This question asks how the land is being used by the buyer of the land, using the codes at the bottom of the page.

Questions 12-13: These questions ask who bought the land. Question 11 asks the relationship of the buyer to the respondent, and question 12 asks for the name and village id (located on the village census) of the buyer. Code "NV" if the buyer is not a resident of the village.

Questions 14-18: These questions ask about payments for the land in installments. Question 14 asks whether or not the land was sold on installments. If so, ask questions 15-18; if not, go to the next plot sold. Question 15 asks for the number of installments, question 16 asks for the total amount paid to the household up until a year ago, question 17 asks about the total amount paid to the household in the last year, and question 18 asks about the total amount that the buyer still owes the respondent's household.

Transactions – Characteristics of land purchased
This section should be filled out for all plots of land that the household has sold in the past three years. Purchased means that the household acquired ownership rights over a piece of land in exchange for a payment/payments.

Farm number: Fill out the farm number identifying the plot purchased in previous sections.

Question 1: This question asks in what year the plot of land was bought.

Question 2: This question asks for the area of the plot of land bought in acres.

Questions 3-4: These questions asks whether or not the land transaction was recorded in writing (Question 3), and, if so with whom was the transaction recorded (Question 4).

Questions 5-6: These questions asks whether or not there were any taxes of other fees paid in addition to the cost of the land (Question 5), and, if so, how much (Question 6). Record the total of all fees / taxes paid.

Question 7: This question asks the length of time in weeks it took from when the respondent started to try to buy land to the time he/she actually received the title of this plot.

Question 8: This question asks for the length of time in weeks it took from when the respond started to buy land to the time he/she started using this plot of land.

Question 9: This question asks the total amount the respondent's household paid for this plot of land.

Questions 10-11: These questions ask from whom the respondent's household purchased the land. Question 10 asks the relationship of the seller to the respondent and Question 11 asks for the seller's name and village ID (located on the village census).

Questions 12-16: These questions ask about purchase payments made on installments. Question 12 asks if the land was bought on installments. If not, go to the next plot purchased. If so, Question 13 asks the total number of installments, question 14 asks the total amount paid to the seller up to a year ago, question 15 asks the total amount paid to the seller in the past year, and question 16 asks the total amount still owed to the seller.

Section 7: Information

Purpose

The purpose of this section is to learn about from what sources households receive information and advice about agriculture and business.

Definitions

<u>Government Extension Office:</u>

<u>Input supplier</u>: Any business that sells inputs used for farming or business (e.g. sellers of seeds, fertilizer, equipment, business products, etc).

Farmer Based Organization: FBO

Nonprofit Organization / NGO: Ghanaian or international charity or non-profit organization.

Part A: Information

Respondents
The main user in the household or the household member most familiar with agricultural production should be the respondent for this section.

INSTRUCTIONS
Type of Organization: Questions 1-8 ask about the contact the household has had with different types of organizations in the past 12 months, listed in the Type of Organization column (see the definitions above). If the household has been contacted by any nonprofit organizations / NGOs, write down the name of the organization.

Question 1: This question asks the number of contacts any member of the household has had with the organization in the past 12 months.

Question 2: This question asks whether or not any member of the household had to pay for the contact with each organization.

Question 3: This question asks what type of information was asked of the organization when contact was made. List all the codes that apply.

Questions 4-7: If code "1" (agriculture) is indicated in question 3, these questions are asked. Question 4 asks for the respondent to indicate all the crop codes that the household asked for information about. Question 5 asks for the respondent to indicate what all the concerns about the crops were. Question 6 asks the respondent to list all the livestock that the household requested information about from the organization. Question 7 asks for all of the concerns about the livestock. If the concerns were only about crops, leave questions 6 and 7 blank; if the concerns were only about livestock, leave questions 4 and 5 blank.

Question 8: This question asks, if the information requested was not about agriculture, what the information requested was about.

Question 9: This question asks about home visits made by agriculture extension agents. Part (a) asks if there have been any visits to the household by extension agents in the past year. Part (b) asks, if there were visits, how many there were. Part (c) asks, if there were visits, whether or not these visits were solicited (that is, if the household asked for the extension agent to visit.

Question 10: This question asks if any household member received an extension service via radio, television, newspaper, pamphlet, or some other way. Part (a) asks about extension services from the government, part (b) asks about extension services from

NGOs, part (c) asks about extension services from input suppliers, and part (d) asks about any other source. Check all boxes that apply.

Question 11: This question asks whether or not any member of the household *received* agricultural advice from relatives/friends/neighbors in the past year (part a), and, if so, how frequently they received this advice (part b). This advice could be anything about agriculture (seeds, planting, fertilizer, irrigation, etc).

Question 12: This question asks whether or not any member of the household *gave* agricultural advice to relatives/friends/neighbors in the past year (part a), and, if so, how frequently they gave this advice (part b). This advice could be anything about agriculture (seeds, planting, fertilizer, irrigation, etc).

Question 13: This question asks whether or not any member of the household *received* business/production/management advice from relatives/friends/neighbors in the past year (part a), and, if so, how frequently they received this advice (part b). This advice could include any sort of business advice except for agriculture.

Question 14: This question asks whether or not any member of the household *gave* business/production/management advice to relatives/friends/neighbors in the past year (part a), and, if so, how frequently they received this advice (part b). This advice could include any sort of business advice except for agriculture.

Section 8: Household enterprises

Purpose

This section is designed to obtain information on income for the household from production activities organized directly by the household and in particular from Household Enterprises. It is also aimed at identifying which household members are responsible for each non-farm household enterprise in terms of decision making and the allocation of income the enterprise generates. To accomplish these aims, it is important to list (and obtain data on) all Household Enterprises that are currently operating and those that may be currently non-operational, but were operating some time in the past 12 months. This is to help estimate production and employment in the household sector.

Respondents

This section concerns household members who own enterprises in the household (Proprietors). You should endeavor to find each household member responsible for each enterprise. The following characteristics should help identify a non-farm household enterprise.

- Ownership of the enterprise must be by a household member.
- Status of the member in employment must be self employed worker with or without employees. (See Section 4A Q.11, codes should be “5” or “6”).

- The total number of persons engaged i.e. persons who are regularly paid and casual workers should not exceed 9. The total persons engaged referred to here excludes contributing family workers and apprentices.
- Location of the enterprise can be:
    - Within the same house as the household.
    - In another house.
    - Within the same vicinity/locality as the household.
    - In another locality.
    - At the market place.
    - On the streets.
    - Have no fixed location.
    - Other (specify)

Definitions

Institutional unit

An institutional unit may be defined as an economic entity that is capable in its own right, of owning assets, incurring liabilities, engaging in economic activities and in transactions with other entities.

Enterprise

Enterprise refers to an institutional unit engaged in production (e.g. in food, clothes or various articles), professional activity (like that of a private lawyer, doctor, a carpenter, mason, etc) or offering services (hairdressing, retailing/sales) for payment in cash or in kind.

Household enterprise

Household enterprises are unincorporated market enterprises created within or operated from within the household for the purpose of producing goods or services for sale or barter on the market. These enterprises do not normally keep audited accounts and their liabilities are unlimited.

The term unincorporated enterprise emphasizes the fact that the enterprise is not incorporated as a legal entity from the household. This implies that the enterprise as such cannot engage in transactions with other economic units and cannot incur liabilities on its own behalf. Its liabilities are the personal liabilities of its owners who are personally liable, without limit, for any debts or obligations incurred in the course of production. Special treatment is proposed by the 1993 System of National Accounts (SNA) for enterprises made up of professionals such as lawyers, architects, accountants and others. Such firms are likely to behave like corporations and provided that they keep complete sets of accounts, should be treated as quasi-corporations. As a general rule, partnerships whose partners enjoy limited liability are effectively separate legal entities and should not be treated as household enterprises

Principal Activity (SNA 5.7)

The principal activity of a household enterprise is the activity whose contribution exceeds that of any other activity carried out within the same enterprise. The classification of the principal activity is determined by reference to ISIC e.g.

Comment [d46]: We need to make sure to include these codes

An example
Mr. Mensah is a carpenter who makes tables and chairs and also sells second-hand clothes at his carpentry shop. This is one enterprise engaging in two activities. Ask the respondent which of the activities brings the greatest income to the enterprise. If it is the carpentry activity, we give the principal activity as Manufacture of wooden furniture and code 3611.

<u>Secondary Activities (SNA 5.8)</u>
A secondary activity is an activity carried out within a single enterprise in addition to the principal activity and whose output, like that of the principal activity, must be suitable for delivery outside the enterprise. The value added of a secondary activity must be less than that of the principal activity. The output of the secondary activity is a secondary product.

<u>Working proprietors</u>
These are owners of enterprises who are actively engaged in the management of the enterprise and are not paid a salary or wage but may regularly withdraw money.

<u>In-kind payments</u>
These are payments made in the form of goods and services. Examples of in-kind services are: free or subsidized medical expenses, free or subsidized transport, meals provided free, free or subsidized housing and the enterprise's products given to employees free or at reduced prices.

<u>Finished goods</u>
All goods made by the enterprise which are ready for sale or transfer at the end of the production year.

<u>Work-in-progress</u>
This refers to the value of all materials which have been partially processed by the enterprise, but which are not usually sold, transferred or turned over to another enterprise without further processing.

<u>Goods for resale</u>
These include goods and materials to be sold in the same condition as purchased and stock of materials and supplies to be resold without further processing which were not originally purchased for that purpose.

<u>Property income (SNA 7.88)</u>
This is the income receivable by the owner of a financial asset (savings, loans) or a tangible nonproduced asset (e.g. land) in return for providing funds to, or putting the tangible non-produced asset at the disposal of, another institutional units.

Interest
Interest is the amount that the debtor becomes liable to pay to the creditor over a given period of time without reducing the amount of principal outstanding.

Dividend
This the income receivable by the owner of shares in a corporation.

Instructions

All the questions in this section (i.e. for parts A-E) should be completed for each enterprise before going on to the next.

Part A: HH Enterprise Information

Purpose
This section gathers basic information about each of the enterprises operated by the household.

Respondents
The household member responsible for each enterprise should answer all the questions about that enterprise.

Insert standard language for EGC version on preprinted responses
INSTRUCTIONS

Question 1: This question asks for the name of the enterprise.

Question 2: This question asks for the name of the person responsible and his/her household ID number (see the household roster).

Question 3: This question asks for the household ID number of the respondent for this enterprise. This should be the same as the ID number of the person responsible, as, if at all possible, the person interviewed should be the person responsible for each enterprise.

Questions 4-5: These questions ask for the principal and main secondary activities of each enterprise (see definitions above). The classification of activities is very important in this section. This classification is used as basis for compilation of Gross Domestic Product (GDP) by kind of activity. Whatever answers the respondent gives record only the activity name (preparation of palm oil). The supervisor will do the coding.

> **An example**
> Mr. Mensah is a carpenter who makes tables and chairs and also sells second-hand clothes at is carpentry shop. This is one enterprise engaging in two activities. Ask the respondent which of the activities brings the greatest income to the enterprise. If it is the carpentry activity, we give the principal activity as Manufacture of wooden furniture and code 3611.

Question 6: Record number of years and months the enterprise has actively been operating. If the enterprise operated for less that a year, record 0 years and the number of months of operation (remove the inactive years)

Question 7: If the enterprise has been in operation for less than a month, record 0.

Questions 8-9: These questions ask whether or not all the income of the enterprise belongs entirely to the respondent (question 8), and, if not, what percentage of the income belongs to the respondent (question 9). For question 9, use the share codes located at the bottom of the page.

Question 10: This question asks whether or not the enterprise is registered with any government agency. If the answer is “No,” record “5.” If “Yes,” record which agency (codes “1” through “4”).

Question 11: This question asks what was the most serious difficulty in establishing this enterprise. Record only the most serious difficulty.

Question 12: This question asks the primary source of capital for setting up the enterprise. Use the codes on the right; record only the primary source.

Question 13: This question asks the nature of this capital.

Question 14: This question asks whether or not the enterprise has attempted to get credit from banks or other financial agencies and, if so, whether or not the attempt was successful.

Question 15: This question asks from where the household has tried to get capital from in the last 12 months. List all that apply.

Question 16: This question asks, in total, how much each enterprise borrowed in the past 12 months.

Question 17: This question asks, in total, how much of the total loans has the enterprise repaid. Note that this number includes repayments to loans that were made more than 12 months ago, so it is possible for the figure in Question 17 to be higher than the figure in Question 16.

[**Version note: Questions 18-20 are only for the EGC version, as they update the responses to Questions 1-17 inputted from the GLSS5]**

Question 18: As Questions 1-17 will be filled in for the EGC version from the responses in the GLSS5, Question 18 asks whether or not the household still participates in the household enterprise, and, if so, whether or not the same household member is responsible. If the enterprise is not currently operating, but you plan to resume operation in the future, answer yes.

Question 19: If the enterprise is currently operating, but a different household member is responsible, this question asks which household member is currently responsible. Indicate the household ID number of the member currently responsible (see household roster).

Question 20: This question asks for the household ID number of the respondent for this enterprise. This should be the same as the ID number of the person responsible, as, if at all possible, the person interviewed should be the person responsible for each enterprise.

Questions 21-32: These questions ask, for each month, whether or not the sales from each household enterprise are high, average, low, or none in a typical year. Answer "None" (code 4) only if the enterprise is not typically in operation during that month.

Question 33-35: These questions ask the sales of each enterprise in a typical "low" month (question 33), "average" month (question 34), and "high" month (question 35).

Question 36-39: These questions ask whether or not each enterprise has been operated in the last 3 months (question 36), last month (question 37), last two weeks (question 38), and last week (question 39). Indicate yes or no for each question; hence, if the enterprise was operational in the week, record "1" (yes) for all of the questions.

Part B: Labor

Purpose
The purpose of this section is to learn about all the individuals who worked for the household enterprises.

Respondents
The household member responsible for each enterprise should answer all the questions about the workers of that enterprise.

INSTRUCTIONS
Worker number: First list all the workers who have worked for enterprise #1 in any capacity in the past year (from part a), then list the workers that did not work for enterprise #1 but worked for enterprise #2 in any capacity in the last year. Work should count as any service for the enterprise that was paid or unpaid.

Questions 1-2: These questions ask if this worker is a member of the household (question 1) and, if so, that worker's household ID number (question 2), which is available on the household roster.

Questions 3-4: These questions ask for the name of the worker (question 3) and the village ID number of the worker (question 4). Code "NV" if the worker is not a resident of the village.

Question 5: This question asks the gender of the worker.

Question 6: This question asks the status of the worker. Skilled regular employee refers to all workers that perform a skilled task and are employed on a permanent basis. Unskilled regular employees refers to workers that are employed on a permanent basis but do not perform a skilled task. Casual workers are workers that are not employed on a permanent basis. A working proprietor is the owner of the enterprise if he/she worked at all for the enterprise.

Question 7-9: Question 7 asks how each worker was paid. If the worker was paid a salary or in kind, question 8 asks the amount paid per time code (see codes at the bottom of the page). If the worker was paid a percentage of the profits, question 9 asks for that percentage.

Wage/salaries should relate to employees' gross remuneration, that is, the total before any deductions are made by the employers in respect of taxes, contributions of employees to security and pension schemes, life insurance premiums, unions dues and other obligations of employees plus any other cash allowances paid to staff. This also includes any in-kind payments.

Questions 10-13: These questions ask for the approximate number of days each worker worked in the past year on enterprise 1 (question 10) and enterprise 2 (question 12), and the average number of hours worked on each of those days for enterprise 1 (question 11) and enterprise 2 (question 13).

Part C: Expenditures

<u>Purpose</u>
The purpose of this section is to calculate the total amount spent on various items by each enterprise in the past year. Fill out the entire page entitled “Expenditures in household enterprise (enterprise 1)” for the first enterprise and the entire page entitled “Expenditures in household enterprise (enterprise 2)” for the second enterprise.

<u>Respondents</u>
The household member responsible for each enterprise should answer all the questions about the expenditures of that enterprise.

INSTRUCTIONS
The questions are identical for both enterprise 1 and enterprise 2.

Item: This is a list of items for which each of the following questions should be asked.

Question 1: This question asks whether or not the enterprise in question has spent any cash or has exchanged any goods or services for each of the items in the past 12 months.

Question 2: This question asks whether or not the enterprise in question spends any cash or exchanges any goods or services for each of the items at least once a week.

Question 3: This question asks how many times in the past 12 months the enterprise in question has spent any cash or has exchanged any goods or services for each of the items in the past 12 months.

Question 4: This question asks the total value of the cash spent or goods/services exchanged for each of the items in the past **12 months** for the enterprise in question.

Question 5: This question asks the total value of the cash spent or goods/services exchanged for each of the items in the past **3 months** for the enterprise in question.

Question 6: This question asks the total value of the cash spent or goods/services exchanged for each of the items in the past **2 weeks** for the enterprise in question.

Question 7: This question asks if, during the past 12 months, when the enterprise needed or wanted to purchase each item, how often was it available for purchase?

Part D: Inventory, Sales, Purchases

Purpose
The purpose of this section is to learn about the recent sales and current stores each enterprise has of its products. Fill out the entire page entitled "Inventories and recent sales / purchases – FIRST ENTERPRISE" for the first enterprise and the entire page entitled "Inventories and recent sales / purchases – SECOND ENTERPRISE" for the second enterprise.

Respondents
The household member responsible for each enterprise should answer all the questions about the inventories and recent sales / purchases of that enterprise.

INSTRUCTIONS
Item: The item row contains all the items for which questions 1-9 should be asked.

> *Principal / Secondary*: Principal is the product/material that is the primary product/material of the enterprise. The principal product/material should account for the highest value of sales/purchases. Secondary refers to all other products/materials.
>
> *Finished product:* This is a product that the enterprise has **modified significantly** from one or more inputs in order to sell. For example, if the enterprise makes cassava flour from cassava, cassava flour would be a finished product.
>
> *Raw material:* This is an input that is used in the production of a finished product. For example, if the enterprise makes cassava flour from cassava, cassava would be a raw material.

Product work in progress: This is an uncompleted finished product; that is, a good that is somewhere between raw material and finished product. For example, if the enterprise makes cassava flour from cassava, cassava that has been partly processed into cassava flour would be a product work in progress.

Goods for Resale: These are goods that the household purchases and then resells, **without making any significant modifications**. For example, for a household enterprise that purchases beverages in bulk then resells them, the beverages would be goods for resale.

Questions 1-5: These questions ask about each item that the enterprise in question currently possesses. Question 1 asks the product code of each item. Question 2 asks for the unit code of the amount of the item the enterprise in question possesses (use the unit codes on the right of the page). Question 3 asks for the value of each item per unit recorded in Question 2. Question 4 asks the number of units of each item the enterprise in question currently possesses. Question 5 asks for the total value of each item that the enterprise in question possesses. Only fill out question 5 if the respondent is unable to give a cost / unit.

Comment [d47]: Where should they find the product codes?

Question 6-7: These questions ask about the quantity (question 6) and value (question 7) of each item sold or exported by the enterprise in question in the past 3 months. Use the same units as reported in question 2.

Question 8-9: These questions ask about the quantity (question 8) and value (question 9) of each item purchased or imported by the enterprise in question in the past 3 months. Use the same units as reported in question 2.

Questions 1-9 are repeated about the second enterprise to the household member responsible for that enterprise.

Part E: Other Revenue

Purpose

The purpose of this section is to determine the revenue for each household enterprise, dependent upon the type of each enterprise (see definition of different types, below). Only fill out the one sheet that corresponds to the type of enterprise for each household enterprise.

Respondents

The household member responsible for each enterprise should answer all the questions about the revenue of that enterprise.

Definitions

Wholesale/retail trade enterprise: Any enterprise where the majority of revenue comes from one or more non-food goods or products.

Food enterprise: Any enterprise where one or more food products comprise the majority of revenue.

Service enterprise: Any enterprise where the majority of revenue comes from one or more services instead of goods or products.

Other enterprise: Any enterprise that does not fit in the above categories.

INSTRUCTIONS

Revenue for enterprises in wholesale/retail trade

Complete this section if one or more of the household enterprises are classified as wholesale/retail trade enterprises (see definitions, above).

Main items sold: For each enterprise, list all the items sold by the enterprise. In the case that the enterprise sells more than 10 different items, list the 10 items that account for the greatest amount of revenue.

Question 1: This question asks for the product code of each item.

Comment [d48]: *Supra* 50

Question 2: This question asks for the code of the unit that Questions 3 and 4 use. Use the codes located on the right of the sheet.

Question 3: This question asks for the price of a unit in Question 2 of each item sold.

Question 4: This question asks the number of units of each item that were last purchased by the enterprise in question.

Question 5: This question asks the total value of each item that was last purchased. Only fill out question 5 if the respondent is unable to answer questions 3 and 4.

Question 6: This question asks for the code of the unit that is used in Questions 7 and 8.

Question 7: This question asks for the number of units (as used in Question 6) that the enterprise has sold of each unit in the past two weeks.

Question 8: This question asks the cost per unit of each item.

Question 9: This question asks the total value of all sales made in the past two weeks of each item. It should equal Question 7 x Question 8.

Revenue for food enterprises

Complete this page if one or more of the household enterprises are classified as food enterprises (see definitions, above). Each enterprise should get its own page.

Question 1: This question asks for the enterprise number. Enter 1 or 2, using the same number as has been used throughout Section 8.

Question 2: This question asks, on average, how much the enterprise made each day it prepared meals in the sale of meals in the last week.

Question 3: This question asks how many of the past 7 days the enterprise prepared meals for sale.

Question 4-7: These questions ask about the average cost of ingredients purchased to make a typical day's worth of meals. In Question 4, list the five most important ingredients [Note: In the EGC version, this can come from the GLSS5]. In question 5, mark down the code of each ingredient. Questions 6 and 7 ask about the cost of each ingredient (question 7) per unit (question 6). Use the unit codes on the right of the page. Also fill out the total amount spent on all other ingredients using the "all others" row and the Question 7 column.

Comment [d49]: Where do we get the ingredient codes?

Question 8-9*:* These questions ask about the total cost of each non-food input in the past 7 days. For item 5, add the other largest non-food input and the total amount spent on it in the past 7 days. For all others, record the total amount spent in the last 7 days on all other non-food inputs.

Revenue for service enterprise and other enterprise
Complete questions 1-4 if one or more of the household enterprises are classified as service enterprises (see definitions, above). Complete questions 5-9 or 10-14 for all enterprises classified as "other" enterprises (see definitions, above).

Questions 1-4: Question 1 asks how much enterprise 1 earned from each of the services listed in the past 1 month. Question 2 asks how much enterprise 1 earned from each of the services listed in the past 3 months. Question 3 asks how much enterprise 2 earned from each of the services listed in the past 1 month. Question 4 asks how much enterprise 2earned from each of the services listed in the past 3 months.

Questions 5-9: These questions should be filled out for all other enterprises that have been operating in the last 2 weeks.

Questions 10-14: These questions should be filled out for all other enterprises that have not been operating in the past 2 weeks.

Section 9: Relatives

Purpose

The purpose of this section is to learn about the relatives of household members that are not currently living in the household.

Part A: Parents, Children, and Siblings

Purpose
This portion of the section asks about siblings, parents, and children of the head of the household or the spouse of the head of the household that currently do not reside in the household or are deceased.

Respondents
The respondent should be the head of the household for his/her relatives and the spouse of the head of the household for his/her relatives.

INSTRUCTIONS

Relative Number: Starting with the head of the household, list the names of his/her parents, then siblings, then children by age (from oldest to youngest) that currently do not reside in the household or are deceased. The list the names of the spouse of the head of the household's parents, siblings, and children, again from oldest to youngest that currently do not reside in the household or are deceased. The relative numbers assigned to each person are permanent; make sure that throughout the remainder of the section, each person keeps the same relative number.

Question 1: List the full name of each person. If two people have the same name, include a way of identifying which person you are referring to (for example, a physical description).

Question 2: Record if the person is male or female.

Question 3: Indicate if the person is a parent, sibling, or child to the head of the household or his/her spouse.

Question 4: Record the year of each person's birth. Use the same method as in Section 1 to estimate the birth year of people for whom the household head or spouse of the household head do not know the exact year.

Question 5: Record the age of the person when he/she stopped living with his/her parents. If he/she is still living with her parents, code "888."

Question 6: This question asks for the highest level of education that each person completed. Use the codes at the bottom of the page.

Question 7: This question asks the age of each person when he/she was first married. If the person has not yet married, code "888."

Question 8: This question asks for the highest level of education that the spouse of each person completed. Use the codes at the bottom of the page.

Question 9: This question asks for the ethnic group of each person's spouse. Use the codes located at the right of the page.

Questions 10-11: These questions ask for the number of living children (question 10: sons, question 11: daughters) that each person has.

Question 12: This question asks whether or not each person has ever held political office, and, if so, which office (see the codes in the question).

Question 13: This question asks whether or not each person is still alive. If still alive, go to question 15.

Question 14: If the person is deceased, this question asks for his/her year of death. Use the same method as in Section 1 to estimate the year of death if it is unknown. Go on to the next person in the questionnaire.

Question 15: This question asks the number of times this person has visited the household in the past year.

Question 16: If the person has not visited the household in the past year, this question asks for the year of his/her last visit to the household.

Question 17: This question asks, other than visits in person, how many times each person has contacted the household (or any member of the household). This could include phone calls, letters, email, telegraphs, etc.

Question 18: This question asks for the number of other people that currently live in each person's household.

Questions 19: These questions ask for the area and unit of all the land that each person's household owns or uses.

Question 20: This question asks whether or not each person lives in the same village as the respondent.

Question 21: If the person lives in the same village as the respondent, this question asks whether or not the person farms with the respondent (or another member of the respondent's household).

Question 22-25: These questions ask, if the person does not live in the same village of the respondent, where the person lives. Question 22 asks for the city, or, if not listed, Question 23 asks the name of the city/village and Question 24 asks the region. If the person lives outside of Ghana, question 25 asks for the name of the country. Only answer question 22, 23 and 24, or 25.

Question 26: This question asks what each person's primary occupation is. If the person is currently retired, record what the person's primary occupation was prior to retirement.

Comment [d50]: Where do the occupation codes come from?

Question 27-29: These questions should only be filled out for children under the age of 18 of the household head and/or the spouse of the household head who are not currently living within the household.

Question 27: This question asks for the relative number of the relative with whom the child is currently living. If the child is living with multiple relatives, list only the head of that household. If the child is living with another relative not listed, code "777." If the child is living with someone other than a relative, code "888." If the respondent does not know where the child is living or can't say, code "999."

Question 28: This question asks whether or not the child currently attends school.

Question 29: This question asks the reason that the child is not currently living within the household.

Part B: Absent Spouses

Purpose

The purpose of this section is to learn about all spouses of household members that are not currently living in the household.

Respondents

For each absent spouse, the respondent should be his/her spouse that is currently residing in the household.

INSTRUCTIONS

Absent Spouse Number: Going through the household roster in order, ask if any of the household members have spouses that are currently absent from the household. Record each of these spouses in order. Note that the absent spouse number assigned to each is permanent; make sure that this number remains unchanged.

Question 1: This question asks for the absent spouse's name. If there are multiple absent spouses with the same name, include a description that will allow persons to distinguish between them.

Question 2: This question asks for the household ID number of the household member married to the absent spouse.

Question 3: This asks for the birth year of each absent spouse. Use the same method as in Section 1 to estimate unknown birth years.

Question 4: This question asks at what age each absent spouse stopped living with his/her parents. If the spouse is still living with his/her parents, code "888."

Question 5: This question asks how old the absent spouse was when he/she married the household member.

Question 6: This question asks to which ethnic group each absent spouse belongs. Use the codes on the right side of the page.

Question 7: This question asks the highest level of schooling completed by each absent spouse. Use the codes located on the bottom of the page.

Question 8: This question asks the year when each absent spouse last lived with his/her household member spouse. If the two have never lived together, code "888."

Question 9: This question asks about the profession of each absent spouse. Use the codes located at the bottom of the page. If the absent spouse is retired, indicate the profession of the spouse prior to retirement.

Question 10: This question asks the number of times each absent spouse has visited his/her spouse in the household in the past year.

Question 11: This question asks, if the absent spouse has not visited his/her present spouse in the household in the past year, the year of the absent spouse's last vist.

Question 12: This question asks, other than visits in person, how many times the absent spouse has contacted the present spouse in the household in the past 12 months. These contacts could be phone calls, letters, e-mails, telegraphs, etc.

Question 13: This question asks whether or not each absent spouse has ever held political office, and, if so, which office (see the codes in the question).

Question 14-17: These questions ask where the absent spouse primarily lives. Question 14 asks for the city, or, if not listed, Question 15 asks the name of the city/village and Question 16 asks the region. If the person lives outside of Ghana, question 17 asks for the name of the country. Only answer question 14, 15 and 16, or 17.

Section 10: Misc. Income and Expenses

Purpose

This section collects information on income transfers, that is, all incomes of members of the household other than that from paid employment. The section also completes the income, expenditure and current accounts of the household.

Definitions

Remittances: These are regular or irregular contributions in terms of money, goods and food made to person(s) living abroad or elsewhere. For example, any money, food or goods sent out or received by the household to/from a household member, a relative or any other person staying abroad or elsewhere as well as churches and institutions is a remittance. Read instruction at the top carefully and follow it.

Part A: Transfers out

Purpose
The purpose of this section is to learn about all the transfers of money or goods this household has sent to persons outside of the household in the past year. Note that current household members could have been recipients of such transfers if they were not members of the household when the transfer occurred (that is, they have since moved into the household).

Respondents
The respondent for this section is either the head of household or main respondent identified by the household.

Add standard language on preprinted responses for EGC version

INSTRUCTIONS
Question 1: This question asks the name of the person that the household has sent money or goods.

Question 2: This question asks for the household ID number of the person that received the money, if that person is currently a household member.

Question 3: This question asks how often these payments to each person were made.

Question 4: This question asks whether or not these payments will be repaid by the recipient to the household sometime in the future.

Question 5: This question asks for the total amount of cash sent to each individual in the past 12 months.

Question 6: This question asks for the three main uses of the cash that was sent. Column (a) is the most important use, column (c) the least important of the three.

Question 7: This question asks the total value of food that the household sent to each person in the past 12 months.

Question 8: This question asks the total value of all other (non-food) goods sent to each person from the household in the past 12 months.

Question 9: This question asks where the recipient of the goods or money from the household lives.

Question 10: This question asks, if the person was not a member of the household, whether or not this person is a blood relative or a spouse of any member of the household.

Question 11: This question asks, if the person is a relative or absent spouse listed in Section 9 for the persons relative or spouse ID number. Make sure to include a “S” or “R” before the ID number.

Question 12: This question asks through what means this remittance was sent.

Part B: Transfers in

Purpose
The purpose of this section is to learn about all the transfers of money or goods this household has received from persons outside of the household in the past year. Note that this transfer could have been sent from a current household member, if that member did not live within the household at the time of the transfer (that is, the person has since moved into the household).

Respondents
The respondent for this section is either the head of household or main respondent identified by the household.

Add standard language on preprinted responses for EGC version

INSTRUCTIONS
Question 1: This question asks the name of the person from whom the transfer was received.

Question 2: This question asks, if the person was a household member, for his/her household ID number.

Question 3: This question asks how often transfers were received from this person.

Question 4: This question asks whether or not these transfers are expected to be repaid by the household (or a member of the household).

Question 5: This question asks what the total amount of all cash transfers this person sent the household in the past 12 months.

Question 6: This question asks through what means the household received the cash transfers from this person.

Question 7: This question asks for the three primary uses of the cash the household received from this person. List the most important reason in column (a) and the least important in column (c).

Question 8: This question asks for the total value of all food sent by this person to the household in the past 12 months.

Question 9: This question asks for the total value of all other (non-food) goods sent by this person to the household in the past 12 months.

Question 10: This question asks where each person lives.

Question 11: This question asks, if this person is not a household member, if he/she is related by blood or is a spouse of a person who is currently a household member.

Question 12: This questions asks, if the person is an absent spouse or relative listed in Section 9, to record that persons spouse or relative ID number. Make sure to include either a “S” or “R” in front of the number.

Part C: Misc. Income

Purpose
The purpose of this section is to learn about other sources of income or expenses of the household that have not been reported elsewhere. [Version note: This section is only asked in the THP and MCC versions of the survey, as the information is available in the GLSS5]

Respondents
The respondent for this section is either the head of household or main respondent identified by the household.

INSTRUCTIONS

Question 1-6 ask about other sources of income not asked about elsewhere.

Question 1: For each household member, list the total value of any money or goods that he/she has received from Social Security in the past 12 months.

Question 2: For each household member, list the total value of any money or goods that he/she has received from State Pension in the past 12 months.

Question 3: For each household member, list the total value of any money or goods that he/she has received for any other reason from the Central Government in the past 12 months.

Question 4: For each household member, list the total value of any money or goods that he/she has received in retirement benefits from sources other than the Central Government in the past 12 months.

Question 5: For each household member, list the total value of any money or goods that he/she has received from dowries or inheritances in the past 12 months.

Question 6: For each household member, list the total value of any money or goods that he/she has received from any other sources not mentioned elsewhere. This can include donations from churches, organizations, dividends or interest. Do not include susu.

Questions 7-10 ask about other sources of expenses not asked about elsewhere.

Question 7: This question asks, in total, how much the entire household has spent on any taxes in the past 12 months.

Question 8: This question asks, in total, the value of all money or in kind donations the entire household has made to any self-help projects.

Question 9: This question asks, in total, the value of all money or goods the entire household has made to weddings, dowries, funerals and other ceremonies in the past 12 months.

Question 10: This question asks, in total, the value of all money or goods the entire household has given as other gifts or donations not mentioned in elsewhere in this section or the transfer section. Include contributions and donations to churches, organizations, etc. Do not include payments made to susu.

Section 11: Credit, Assets, and Savings

Purpose

This section is designed to collect information on loans contracted by the household as well as assets and savings of the household.

Respondent

The head of household is the main respondent.

Add standard language on preprinted responses for EGC version

Part A: Borrowing

Purpose

This purpose of this section is the gather information on any loans the household has borrowed and have not yet been fully repaid. This includes any loans contracted or negotiated by the household in terms of money or goods.

Respondents

The respondent for each loan should be the member of the household that took that loan. If this is not possible, the head of the household should be the respondent.

INSTRUCTIONS

Any loan that is not fully repaid (that is, currently outstanding) should be included on this sheet

[Version note: In the EGC version, we will also be asking about all loans reported in the GLSS5]

Loan number: Ask the head of household about all loans the household has borrowed but has not fully repaid. List the loans in order of date borrowed. In the EGC version, the loans borrowed and not yet repaid when the GLSS5 was administered will be listed first. Ask if there are any additional loans that have been taken out since the GLSS5 and have yet to be fully repaid, and, if so, add them below the GLSS5 loans.

Question 1: This question asks for the household ID number of the household member that obtained the loan. See the household roster for the ID numbers. Note that this person should, if possible, be the respondent for Questions 2-14 concerning that loan.

Question 2: This question asks the source of the loan.

Question 3: This question asks for the total amount of the original loan that the household received.

Question 4: This question asks for what purpose the loan was obtained.

Question 5: This question asks whether or not a guarantee was required by the lender, and, if so, what the guarantee was. A guarantee refers to either an asset that the lender can take if the loan is not repaid or another person who promises to repay the lender if the household does not.

Question 6: This question asks how much of the loan has been repaid in the past 12 months.

Question 7: This question asks whether or not the household still owes this money. This is for the EGC version only for loans reported in the GLSS5. This question should not be asked about new loans, as new loans are necessarily outstanding.

Questions 8-9: These questions ask whether or not the household (or a household member) has to pay interest on the loan (Question 8), and, if so, what is the percentage of the interest rate (Question 9).

Question 10: This question asks how often payments are made on each loan.

Question 11: This question asks how much money (including both principal and interest) that is still owed on the loan.

Questions 12-13: These questions ask to whom the money is owed. If it is an individual, give the person's name (Question 13) and village ID (Question 14 - see village roster). If it is an individual who resides outside the village, code "NV" for ID. If it is a financial organization, give the name of the organization (Question 13) and the financial institution number (see the Financial Institutions section of the village survey), preceded by an "F" (e.g. financial institution number 2 should be coded "F2").

Question 14: This question asks, if land is being used as a guarantee for the loan, who is currently using the land.

Part B: Assets

<u>Purpose</u>
The purpose of this section is to learn about what durable items each household owns.

<u>Respondents</u>
The respondent should be the head of the household.

Add standard language on preprinted responses for EGC version

INSTRUCTIONS
Item: About each item, ask question 1.1 and 1.2. If the household owns any working or non-working of each item, ask question 2.

Question 1: This question asks how many of each item that the household (or any household member) currently owns. Include the number of working items in the first column and the number of non-working items in the second column.

Question 2: This question asks, if the household owns any working or nonworking items, how much the total purchasing price of **all** the items currently owned and the currency code (see the codes at the bottom of the page). If the item was a gift, count the purchasing price as zero.

For example, if the household owns a working refrigerator that was purchased for 10000 cedis and a nonworking refrigerator that was originally purchased for 15000 cedis, mark down 25000 (10000 + 15000) for the amount and "1" for currency code.

Part C: Saving

<u>Purpose</u>
The purpose of this section is to learn how much money the household currently has saved.
<u>Respondents</u>
The respondent should be the head of the household

Add standard language on preprinted responses for the EGC version

INSTRUCTIONS

Item number: Ask the head of the household about all different savings accounts that the household (or a household member) currently has. List the accounts in order of balance in the account, from highest to lowest.

Question 1: This question asks for the ID number (see household roster) of the member of the household who is the primary holder of the account in question. If it is a joint account, list both household ID numbers, separated by a comma.

Question 2: This question asks the location of the savings account.

Comment [d51]: Note: We need codes for this. These codes should be linked to the financial institutions section of the village survey.

Question 3: This question asks in what currency the savings is kept. Use the codes located at the bottom of the page.

Question 4: This question asks for the current balance of the savings account.

Question 5: This question asks how much has been contributed to the account in the last 12 months, excluding interest.

Question 6: This question asks how much has been withdrawn from the account in the past 12 months.

Question 7-8: Question 7 asks whether or not the household has any savings that are kept at home. This should include all savings in the form of money that is not kept with any financial institution or susu. If so, question 8 asks the amount and the currency of these savings.

Part D: Lending

Purpose
The purpose of this section is to learn about any loans that the household has lent to persons outside of the household.

Respondents
The respondent should be the head of household.

INSTRUCTIONS

Question 0. This question asks whether or not any member of this household is currently owed money. If yes, continue with the remainder of the questions. If not, go to the next Section (for MCC and THP versions) or the end of the survey (for EGC versions, see below).

Loan Number: Ask the head of household to list all money that is currently owed to any member of the household. Organize this list of loans by the amount owed, from highest to lowest. Then ask questions 1-7 for each of the loans.

Question 1: This question asks the person to whom the loan was given.

Question 2: This question asks for the name and Village ID (see village roster) of the person to whom the loan was given. If the person is not a current resident of the village, record the name of the person and code "NV" for village ID.

Question 3: This question asks the total amount of the loan originally given to this person (excluding interest).

Question 4: This question asks, when the loan began, how much the borrower was expected to repay back to the household (or member of the household).

Question 5: This question asks how long it has been since the loan began. Record the value in years and months. For example, if the loan started two and a half years ago, code "2" for years and "6" for months.

Question 6: This question asks what kind, if any, of guarantee the household required of the borrower. A guarantee refers to either an asset that the lender can take if the loan is not repaid or another person who promises to repay the lender if the borrower does not.

Question 7: This question asks how much the borrower currently owes the household (or a household member). Include the total value of all goods / cash still owed.

Question 8: This question asks how frequently the borrower makes payments on the loan.

Section 12: MCC & THP Specific Modules

Purpose

The purpose of this section is to gather similar information gathered in GLSS5 about households that were not administered the GLSS5 survey (that is, for the THP and MCC households). Specifically, this includes information about the household's housing characteristics (Part A) and consumption patterns (Part B). These questions follow very closely to those questions asked in the GLSS5.

Part A: Housing Characteristics

Purpose

This section aims at measuring the quality of housing occupied by the household. In this regard, it seeks information on the type of dwelling, occupancy status of the dwelling, expenditures, utilities and amenities as well as the physical characteristics of the dwelling.

Definitions

Dwelling: This includes all types of structures occupied by members of a household. These may consist of a room inside a house, a group of houses, a multi-storeyed house, and a hut or group of huts.

Rent Free: Means that no rent is paid, either in cash or in kind.

Respondents
The main respondent is the head of household.

INSTRUCTIONS
Questions 1-7: These questions ask about the rent of the dwelling.

Question 1: This question asks how much the household pays in cash and how often for rent of the dwelling. Use the time unit codes on the right of the page and record the amount in cedis.

Question 2: This question asks whether or not the household supplies goods or services in exchange for the dwelling.

Question 3: If the household does supply goods or services in exchange for the dwelling, this question asks the total value and frequency of this supply. Use the time unit codes on the right and record the amount in cedis.

Question 4: This question asks whether or not the rent is paid by someone who is not a member of the household.

Question 5: If someone who is not a member of the household pays all or part of the rent, this question asks who it is that pays.

Question 6: If someone who is not a member of the household pays all or part of the rent, this question asks how much this person/organization pays and how often. Record the amount in cedis and use the time unit codes to the right.

Question 7: This question asks how much the household has spent during the past 12 months on construction or repair costs on this dwelling. Record the amount in cedis.

Questions 8-24: These questions ask about the utilities of the household

Question 8: This question asks what the main source of water is for the household for both drinking and general use. General use should be all uses except for drinking. Use the codes located at the bottom of the page.

Question 9: This question asks for the distance of both the drinking and general sources of water. Use the unit codes located at the bottom of the page.

Question 10: This question asks in the past 30 days, how many days has either the drinking water source or general water source been unavailable for any reason. Record the number of days that each source was unavailable.

Question 11: This question asks how much water the household uses, in total, on a typical day.

Question 12: This question asks how each type of water supply system is operated and managed. Answer for both the drinking water source and the general use source.

Question 13: This question asks whether or not the household pays a regular bill for both drinking water and general use water.

Question 14: This question asks, if the household pays a regular bill for either or both water sources, the total amount of the last bill. If the household has a different source for drinking water and general use water and has to pay for both, record the total of the last bill of each. If the household shares a bill with another household, record only the household's share of the bill.

Question 15: This question asks how much the household has paid to a private water vendor, neighbor or standpipe or any other source in the last 2 weeks. Include purchases of water for any use. Record the amount in cedis.

Question 16: This question asks whether or not the household sells water to anyone else.

Question 17: If the household does sell water to anyone else, this question asks how much the household has received in the past two weeks from these sales.

Question 18: This question asks the main source of lighting for the household's dwelling.

Question 19: If the household uses electricity as the primary source of lighting, this qu3estion asks how much the household's last bill was. Record the amount in cedis and the time unit, using the codes at the bottom of the page, that the bill was for. If the bill was shared with one or more other households, only include the share of the bill that was for this household.

Question 20: This question asks the main fuel used by the household for cooking.

Question 21: This question asks how the household gets rid of refuse.

Question 22: If the household's refuse is collected, this question asks how much the household pays for the disposal per unit of time, using the time unit codes located at the bottom of the sheet.

Question 23: This question asks what is the type of toilet that the household uses.

Question 24: If the toilet is a public toilet or someone else's toilet, this question asks how much the household pays for the use of this toilet per unit of time, using the time unit codes located at the bottom of the sheet.

Questions 25-29: These questions ask about the physical structure of the house and the household amenities.

Question 25: This question asks whether or not the household has access to (column i) and whether or not the household uses (column ii) six different household amenities (rows a-f). "Access to" should be interpreted as, if a member of the household wished to use an amenity, he or she could do so without any serious difficulty. "Use" should mean that a member or members of the household regularly use an amenity.

Question 26: This question asks what the main material is used for the outer wall of the dwelling.

Question 27: This question asks for the main material used for the floor of the dwelling.

Question 28: This question asks for the main material used for the roof of the dwelling.

Question 29: This question asks for the interviewer to sketch the dwelling.

A detailed sketch must be drawn of all separate structures or apartments that make up the dwelling, showing all dimensions. These dimensions may be the length and width if the building is rectangular or square; the diameter (preferably) or circumference if it is round; and if it has more than 4 sides, that is a polygon, then measure all sides, and try to show angles in the sketch as close to the actual angles used in the dwelling as possible.
The sketch should correspond with information recorded earlier. For example, if the household lives in 3 buildings on the same compound, the sketch should be that of 3 buildings on the same compound.

Comment [d52]: *Supra* d59.

If during the measurement of the dwelling, you discover that the household either under reports or over-reports its occupied space asked earlier in this section, re-administer questions in Part A after you have completed all measurements.

Comment [d53]: Ibid.

How to Measure the Dwelling

You will need the help of someone, preferably a member of the household being interviewed. This person should hold the zero end of the tape measure and go on to one end of the building, taking care to place the zero mark exactly on the end of the building. Interviewer should then read and take down the measurement from his/her end of the tape.

If the household occupies a single house, take all measurements from outside. When the dwelling is an apartment or is linked to another house, measure the size of the dwelling from the inside/interior.

Note that measurement taking from inside or the interior is likely to meet with some outright refusal or hesitation from respondents. Take measurements from the outside of the dwelling only if it is not possible to take measurements from inside/interior.

If it becomes necessary to take measurements from the interior/inside, you can ask the household member who is helping you to go to the far end of the wall inside the room while you stand at the outside end of the wall so that you avoid upsetting the household.
Explain to the household in the first instance that measurements to be taken are very important since they make it possible to calculate the size of the living space of the dwelling, which is also a measure of the standard of living.

Give them the assurance that all information gathered from the household will remain strictly confidential in accordance with the secrecy that governs all statistical surveys.

NOTE: You must endeavour to take all measurements in metric units. However, where measurements are taken in imperial units, that is in yards etc, convert all such measurements to the metric unit. Refer below for units to help you make the necessary conversions.

If you do convert measurements in this way please inform your supervisor so that he can check the conversion.

IMPERIAL UNIT	METRIC UNIT
1 Yard	0.914 metres.
1 Square yard	0.836 square metres
1 Square inch	6.45 square centimetres
1 Square foot	929 square centimetres
1 Foot	30.5 cm

It is important to record measurements to at least one decimal place (for example, 5.2 meters) or better still to two decimal places (e.g. 5.18 meters).

Part B: Consumption

Purpose

The purpose of this section is to estimate household expenditure on all goods and services. The main emphasis will be to collect data on all goods and services, food and non-food that the household spends income on. However, data on household's own, gift and philanthropic consumption will be collected.

This section is a slightly abridged version of the consumption module administered in the GLSS5. It is separated into 6 parts; the first asks about durables, the second the house property, the third about food items consumed by the household, the fourth about clothing, the fifth about other items, and the sixth about fuels the household has used in the past year.

Respondents

Respondents are persons mainly responsible for household purchases. It might not necessarily be the person who goes to the market but the one who controls the purchases.

INSTRUCTIONS

Note that each of the sections starts with question #1.

Ownership of Durables

Item: This column lists a specific consumer durable good. Fill out columns 2-13 for each of these items.

Question 2: This asks for the number of each item currently owned.

Question 3: This question asks for the total value of all of each item currently owned. Record the value in cedis.

Question 4: This question asks for the number of each item owned a year ago.

Comment [d54]: We need to specify a date here.

Question 5: This question asks for the total value of all of each item owned a year ago. Calculate this value by asking the respondent the question "If you were to own today the same number of [item] today as you did a year ago, how much would all of these [item] be worth today?"

Question 6: This question asks the number of each item purchased between (specific date) and today.

Comment [d55]: We need to specify a date here.

Question 7: This question asks for the value of all of each item that have been purchased between the (specific date) and today. Calculate this by asking "How much in total did you spend on buying [item] between (specific date) and today?"

Question 8: This question asks for the number of each item sold between (specific date) and today.

Question 9: This question asks for the value of all of each item that have been sold between the (specific date) and today. Calculate this by asking "How much in total did you receive for selling [item] between (specific date) and today?"

Question 10: This question asks for the number of each item received as a gift between (specific date) and today.

Question 11: This question asks for the value of all of each item that have been received between the (specific date) and today as a gift. Calculate this by asking "If you didn't receive these items as gifts, how much would it have cost you to purchase them?"

Question 12: This question asks the number of each item given as a gift between (specific date) and today.

Question 13: This question asks for the value of all of each item that have been given between the (specific date) and today as a gift. Calculate this by asking "How much in total were all the gifts of this item given between (specific date) and today worth?"

House Property

Question 1: This question asks what type of dwelling the household lives in.

Comment [d56]: See the above comment about moving this upward, certainly before the drawing of the dwelling.

Question 2: This question asks how many rooms this household occupies. Count living rooms, dining rooms, and bedrooms, but exclude bathrooms, toilet, kitchens, and garages, except where they have been converted for habitation.

Question 3: This question asks whether or not other households share this dwelling with this household.

Question 4: This question asks the household's present occupancy status.

Question 5: This question asks who owns the dwelling.

Question 6: This question asks the condition of the dwelling.

Comment [d57]: How do we define "good" "livable" and "badly damaged"? The GLSS5 manual doesn't say.

Question 7: This question asks about the cleanliness of the surroundings of the house.

Comment [d58]: Should this be relative to surrounding dwellings or somehow objective?

Question 8: This question asks for the number of living rooms the dwelling has.

Question 9: This question asks whether or not there is a room that is used exclusively for cooking.

Question 10: This question asks whether or not there exists a window in the room where cooking is done.

Question 11: This question asks whether or not there is a chimney or another outlet for smoke in the room where the cooking is done.

Question 12: This question asks whether or not cooking is done outside during any season.

Question 13: If cooking is done outside during a specific season, this question asks what season.

Comment [d59]: Should we get codes for seasons?

Question 14: This question asks whether or not the dwelling has electricity.

Question 15: This question asks, if the dwelling has electricity, how regular the electricity is after sunset.

Question 16: This question asks the distance to the nearest public toilet in kilometers.

Question 17: This question asks the average time spent traveling to and waiting at the public toilet (do not include the time returning from the public toilet).

Question 18: This question asks the number of buildings owned, other than the primary dwelling.

Question 19: This question asks the number of vacant plots owned.

Question 20: This question asks where animals are kept at night. Code "9" if the household doesn't have any animals.

Question 21: This question asks where animals are kept during the day. Code "9" if the household doesn't have any animals.

Question 22: This question asks where the hay or grass used to feed the animals is kept. Code "9" if the household doesn't have hay (that is, if the household doesn't have animals).

Question 23: This question asks whether or not there is an open sewer or drain in or near the house.

Question 24: This question asks whether or not there is trash in or near the house. Don't include trash that is in trash receptacles.

Food Items Consumed
Item: This column lists a large amount of different types of food items. For each food item, complete questions 1-5.

Question 1: This question has 4 parts. Part (a) asks for the total amount of each item produced by the household in the past 30 days. Part (b) asks for the quantity of each item received from the Public Distribution System (PDS) in the past 30 days. Part (c) asks for the total quantity of each item purchased by the entire household in the past 30 days. Part (d) asks for the total cost of the item that was purchased in the past 30 days. For the amount questions, use the units recorded in Question 5.

[Version note: questions 2-4 are asked only in the MCC version].
Questions 2-4: These questions ask about the consumption of each of the items during the last three seasons. Question 2 asks about season 1, Question 3 about season 2, and Question 4 about season 3. Each of the questions has 8 parts.

Comment [d60]: Is the PDS still operative?

Comment [d61]: We need to specify the seasons somehow.

Part (a) asks about the total quantity of each item produced by the entire household in that particular season (using the units in Question 5).

Part (b) asks about the total quantity of each item received from the Public Distribution System (PDS) in that particular season.

Comment [d62]: Supra d68.

Part (c) asks about the quantity of each item purchased by the entire household in that particular season (using the units in Question 5).

Part (d) asks for the total value (in cedis) of the quantity of each item purchased in that particular season.

Part (e) asks for the total quantity of each item received as gifts in that particular season (using the units in Question 5).

Part (f) asks for the total value (in cedis) of the gifts received of each item in that particular season.

Part (g) asks for the total quantity of each item given as gifts in that particular season (using the units in Question 5).

Part (h) asks for the total value (in cedis) of the gifts given of each item in that particular season.

Question 5: Record the units in which the quantities of each item were reported in Questions 1-4.

Clothing and Footwear – Annual Purchases During (past 12 months)
Item: For each of the items listed, ask questions 2-6 regarding the purchases of all household members over the past 12 months.

Question 2: This question asks for the total expenditure during the past 12 months in cedis for each item for all members of the household.

Question 3: This question asks for the total expenditure during the past 12 months in cedis for each item for all members of the household under the age of 16 years.

Question 4: This question asks for the total expenditure during the past 12 months in cedis for each item for all members of the household over the age of 60 years.

Question 5: This question asks for the total expenditure during the past 12 months in cedis for each item for all male members of the household between the ages of 16 and 60.

Question 6: This question asks for the total expenditure during the past 12 months in cedis for each item for all female members of the household between the ages of 16 and 60.

Expenditure on Other Items
Item: This column lists of variety other purchases not asked elsewhere. Answer questions 3 and 4 for each item.

Question 3: List the average monthly amount spent by the entire household on each item in the past year.

Question 4: List the total amount spent by the entire household on each item in the past 12 months.

Fuels Used in the Past 12 Months
Fuel Type: This column lists ten different types of fuels. Fill in columns 3-6 for each of the fuels.

Question 3: This question asks the number of months that each fuel was used in the past year. Hence, the values can range from 0-12.

Question 4: This question asks for the average amount spent on each fuel per month **during months in which the fuel was used**. For example, if a household only used charcoal for two months in the past 12 months, and spent 3000 cedis both months on charcoal, record "3000."

Question 5: This question asks the total value of the fuel produced by the household in the past 12 months.

Question 6: This question asks the total value of the fuel purchased by the household in the past 12 months.

Section 13 THP Specific Modules

Purpose

The purpose of this section is to ask about individual's participation in the Hunger Project as well as learn about individual's sense of empowerment. This section will only be administered in the THP version of the survey.

Definitions

Community epicenter: An L-shaped epicenter building that houses the community's programs for health, education, food security and economic development.

Part A: Epicenter Participation

Purpose

The purpose of this section is to learn how involved each individual is with the Hunger Project.

Respondents
Each member of the household should answer the questions about their own participation in the epicenter.

INSTRUCTIONS
Member ID: This is the same household ID number that has been used throughout the survey. See the household roster.

Question 2: This question asks whether or not each household member has heard of the Hunger Project.

Question 3: This question asks how far away the household is from the nearest community epicenter in kilometers. Only fill out once for the entire household. If unknown, code "999."

Question 4: This question asks how often each household member goes to the community epicenter. Fill out the number of visits per time unit, using the unit codes at the bottom of the sheet.

Question 5: This question asks whether or not each household member serves on any epicenter committees.

Question 6: If the household member serves on an epicenter committee, this question asks which committee(s).

Comment [d63]: Need codes for committees.

Question 7: This question asks whether or not each household member helped to construct the epicenter building.

Question 8: This question asks whether or not each household member has donated any if his/her time to the epicenter (in whatever capacity).

Question 9: If the household member has donated some of their time to the epicenter, this question asks for the **total** number of hours donated.

Comment [d64]: Or should we do this over some period?

Question 10: This question asks whether or not each household member has donated any of their money to the epicenter.

Question 11: If the household member has donated some of their money, this question asks for the total amount of money that household member has donated.

Comment [d65]: What should we do if the household donated money as a household?

Question 12: This question asks whether or not each household member has donated any of his/her land, of which he/she is the primary user, to the epicenter.

Question 13: If a household member has donated his/her land to the epicenter, of which he/she was the primary user, this question asks how many acres of land were donated.

Question 14: This question asks whether or not each household member has attended any fundraisers or meetings related to the epicenter.

Question 15: If each household member has attended fundraisers or meetings, this question asks how many.

Comment [d66]: Should this be for a particular time period?

Question 16: This question asks whether or not each household member has ever attended any literacy courses at the community epicenter.

Question 17: If so, this question asks how many of such courses each household member has attended in the last 6 months. Note that a "0" answer is possible if they have attended courses before, but none in the past 6 months.

Question 18: This question asks whether or not each household member has ever attended any women's empowerment programs at the community epicenter.

Question 19: If so, this question asks how many of such programs each household member has attended in the last 6 months. Note that a "0" answer is possible if they have attended programs before, but none in the past 6 months.

Question 20: This question asks whether or not each household member has ever attended any Vision, Commitment and Action workshops at the community epicenter.

Question 21: If so, this question asks how many of such workshops each household member has attended in the last 6 months. Note that a "0" answer is possible if they have attended workshops before, but none in the past 6 months.

Question 22: This question asks whether or not each household member has ever attended any HIV and Gender Inequality workshops at the community epicenter.

Question 23: If so, this question asks how many of such workshops each household member has attended in the last 6 months. Note that a "0" answer is possible if they have attended workshops before, but none in the past 6 months.

Question 24: This question asks whether or not each household member has ever used the community epicenter's health resources.

Question 25: If so, this question asks which type of health resources each household member has used.

Question 26: If the household member has used the community epicenter's health resources, this question asks how many of times each household member has attended in used them in the last 6 months. Note that a "0" answer is possible if they have used the resources before, but not in the past 6 months.

Question 27: This question asks whether or not each household member has ever used the community epicenter's food bank.

Question 28: If so, this question asks how many times each household member has used it in the past 6 months. Note that a "0" answer is possible if they have used it before, but not in the past 6 months.

Question 29: This question asks whether or not each household member has ever used the community epicenter's daycare, nursery, or preschool services.

Question 30: If so, this question asks how many times each household member has used these services in the past 6 months. Note that a "0" answer is possible if they have used the services before, but not in the past 6 months.

Part B: Empowerment

Purpose
The purpose of this section is to gather information about how much people feel they have control over their own life and their surroundings. This is important, as it will allow us to see how the Hunger Project's interventions affect people's sense of empowerment.

Respondents
All adult household members respond to this section. It is very important that each household member answer the questions for themselves. Since many of these questions are asking about very personal beliefs, the interviewer should try to ask these questions privately of each individual.

Comment [cru67]: Change the questionnaire to reflect that only adults respond to this.

INSTRUCTIONS
Member ID: This is the same household ID number that has been used throughout the survey. See the household roster.

Question 1: This question asks whether each household member thinks the roads leading to their community have improved, worsened, or remained the same. These are roads connecting this community with other communities or cities, not roads within the community.

Question 2: This question asks how many times in the past 12 months has each household member traveled to a neighboring village or town.

Comment [cru68]: Is the point to capture freedom to move? In that case, we should ask how often they have traveled outside this community.

Question 3: This question asks whether or not there are any community activities that each household member is not allowed to participate. These activities could include, but are not limited to, activities organized by the local government, religious organizations, schools, etc.

Question 4: If so, this question asks which activities in which the household member is not allowed to participate.

Comment [d69]: Need codes.

Question 5: If the household member is unable to participate in certain activities, this question asks why they think the reason is.

Question 6: This question asks how often each household member has spoken with persons outside their own social group outside the household in the past 7 days. Social groups can be construed based on class, race, religion, or sex (allow the respondent to interpret the question as he/she sees fit).

Question 7: This question asks whether or not each household member feels that there are persons in a different social group that he/she cannot or would have difficulty socializing with.

Question 8: If so, this question asks why the household member feels they cannot or would have difficulty socializing with these persons.

Question 9: This question asks whether or not there is anything in the life of each household member that he/she would like to change.

Question 10: If so, this question asks what things. Do not give the respondent different options, but record the first three things listed.

Comment [d70]: Need codes.

Question 11: This question asks whether or the respondent thinks these things will ever change.

Question 12: If the respondent thinks these things will change, this question asks when the respondent thinks the things will change.

Question 13: If the respondent thinks these things will change, this question asks who will contribute most to the change.

Question 14: This question asks whether or not each household member, in general, feels that people like him or her are able to change things in their community if they want to.

Question 15: This question asks whether or not each household member has ever volunteered to help construct or maintain any public good in their community. A public good can be any thing that is meant to benefit the entire community.

Question 16: If yes, this question asks what type of public good the household member helped to construct or maintain. If the household member has worked on multiple public goods, list all the codes that apply.

Comment [d71]: Need codes.

Question 17: This question asks in total how many hours each household member contributed to constructing or maintaining **all** of the above public goods.

Question 18: This question asks whether or not each household member was entitled to vote in the last District Assembly elections. Entitled means that the household member could have voted if he/she wished, regardless if he/she actually voted.

Question 19: This question asks whether or not each household member did vote in the last District Assembly elections.

Question 20: This question asks how involved each household member feels he/she is in the political process at the community or regional level.

Question 21: This question asks whether or not each household member was entitled to vote in the last national elections. Entitled means that the household member could have voted if he/she wished, regardless if he/she actually voted.

Question 22: This question asks whether or not each household member did vote in the last national elections.

Question 23: This question asks how involved each household member feels he/she is in the political process at the national level.

Question 24: This question asks how much choice each household member feels he/she has in deciding his/her occupation.

Question 25: This question asks how easy each household member feels it would be to change his/her occupation if he/she wanted to.

Question 26-30: These questions ask, for each of five aspects of household life, who it is in the household that normally makes the decision. **For these questions, it is especially important that each household member is asked the questions privately.**

Question 31-35: These questions ask, for each of five aspects of personal life, whether or not each household member feels like he/she can make his/her own personal decisions regarding these aspects of his/her life. **For these questions, it is especially important that each household member is asked the questions privately.**

Question 36: This question asks each household member, in general, how much control he/she feels he/she has in making decisions about their own personal welfare, health and body. **For these questions, it is especially important that each household member is asked the questions privately.**

Question 37: This question asks each household member where they go on their own. Note that this is different than where one *could* go on their own.

Section 14: Unorganized Modules

Purpose

This section includes different portions of the survey that are still drafts and have yet to be incorporated into the rest of the survey.

Community Participation

Purpose

The purpose of this section is learn about the different organizations in which each household member participates.

Respondents

Each household member should respond about his/her own participation. A separate sheet is required for each household member.

INSTRUCTIONS

Household ID number of member: Record the household ID number of the household member for whom the following questions were answered.

Question 1: This question asks for a list of all social, political, and religious organizations to which the household member belongs. Report both the name of the organization and the organization's ID number, which can be found in the "Social and Political Groups" section of the village survey.

Question 2: This question asks whether or not the household member attended the previous village assembly meeting.

Question 3: If the household member did attend the village assembly meeting, this question asks whether or not he/she spoke about any issue at the meeting.

Question 4: If the household member spoke at the previous village assembly meeting, this question asks about which issues he/she spoke. Use the codes located at the right of the page, and list all that apply.

Question 5: This question asks whether or not the household member voted in the previous elections.

Comment [d72]: Note that this is already asked for the THP version in the empowerment section

Question 6: If the household member did vote in the previous elections, this question asks for whom he/she voted.

Comment [d73]: Is this too personal a question. What elections are we talking about – the district assembly? Regardless, we should specify.

Question 7: This question asks how well the household member feels their current representative is doing?

Comment [d74]: Which representative?

Question 8: This question asks how much does the household member think being a member of the various organizations listed in question 1 benefits him/herself.

Question 9: This questions asks what the household member feels is the most important benefit about being a member of these groups.

Comment [d75]: Should these questions be moved forward – perhaps until right after question 1?

Plot Structures

Purpose
The purpose of this section is to learn about all the buildings and other structures that are on each of the plots (farms) that the household owns or uses.

Definitions
Structure: Any permanent entity that has been built or constructed such as a building.

Respondents
For each plot, the respondent should be the primary user of that plot.

INSTRUCTIONS
Farm Number:

Question 1: This question asks for the size of this plot. Use the units given in the question.

Question 2: This question asks how much each plot would be worth if it were sold right now with all the structures on it.

Question 3: This question asks how much each plot would be worth if it were sold right now without any of the structures on it.

Question 4: This question asks how many buildings or structures are currently on each plot.

Question 5: This question asks what types of buildings or structures are currently on each plot.

Comment [d76]: Need codes.

Question 6: This question asks whether or not, in the past 2 years, any household member has made any improvements to any of the buildings or structures on each plot.

Question 7: This question asks, if so, what type of improvements were made. List all codes that apply.

Comment [d77]: Need codes.

Question 8: This question asks, if improvements were made in the last two years, whether or not any member of the household paid anyone to make the improvements for each plot. Payments could either be in cash or in kind.

Question 9: If someone was paid to make the improvements, this question asks who the person was and what their village ID number is (see village roster). If the person is not a member of the village, code “NV.”

Question 10: This question asks the total amount that this person was paid to make the improvements for each plot over the past two years.

Question 11: This question asks whether or not a household member or someone else worked for free to make the improvements in the past two years for each plot..

Question 12: If so, this question asks how many days in total did those who worked for free work on the improvements for each plot over the past two years?

Question 13: This question asks, for each plot, how much in total was spent on all improvements made to the structures in the last two years for everything else except the paid labor asked about in questions 8-10.

Digit Span

Purpose
The purpose of this section is to evaluate the recall abilities of children ages 5-12 within each household.

Respondents
The respondent should be each child ages 5-12 within the household. **Each child should be questioned without any other children present and with no assistance from any other household member. A separate module should be filled out for each child.**

INSTRUCTIONS
The instructions below need to be followed exactly. Read and understand them completely before administering the test.

Record the child's name and household ID number at the top of the first page.

General instructions:

(1) Read each digit span only once at an even rate of one digit per second.
(2) Read Part A of a question; pause for response, then score.
(3) Read Part B of a question; pause for response; then score.
(4) If child does not respond after reading the question, do not encourage further.
(5) Stop when child misses Part A and Part B of any one question.
(6) To be scored as "correct", no digits may be omitted or be in reversed order.

Part 1: Digits forward

Read outloud to child: "I can only read these instructions to you one time. I cannot repeat them. I am going to say some numbers. Listen carefully, and when I am through, say them right after me"

Question 0: Record the exact time to the second after saying the directions above.

Questions 1-8: Say “ready.” Then read part (a) to the child at a rate of one digit per second and wait for the child to repeat the digits back to you. If the child repeats the numbers correctly, mark a 1, otherwise mark a zero. Then read part (b) to the child at a rate of one digit per second and wait for the child to repeat the digits back to you. If the child repeats the numbers correctly, mark a 1, otherwise mark a zero.

If you marked a “0” for both parts (a) and (b), go to Part 2. Otherwise, continue to the next question.

Part 2: Digits Backward

Read outloud to child: "Now, I am going to say some more numbers, but this time when I stop, I want you to say them backward. For example, If I say 9-2-7, what would you say?"

If child says "7-2-9", say: "That's right. Let's go on with the rest of the numbers"

If child does not say "7-2-9", say: "No, you would say 7-2-9. I said 9-2-7, so to say it backwards you would say 7-2-9. Now try these numbers. Remember to say them backward."

Questions 9-15: Say “ready.” Then read part (a) to the child at a rate of one digit per second and wait for the child to repeat the digits back to you. If the child repeats the numbers backwards exactly as marked in the “answer” column, mark a 1, otherwise mark a zero. Then read part (b) to the child at a rate of one digit per second and wait for the child to repeat the digits in reverse order back to you. If the child repeats the numbers exactly as marked in the “answer” column, mark a 1, otherwise mark a zero.

If you marked a “0” for both parts (a) and (b), go to question 16. Otherwise, continue to the next question.

Question 16: Record the exact time to the second that the test ends.

Raven’s Pattern Cognitive Assessment

<u>Purpose</u>
The purpose of this section is to evaluate the ability of all children ages 5-12 in the household to recognize patterns.

<u>Respondents</u>
The respondent should be each child ages 5-12 within the household. **Each child should be questioned without any other children present and with no assistance from any other household member. A separate module should be filled out for each child.**

INSTRUCTIONS
The instructions below need to be followed exactly. Read and understand them completely before administering the test.

Record the child's name and household ID number at the top of the first page.

Show the child the first page (EK0) and then point to shape d.

Then go on to page 2/7. Record the child's name and household ID number at the top of the page. Then show the picture below (EK1) to the child and have them point to one of the shapes labeled (a) – (f). Record which shape they pointed to for EK1.

Then show the picture (EK2) to the child and have them point to one of the shapes labeled (a) – (f). Record which shape they pointed to for EK2.

Repeat this process for pages 3 – 7 (questions EK3-EK12).

Do not at any point during the test indicate to the child whether or not their response was correct.

End of Survey

At the end of the interview for the last visit (that is, the 11th visit) you should express your gratitude to the household interviewed before leaving. Thank them for their co-operation and assistance.

Also inform them that you will return for re-interviews if you detect that some responses given you are inconsistent or wrong.