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&

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EGC/ISSER
SOCIO-ECONOMIC PANEL SURVEY

-Baseline Survey 2009

INTERVIEWER'S MANUAL

HOUSEHOLD SURVEY

October, 2009

Table of Contents

Part 1: Field Preparations **1**
1. Introduction 1
1.1 Objectives of the Survey 1
1.2 *Question*naire 1
1.3 Organization of the Survey 2
2. Interviewer's Task 2
2.1 Checking the Completed *Question*naire 3
2.2 Relations with the Supervisor 3
2.3 *Question*s Rejected by the Data Entry System 3
3. Interviewing Procedures 3
3.1 Arrival in the Community 3
3.2 Finding the Address 4
3.3 Contacting the Respondents 4
3.4 Explanation of the Survey 4
3.5 Use of Interpreters 4
3.6 Filling out the Survey Information Sheet 5
3.7 The Interview 5
3.8 Completing the *Question*naire 7
Using Garmin GPS60 **8**
1. **SETUP** **8**
2. Survey Work **8**
3. Uploading Data to the Laptop **11**
Part 2: The Household *Question*naire **12**
General Instructions for Filling out the Questionnaire 12
SECTION 1: HOUSEHOLD BACKGROUND 1
Purpose 1
Part A: Consent Form 2
Part B1: Future Contact Information; Questions 1 to 5. 2
Part C: Checklist of completed modules 4
Part D: Individual Questionnaire 6
Background Information 6
(i) Main Paid Occupation During the Last 7 Days 10
(ii) Characteristics of secondary occupation during the last 7 days 11
(iii) Non-employees during the last 7 days 12
Part F: Education 12
(i) General education 12
(ii) Educational career 15
(iii) Literacy and apprenticeships 16
Part E: Migration 17
(i) Immigration 18
(ii) Emigration 18
SECTION 2: NON-RESIDENT RELATIVES AND NON-RESIDENT SPOUSES 20
Part B: Absent Spouses 22
SECTION 3: HOUSEHOLD ASSETS 24

Purpose 24
Part A: Farm Assets 24
(i) Animals in the Household 24
(ii) Tools 24
(iii) Durable Goods 25
Part B: Financial Assets 25
(i) Borrowing 25
(ii) Lending 26
(iii) Out Transfers 27
(iv) In Transfers 28
(v) Savings 29
SECTION 4: HOUSEHOLD PRODUCTION 30
Purpose 30
Definitions 30
Part A: Land Information 30
(i) Background characteristics 31
(ii) Size 31
(iii) Fallow, Soil type, Irrigation 32
(iv) Investment, Ownership and Rental 33
(iv) Crops 35
(v) Chemical inputs and Seeds 37
(vi) Labor inputs 40
Part B: Crop Sales and Storage 46
(i) Revenues from Crop Production 46
(ii) Crop Stores 47
SECTION 5: NON-FARM ENTERPRISES 1
Purpose 1
Respondent 1
Definitions 1
Part A: Basic Information 2
Instructions 4
Part B: Information about Employees 6
(i) information for all enterprises 6
(ii) four most important employees 7
(iii) enterprise operating last 1 month 7
(iv) enterprise operating typically 8
Part C: Accounting – General Enterprise 8
Part D: Accounting – Trade/Wholesale Enterprise 10
Part E: Accounting – Food Enterprise 10
Part F: Service Enterprise 11
SECTION 6: HOUSEHOLD HEALTH 1
Part A: Insurance 1
Part B: Anthropometry 3
Part C: Immunization 4
Part D: Activities of Daily Living 6

Part E: Miscellaneous Health 6
Record Member ID 6
Part F: Health in the Past 2 Weeks 7
SECTION 7: WOMEN'S HEALTH 11
Part A: Fertility 11
Part B: Reproductive Health 13
Part C: Power 15
SECTION 8: MEN'S HEALTH 17
Part A: Reproductive Health 17
Part B: Power 18
SECTION 9: CHILDREN 21
Part A: Young Child Health 21
Part B: Digit Span Test 22
Part C: Raven's Pattern Cognitive Assessment 23
Part D (i): Maths Questions 23
Part E (ii): English Reading Questions 23
SECTION 10: PSYCHOLOGY AND SOCIAL NETWORKING 24
Part A: Psychology 24
vi. Time Use 28
Part B: Big 5 Personality Questions 29
Part C: Social Networking 30
Part D: Information Seeking 30
SECTION 11: CONSUMPTION MODULE 33
Part A: Food Items Consumed 33
Part B: Clothing and Footwear: Annual Purchases in the last 12 months 33
Part C: Expenditure on Other Items in the last 12 months 33
Part D: Fuel Used in the last 12 months 33
SECTION 12: HOUSING 34
Part A: Housing Characteristics 34
Part B: House Property 37

Part 1: Field Preparations

1. Introduction

The EGC/ISSER socio-economic panel household survey 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 or 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 *Question*naire

The EGC panel survey is comprised of a community census, a community *Question*naire, and a household *Question*naire. Features of the *Question*naire and precautions that have been taken to ensure that good quality data are collected and processed without delay include the following:

- The *Question*naire is almost entirely pre-coded. This obviously eliminates the very slow and tedious coding process, which is often liable to various types of errors.
- 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 three interviewers. The senior interviewer will stand by for emergency relief.

Specific skips have been used in the *Question*naire listed directly under the answer and enclosed within brackets e.g. (>> 6).

The *Question*naire will be printed in two parts.

1.3 Organization of the Survey

The panel survey is being conducted by a Project Directorate which is assisted by Project Implementation Committee and a staff of technical officers, and some data collection and entry teams based at the Economic Growth Center, Yale University and ISSER, University of Ghana, Legon.

Field Teams

The team for the field work is made up of a Supervisor, Senior Interviewer and Enumerators. 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 *Question*naires and the collection of the GPS data points, 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.

The data capture staff is responsible for entering the data collected from the field onto a computer based template designed for the purpose.

The driver drives the team from the regional/district offices to the rural enumeration areas where the survey is being carried out. In urban communities, interviewers will be provided with transport to the EAs where they work.

The specifics of these and other responsibilities of the survey team shall be determined by the Supervisor, in general consultation with the Project Directorate.

2. Interviewer's Task

The role of an interviewer is crucial to the survey. The quality of the data to be collected will be determined by the quality of interviewers' work. The interviewers should keep in constant touch with their supervisor and inform him of any problems they encounter in their work in the field.

The Supervisor, on his part, will provide the interviewers with all the necessary materials and instructions and will also collect and check the work of the interviewers and helps them solve any problems that may arise.

The principal task of the interviewers therefore is to conduct at least 5 interviews per day with households during the survey period. Interviewers must follow strictly all instructions contained in this manual. Read all *Question*s exactly as they appear in the *Question*naire.

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

- Household *Question*naires
- Calculator
- Briefcase/satchel
- Instruction Manual
- Note Pad
- Led pencils and erasers
- Tape measure
- Scale
- Identification card, which identifies them as a temporary employees of ISSER.

2.1 Checking the Completed *Question*naire

After finishing each interview, the interviewer must verify that all the sections have been filled out correctly and legibly. The interviewer must make sure that s/he has recorded the required information for the entire household members indicated in each section.

This must be done immediately after the interview before s/he hand in the *Question*naires to the supervisor and, most importantly, before leaving the EAs.

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

2.2 Relations with the Supervisor

Interviewers should always follow the advice given to them by their supervisor who is the representative of the Project Directorate at the regional level. The supervisor will assign them work at the beginning of each cycle of the survey. In order to satisfy himself/herself that the interviewers' work is up to standard, the supervisor will carry out the following checks in the field. The supervisor will;

- Examine in detail all *Question*naires filled out by the interviewer to verify that each interview has been carried out properly and in full.
- Make random visits to some of the households that the interviewer has already interviewed to make sure that s/he went to the correct addresses.
- Observe three of the interviews per interviewer in a cycle to evaluate the method of asking *Question*s. The interviewer will not be informed in advance.
- Discuss the interviewer work with him/her each day and will also make regular reports to the Project Directorate on the interviewer's performance in the field.

The supervisor is the link between the interviewers and the survey organization. Just as the interviewers will receive instructions from him/her, they must inform him of any difficulties or problems that they encounter. For instance, if they do not understand a procedure or the meaning of a *Question* in the *Question*naire, they should ask the supervisor for an explanation.

2.3 *Question*s Rejected by the Data Entry System

The questionnaires will also be reviewed by the data entry applications, which will carry out checks on the answers to various *Question*s, parts and sections of the *Question*naire.

The data entry operator will enter the data in two stages.

After reviewing the data entry print-outs, the supervisor will circle in red ink all the answers in the *Question*naire that were rejected by the data entry programme and return the *Question*naire (if necessary) to the interviewer. The interviewer should resolve these problems in consultation with the supervisor immediately.

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 *Question*naire 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. Particularly, the survey team shall be supplied with map spotting sheets and form to facilitate the location of respondents. The use of the form for this purpose also imply that enumerators, through the Supervisor, shall be required to update information on the map spotting sheets and forms for future use.

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.

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 ISSER. You should automatically show your interviewer's card in all cases.

You must explain that:

- 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. EMPHASIZE CONFIDENTIALITY
- The survey will be done in stages, each interview taking 3 day interval.

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 *Question*s.

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 *Question*s are confidential.

You should be aware that in either cases 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 *Question*s, 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 that 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 *Question*naire.

3.6 Filling out the Survey Information Sheet

The SURVEY INFORMATION SHEET covers the first two pages of the *Question*naire. 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 beforehand 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 *Question*s, and indicate whether an interpreter was used or not.

Continuation Questionnaire

The household *Question*naire has enough space for only 10 members for the relevant age ranges. If your household consists of more than 10 members for a given age range, you will need a CONTINUATION *QUESTION*NAIRE. This *Question*naire is just the PART A *Question*naire, containing the household Roster (section 1) plus sections 2, 6, 7, 8 and 9.

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

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 *Question*s exactly in the form in which they appear on the *Question*naire. The *Question*naire should be filled during the interview. You must not record the answers on scraps of paper with the intention of transferring

to the *Question*naire 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 *Question*s 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, albeit tactfully.

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 *Question*s or about the kind of answer he is likely to give. Your most important task is to read the *Question*s exactly as they are written in the *Question*naire.

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 *Question*s 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 6, 7, and 8 which asks *Question*s concerning fertility, pregnancies and birth control)
- Agriculture and Assets (section 3 and 4 where *Question*s on assets and income generated from agricultural activities would be asked.)
- Non-Farm Enterprises (section 5 where *Question*s on income and assets these enterprises will be asked.)
- Income Transfers and miscellaneous income and expenditure (section 3).
- Assets and Credits (section 3).

When you get to these sections you should explain to the respondents that some *Question*s 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 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 *Question*s, and then say something like "you have heard some of the *Question*s. 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 two hours. 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 *Question*naire

The *Question*naire 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 *Question*naire will be completed by the teams as follows:

After the Interview

After each visit to the household, you must fill out the "summary of the survey result" page of the *Question*naire (see Part 1C, check list of completed modules). For each visit you should show the date on which you asked the *Question*s and outcome. COMPLETE means all the appropriate *Question*s were asked of all the persons concerned. PARTIAL means that the *Question*s 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 4 (if the household is not engaged in any agricultural activities) and section 5 (if the household is not engaged in any non-farm enterprises).

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 *Question*s, 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.

3.9 GPS Data Collection: Using Garmin GPS60

Each survey team shall be supplied with GPS instruments for the collection of geographic information of households and communities in this survey. Key information to be collected using the GPS units are:

1. Location of household housing units;
2. Estimation of test plot sizes;
3. Location of community facilities including sources of water, hospital/ clinic and other health facilities, processing centres, bus stops, regional, district and community markets, etc.

Using Garmin GPS60

1. **SETUP**

From the Main Menu:

- in the Setup page, under "Units",
    - Position format should be hddd°mm.mmm'
    - Map datum should be WGS 84
    - Distance/Speed should be Metric
    - Elevation should be Meters (m/min)
    - Depth should be Meters
- in the Tracks page, under "setup"
    - Recording Method should be "distance"
    - Interval should be 0.01

Unit needs two **AA batteries** which will run out quite frequently. Be sure to use with GPS off when not trying to track location (i.e. when adjusting settings, when getting to know the features or when uploading data onto computer).

→ to use Garmin with GPS off: turn Garmin on, you will be on *Acquiring Satellites Page* press Menu > use with GPS off > Enter

2. Survey Work

To calibrate with satellites, stand outside and turn GPS on, will take up to 5 minutes to acquire Satellite signals.

We will use two functions of the Garmin:

1.) **Waypoints**: to mark the location of public utilities and buildings such as schools, health facilities, water points, and the location of households.
    a. To mark a waypoint, you must be connected to satellites and standing in the location of the point you wish to mark
    b. From *Satellites Page*, press Mark
    c. Move the cursor to the number (e.g. 012) and press enter.
    d. Use the cursor to move to letters on the keypad that appears, press enter to register a letter.
    e. Type in the identifying information for this feature (Using this procedure; Type "C" to indicate it is a community measurement, then **3 digit EA serial number** followed by the **two digit facility type serial number** from **table 1** on next page and then add **2 digit facility serial number**). In the next row where you have the **Description box,** you write the name of the community. This is illustrated below;

[C EA Facility Type Facility Number]
C = Community
EA = Three digit EA serial number
Facility Type = Two digit facility type number
Facility Number = Two digit facility serial number

For example, **C0350601** stands for EA (035), school (06) facility number [school] (01) which means school number 1 in EA 035. **If the facility is a household location, do not precede the file name with "C"; instead start the file name with "H", then the 3 digit EA number followed by the household number e.g.** H**03507** means household number 47 in EA number 035.

HOUSEHOLD
[H EA HH Number] where
H = Household
EA = Three digit EA serial number
HH Number = Two digit household number

f. Move the cursor to "OK" to record the change.
g. If you don't want to record a change because you made an error, hit "Quit" to go back to waypoint menu.
h. Record the GPS coordinates of the feature in the appropriate spot in the Community or Household Survey as well.

Table 1: Facility Codes

Facility Serial Number	Facility Name	Facility	
		Code	Type
01	Bus Stop	01	Transportation Facilities
02	Lorry Station/Park		
03	Train Station		
04	Other		
05	Rubbish Dump	02	Public Sanitation Facilities
06	Bath House		
07	WC Toilet		
08	KVIP/VIP		
09	Pit Latin		
10	Other		
11	Hand Dug Well (Protected)	03	Public Water Facilities
12	Hand Dug Well (Unprotected)		
13	Borehole		
14	Standpipe		
15	River/Lake		
16	Tank		
19	Other		
	Market	04	Market
	Health Facilities	05	Health
	Schools	06	Education
	Financial Institutions	07	Financial
	Agricultural seed store	08	Agriculture

2) **Tracks**: This will be used basically to mark down locations, shapes and areas of test plots.
   a. start at the corner of the test plot/EA whose area you want to record
   b. press the Page button until you get to the *Main Menu*
   c. move the cursor to *Tracks* and press Enter
   d. highlight clear and press the enter key
   e. when asked if you really want to delete the log, highlight yes and press enter. This procedure only clears the current log to begin recording a new plot – it does not delete any saved track files
   f. to begin area calculation, press Mark button, then Avg, Enter and count till 30, then save (Enter), then OK again(this will take you to the satellite interface).
   g. Start to walk around the area (test plot or EA), stopping at every corner and marking the point at the corner following the steps in "f" above until you get to the point where you started. Remember to mark at this last point again.
   h. Saving the GPS Track Measurements: type TP (Test plot) followed by the 3 digit EA number and the 2 digit Test Plot number;

      [TP EA TPSNo] where

      TP = Test Plot
      EA = Three digit EA serial number
      TPSNo = Two Digit Test Plot Serial Number

      *If all the respondent know the first/main test plot in the community/EA, we measure only 1 test plots in the community/EA. However, if some respondents are not familiar with the first/main test plot such as the school football pitch, then a similar area would be shown to them and measured. In this case, we will then add 02 as the serial number of the second test plot and 03 as the serial number of the third test plot to the three digits EA serial number to differentiate one test plot from the other. E.g. TP03501 means test plot 01 in EA number 035. In the next row where you have the **Description box,** you write the name of the EA.

      To save the area of an EA, type EAB (Enumeration Area Boundary), then the 3 digit EA serial number. E.g. EAB004 means the boundary of EA serial number 004. In the next row where you have the **Description box,** you write the name of the EA. However if walking round the EA is not possible, fill in the coordinates for the key boundary points and save as follows; type EAB, then the 3 digit serial number of the EA and then the serial numbers of the boundary points e.g. **EAB01001** means EA serial number 010, boundary point 01. **EAB01002** means EA serial number 010, boundary point 02 etc. In the next row where you have the **Description box,** you write the name of the point.

   i. move the cursor to MAP and press enter to examine the map of the plot you have just made. Ensure that the plot map looks similar to the plot itself, and that plot is one contiguous area. With poor satellite reception, the recording can be incorrect. For example, here are two maps of the same area, one done properly, the other when conditions were poor.

      If the map looks like the second of these pictures, delete the track and start over with step (a). If this happens twice, use the backup option below.
   j. if the map of the (test) plot looks satisfactory, record the area of the (test) plot in the questionnaire.
   k. the Garmin will only record 20 track logs, so it is important that the data from the receiver be uploaded to the laptop regularly.

BACKUP OPTION for poor conditions: the idea is to mark waypoints at the corners of the plot instead of making a track

a. Start at one corner of the plot. On the satellites page, press mark. Move the cursor to AVG and press enter – stand for a few minutes while the receiver records its location multiple times to increase accuracy. Try to get the estimated accuracy down to at most 7m. When that occurs, press enter to save the location. Move the cursor to the number (e.g. 012) and press enter. Type in the identifying information for that corner (e.g., EA035H47P3A for the (A) corner of EA 035, Household 47, Plot 3). Write down the coordinates of this corner of the plot.
b. Move to the next corner of the plot, and repeat (a) – this time marking the waypoint as, e.g. EA035H47P3B.
c. Move to the remaining corners of the plot and repeat a and b until all the corners of the plot have been marked.
d. It will not be possible for you to calculate the area of this plot; it will be done in the office.

3. Uploading Data to the Laptop

Setup: The laptop must have ArcGIS, ArcInfo or ArcMap installed. DownFirst, download "DNR" Garmin from http://www.dnr.state.mn.us/mis/gis/tools/arcview/extensions/DNRGarmin/DNRGarmin.html

After downloading and installing the program, open ArcMap and activate the DNR toolbar in your ArcMap by going to View→Toolbars→DNR Garmin toolbar

Use:

- Open DNR, plug USB cord into the Garmin Device & into the back of the computer (use USB on main computer hard drive console for best results)

- Hook up the Garmin unit to the computer, turn it on, and run the program. DNR Garmin should determine that you have a GPS connected; if it doesn't, go to the GPS menu, and make sure the right port is selected. Once the GPS is recognized by the program, you can go to the Waypoint, Track or Route menu to Upload data from your GPS.

- For your purposes, you want Tracks and Waypoints. To download each, go to the Track and Waypoint tabs at the top of the screen individually and select 'Download'. *Note: You cannot download one or the other and then merely select the other on top and have your data automatically converted (i.e. you cannot download tracks, and then click 'waypoint' at the top of the screen and have all of your data from the same table automatically converted). You will have to download each on its own.

TRACKS:

- When you download your tracks from your Garmin unit, you will see that the beginning of each new track will be highlighted in light blue (each line is not a track, but rather, a point—a collection of points create the entire track, which should represent one of the plots that you measured)
- You will have saved each plot as a different IDENT in your Garmin unit, so that will help differentiate them in the table as well, along with the rows highlighted in blue.
- You want to save *each track* (each set of rows with the same IDENT) as a *separate polygon*:
    - Highlight all of the rows in the track/plot.
    - Go to File→Save To→ArcMap→Shapefile Layer
    - Make sure you are saving this as a projected file (normal latitude/longitude). You will see this in the tab at the bottom of the 'Save' window beneath where you will type the name of the file. It should be an "ArcView Projected File-- .shp". An unprojected file is another defined coordinate plane, which you do not want.
    - Save each plot's shapefile layer as the IDENT that the plot had in your Garmin unit (and in the table in DNR Garmin). This will make it easier to tell them apart once all of the shapefile layers are in your ArcMap document (**basically it is very important that you do everything you can to differentiate the plots from each other in ArcMap)

- Select 'Polygon' for each track—each time you save a new track, a new polygon will show up in your ArcMap document. Sometimes you will need to zoom out very far to be able to see all of the plots; make sure you do this before assuming that the polygon did not save to your ArcMap file.
- Once each polygon shows up in ArcMap, make sure that they are all different colors. You can do this by going to the bar on the left of the screen with a list of all of the layers in your document, right clicking on the name of the layer you are trying to 'edit', selecting Properties, selecting Symbology, and then clicking on colored rectangle to choose another color. You will see under the options section to the right of the box that there is a scroll down menu for "fill color" which you can select, and proceed to select "more colors" – therefore, there should be enough colors to make every plot different.

WAYPOINTS

- Once you have downloaded the set of waypoints from the DNR Garmin, you should notice that each has a different IDENT.
- Go to File→Save To→ArcMap
- Save as a projected file (normal latitude and longitude, just like the Tracks)
- Select 'Point' rather than 'Polygon' for this—(it should be the case that you can only save Waypoints as a point file)
- You want this to be saved to the same ArcMap file with all of your plot polygons on it as well
- You will see the points appear with your polygons from each track
- In order to have the labels appear so you know which Waypoint is which location, right click on the shapefile layer that corresponds with the Waypoints you downloaded, click on Properties, select Labeling, and check the box that says label the points in this layer. Select 'IDENT' so that the IDs that you chose will be what appears beside each point on the screen.

Clear the data: after it is confirmed that all of the data from the receiver has been uploaded to the laptop, delete the data from the receiver.

1. Press the Page key until the Trip Computer page is displayed.
2. Press the MENU key.
3. With Reset… selected, press the ENTR key.
4. Use the Rocker key to highlight Select All.
5. Press the ENTR key.
6. Use the Rocker key to highlight Apply.
7. Press the ENTR key.
8. To confirm, use the Rocker key to highlight OK.
9. Press the ENTR key.
10. The device deletes the old track data and returns to the Trip Computer page.
11. Pressing the Page key, flip through the pages until you come back to the Satellite Page.

Part 2: The Household *Question*naire

General Instructions for Filling out the Questionnaire

There are a number of basic principles that the interviewer must observe throughout the *Question*naire.

1. *Question*s must be read to the respondent just as they are written in the *Question*naire. Read all *Question*s 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 *Question*naire are pre-coded. You must write only the code corresponding to the answer given by the respondent in the appropriate box or column circle the appropriate response. 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 *Question*s 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

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 *Question*naire.

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 *Question*naire.

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 *Question*s 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.

11. For all *Question*s pertaining to money or value, please write the response in GHC (new Ghana cedis).

Data Entry

The data will be entered directly from the *Question*naire. Everything that you write on the *Question*naire will be entered in the computer straight away. Notes, explanations and calculations should be written onto the *Question*naire 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: 25 Ghana cedis

So in the box or column just write 25 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 *Question*s 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 *Question*s (for example, there should be blank rows for all the men in the women's health section).

SECTION 1: HOUSEHOLD BACKGROUND

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.

Respondent

For most parts of this section especially the consent form, future contact details and 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.

In the other parts of the section, other members of the household can help to answer questions by adding information or details especially when the questions are about them. Other knowledgeable household members may provide the information

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 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.

6. 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.
7. A lodger (or percher) who has stayed with the household for a period of 6 months or more and shares the same cooking and housekeeping arrangement with the household should in this sense be regarded as a member of the household. This should be the case even if the individual expresses an intention to leave soon or in the future.

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 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: Consent Form

The consent form must be read to the respondent chosen (as well as other household members) and the respondent and enumerator must sign and date the bottom to make sure that the respondent understands the nature, purpose, and confidentiality of his or her responses. If the potential respondent objects to the interview, he/she may refuse to sign/thumbprint, in which case the household wil be replaced.

Part B1: Future Contact Information; Questions 1 to 5.

The following two steps is helpful in recording the future contact details of the household in the even they move away from their current place of residence:

<u>First Step:</u>

As the household will be followed (interviewed) over many years, the respondent must be asked for two main contacts who would know the whereabout of the household in the event that the household interviewed leaves the village. Questions 1-5 require the household to provide the (Q1) names of two people, (Q2) their relationship to the household head or any other member, (Q3) their current place of residence, (Q4) phone numbers and (Q5) the contact addreesses of these two people including land marks, street numbers, etc. The

future contact information must be filled with the greatest care. Please write answers that are as specific as possible, as finding the respondents will be of utmost importance to the success of our work.

Part B2: Household Roster; Questions 6 to 11

The household roster is of utmost importance. Many questions such as those related to education, health, employment, migration etc are linked to the household roster. The Household Roster must therefore be completed with the greatest attention to detail. This would ensure that, the household members listed in the roster are linked to all relevant sections of the questionnaire and hence, the quality of the data being collected.

Question 6: The respondent is asked to give you the names of all the members of the household per the definition provided above. 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 spouse 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;

Name
Full Name: Write in the space provided under **"Name"** in 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 distinguished 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).

Question 7: Sex
Against each name you must show the sex of the person. 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.

Question 8: Age
Age is to be recorded in complete years; from 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. If the person does not still know after adequate probing, code DK. Code 0 if age is less than 1.

Question 9: Relationship to household head
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.

Question 10: Marital status
Record the marital status of each of the household members listed and who are aged 12 years or above. An individual's marital status should be one of the following: never married, consensual union, married, separated, divorced or widowed.

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. Separated status arises where the individual lives away from the spouse, especially on account of problems/difficulties in the marriage, though the marriage is not formally dissolved.

Question 11: Current Cell Phone Number
The current cell phone number is to be recorded for each member of the household who has one; this will be important as you might need to call members to verify or arrange their individual interviews.

Part B3: consent for all household members 26 and younger to respond to section 9
This sub-part asks about the names and household IDs of household members who are aged 26 or younger to respond to section 9, the children module. In addition to the names and member IDs, those who can sign or thumbprint should do so to indicate their consent for the purposes of responding to section 9. The household head or his representative may sign or thumbprint fot those members in this age group who may be too young to understand why they should sign or thumbprint to indicate their consent.

Part C: Checklist of completed modules
In order to keep track of each module (section) of the survey, we ask that you fill out Part C very carefully. The modules can be grouped in the following ways:

(i) *Household Specific Modules:*

Question 1: using the information from row 1, ask the respondent who is the most knowledgeable about certain subjects, such as land holdings, savings accounts, and durables (Assets Section) or how much of each food item the household consumes (Consumption Section)

*Question*s 2 and 3 ask you to record the name and ID of the household member who can best answer *Question*s described above

Question 4 asks you to schedule a date with that person in which the interview can take place.

Question 5 asks for you to record the date and your initials once that module has been COMPLETED.

(ii) *Limited Respondent Modules*

We would like you to ask the *Question*s in the psychology section (Section 10) to the Head of the household, spouse, and one randomly chosen individual. Please roll 2 dice and add up the numbers to get the individual ID number of the randomly chosen respondent. if the sum of dice equals that of the spouses, or is higher than the number of HH members, roll again.

Question 6-8: as with above, please record the ID, name, and date for the interview

Question 9: When you have completed the psych module for each person, date and sign the box.

(iii) *Adult Female Modules*

please schedule an interview with each adult female (an adult is someone who has reached menarche or is married) in the house and get some basic information about the number of children and age range of these children that the woman has

Question 10-11: Please record the ID number and date of interview with the adult female (section 1, 5, and 8 where applicable)

Question 12: This question asks about the number of young children aged younger than 5 years of an adult female. If the woman has children younger than 5 years, be sure to have her answer the young child health module (Part A of Section 9), initial and date once completed.

Question 13: This question asks about the number of children aged 5-15 years of an adult female. If the woman has children aged 5-15 make sure that those children are also given parts B-C in section 9. Initial and date once completed

Question 14: This question asks if the fertility module [Women's Health (Section 7)] is completed

Question 15: This question asks if the young child health module [children module (Section 9A)] is completed

Question 16: This question asks if the fertility module [Women's Health (Section 7)] is completed

Question 17: This question asks if the individual Questionnaire (Section 1) is completed for the adult woman

Question 18: This question asks if the Non-farm Enterprise *Questionnaire*s (Section 5, wherever applicable) is completed for the adult woman not in questionnaire

Question 19: This question asks if the women health module (Section 7) is completed for the adult woman

Question 20: This question asks if the children module (Section 9) is completed for the adult woman

Question 21-22: Please record the ID number and date of interview with the adult male (section 1, 5, and 8 where applicable)

Question 23: This question asks if the individual questionnaire (Section 1) is completed for the adult male

Question 24: This question asks if the mean's health module (Section 8) is completed for the adult male

Question 25: This question asks if the individual questionnaire (Section 5) is completed for the adult male

Part D: Individual Questionnaire

Purpose
This part is designed to collect information on an individual level

Background Information

Purpose
The purpose of this part is to learn background information about the person in the household being interviewed so that we can contextualize the rest of the information gathered in the part.

Respondents
The respondent is someone in the household. Ideally the respondent should be the person on whom the information is being sought (except young children) or the most knowledgeable person in the household who can provide information on the issues in this part of the questionnaire about the other household members.

INSTRUCTIONS
Answer all *Question*s as they relate to respondent**

The household member ID of each respondent from the roster are numbered serially from 1 to 10. Record the information about every household member as required in the each column. If there are more than 10 household members, please continue in the supplementary answer booklet.

Question 1: Please indicate whether the respondent is male or female

Question 2: It is important to specify the relationship of the respondent/household member to the head of the household as to contextualize the answers given and observe the distribution of information, resources, etc. within the household. Please choose from the codes given in the *Question*.

*Question*s 3 - 4: The exact date of birth and age are among the most important pieces of information for the survey. If the exact date of birth (*Question* 3) 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* 3. If a person does not know the day, month, year or either, code in its place `DK' for each entry box. Example, Akua Manu says she was born in June 1980. Code `DK' for "date" 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* 4. Cross check to ensure that the answers given for *Question*s 3 and 4 agree.

What to do when a person does not know his/her age
For such a person, use the following method to estimate his/her age:
Ask him/her to name any historical event (preferably a local one), which occurred around the time of his/her birth.

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. 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 + 52 (i.e. 6th March 1957 to October 2009) = 64 years.
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:
Ask her, at what age she had her first child.

Determine the age of her oldest child.
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.

Then use the information obtained from above to estimate her age.
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.

*Question*s 5 To 11 Refer To Persons Aged 12 Years or Older

Question 5: Please confirm that the respondent is 12 years old or above. If the respondent is younger than 12 years old, please skip to *Question* 12.

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: Please indicate if the spouse lives in the household.

Question 8: If the name of the spouse is listed in *the roster*, enter ID number. (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 *Question*naire. If a man has several wives, record the ID number for the first one only.

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

Question 10: Record the amount of money that the household contributed/received in brideprice/dowry for the FIRST marriage of (NAME) in CEDIS and PESAWAS.

Question 11: Record the year that (NAME) FIRST got married

Question 12: Record the amount of money that the household spent on EXPENSES for the FIRST marriage of (NAME) in CEDIS and PESAWAS.

Ask Question 13-22 of all Household Members

Question 13: Enter the household member's religious denomination. Choose from the codes given beneath the *Question*.

Question 14: 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 15: Record the nationality of (NAME).

Question 16: Enter the ETHNICITY of (NAME) if Ghanaian by birth. Please choose the code of the ethnic group given in *Question* 16 from the codebook.

Question 17: Asks if (NAME'S) father lives in the household. If the response is yes, the interviewer is expected to ask for and locate his name on the roster and record his ID in the entry boxes provided and then skip to question 20. If (NAME'S) father is dead or does not live in the household, please answer questions 18-19

Question 18: 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 19: The kind of work (NAME'S) father did "most of his life time" means the work he spends most of his time doing.

Question 20*:* Asks if the respondent's mother lives in the household. If yes, locate her name on the list and record her ID in the entry boxes provided and then skip to question 23. Mother here means biological mother, i.e. the woman who gave birth to the person in *Question*. If (NAME'S) mother is dead or does not live in the household, please answer questions 21-22

Question 21: 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 22: The kind of work (NAME'S) mother did "most of the 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 23 - 24: Asks whether or not Name has held a political office, and if so, the title of this office; and then, whether Name still hold this political office.

Question 25 - 26*:* Question asks whether or not Name has held a traditional/ village office, and if so, the title of this office; and then, whether Name still hold this traditional office.

Question 27: Write the exact number of months the respondent/household member was away from the household during the past 12 months. Ask respondent to be as specific as possible.

Question 28: If NAME has moved away from the household but still residing in the same EA, then record the household ID of NAME from the roster.

Question 29: Please indicate whether the respondent/household member is/was a member of another household while absent. This includes a single person household.

Question 30: Ask the respondent/household member to specify the reason for leaving the household. If the answer does not correspond with one of the given codes, select 'other' and write in the specific response.

Question 31 - 32*:* Record the name of the place and district where the respondent (NAME) moved to after he/she left the household. If the respondent moved out of Ghana, record the new country in *Question* 33.

Part E: Employment

Purpose

This part 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.

Respondents

This part 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 12 months 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 Paid Occupation and Secondary Paid Occupation: The main paid occupation is that on which most time was spent when the respondent has many jobs. The secondary paid occupation is that on which the person spent most time apart from the main paid occupation. For example, the current main paid occupation of a respondent/household member 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 as a paid manager of a taxi business is `secretary'. The person's secondary occupation is `manager'.

For instance, the main occupation for the last 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. The code of the industry the activity belongs to must be four digits.

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 period of seven consecutive days just before and including the day of the interview. For example, if the interview takes place on October 10, the interviewer should specify that it is the period between October 4 and October 10 inclusive that is being referred to.

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 are owned 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.

(i) Main Paid Occupation During the Last 7 Days

This part asks about the main paid occupation of the household member. Note that, the interest here in this sub-part is about paid employees and not self-employment. If there is no one household member who works as an employee, i.e. "No" to question "0", then the interview should continue in section 1Eii.

Purpose

This section is included in order to get a better understanding of the types of jobs people have and the wages and benefits they earn.

Respondents

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

Questions 1-5: Each of the *Question*s pertains to jobs that the respondent held over the past 7 days.

Question 6: How long (years and months) has (NAME) been carrying out this type of work?

Question 7: Record how many weeks out of the last year (52 weeks) that (NAME) has done this type of work. Then record how many hours per week (NAME) spent doing this type of work.

Question 8: Record how many days out of the LAST 7 DAYS (NAME) did this type of work. Then record how many hours per day (NAME) spent working on this type of work.

Question 9: For work in the last 7 days, has or will NAME received any money? If the response here is "No", then the respondent should skip to question 12

Question 10: Record the total amount of monetary payment (including bonuses, tips, commissions or allowances) and the unit that it is calculated in. For example, if NAME received 25 GHC for one week, record "25 GHC".

Question 11: Record the time period over which this payment was made or expected to be made.

Question 12: Were there any non-monetary payments (goods and/or services) for NAME's work? If the response is "No", skip to question 15

Question 13: What is the value (in money terms- cedis and pesewas) of the non-monetary forms of payment (payments in-kind) that NAME received?

Question 14: Record the time period over which this in kind payment was made or expected to be made.

Question 15: Does NAME have a written contract for the work that NAME is doing?

Question 16: Is there a formal union (a collective bargaining unit) for workers at NAME's place of work?

Questions 17-22: These *Question*s refer to on-the-job benefits that NAME may be entitled to as part of his/her conditions of work.

Questions 17: Does the contract entitle NAME to paid holidays?

Questions 18: Does the contract entitle NAME paid sick and/or Maternity (Paternity) leave?

Questions 19: Does the contract entitle NAME retirement benefits such as a pension for a long service to the company?

Questions 20: Are taxes automatically deducted from NAME's pay?

Questions 21: Does the contract entitle NAME to some form of subsidized health plan provided by NAME's employer (answer yes if a program exists, even if NAME has not enrolled in it).

Question 22-24: These *Question*s refer to the conditions of NAME's work: where does he/she work? How many people work alongside NAME?

Questions 25-29: These *Question*s refer to any training that NAME might have received for this occupation within the last 6 months. In the event of on-the-job training, how long did it last, who paid for it, were benefits taken away from NAME during this training period, and what is the value of the benefit given up?If NAME did not receive any training, skip to next section.

(ii) Characteristics of secondary occupation during the last 7 days

Answer if the respondent indicated that he/she currently has 2 or more paid jobs. This sub-section should be completed if section 1Ei question 1 is more than 1.

Questions 30-61: Refer to Part (i), as the *Question*s are the same, except they relate to NAME's SECONDARY paid occupation.

(iii) Non-employees during the last 7 days

Answer for household members who are currently NOT paid employees outside the household

Questions 63-68 : To get a sense of whether unemployment during the last 7 days was voluntary or unavoidable, ask a series of *Question*s about whether NAME has been available to work, if NAME has made an effort to work, what type of work NAME has sought out, and for how long NAME has been making efforts at finding work.

Question 69: What type of work did NAME do at his/her last job? Write the ISCO code for this in *Question* 70.

Question 71: Probe NAME to find out what circumstances, such as a high income or close proximity, would prompt NAME to seek out a job.

Question 72: What is the very lowest wage NAME would accept to work?

Part F: Education

Purpose

The part on education has three sub-parts: sub-part (i) is on the general educational background of the household members. Sub-part (ii) is on educational career while sub-part (iii) pertains to literacy and apprenticeships.

The objective of this part 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 last 12 months.

*Question*s are also asked to obtain information on the type of school (public or private) attended and the highest qualification achieved, including short training courses, as well as literacy and apprenticeships.

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 row at the top of each page.

(i) General education

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

Question 1: Record the identification number (ID) of the person actually interviewed

Question 2: This *Question* asks if the respondent has ever attended school.

Question 3*:* 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 above the question 1, labeled "GRADE LEVEL CODES."

Question 4*:* 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 out in SSS3, then highest qualification attained will be BECE.

The codes for the educational qualification are under Question 4.
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.

Question 5: This *Question* asks if the household member attended school anytime in the last 12 months. If the response here is no, the household member skips to Part F ii

Question 6*:* This asks whether or not (NAME) is currently in school.

Questions 7 *to* 8: These *Question*s 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 (whether religious or non-religious institution).

Question 9*:* 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 10*:* This is intended to capture the total time the respondent attended class in the last 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 11*:* 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 12*:* This *Question* captures the total time (NAME) uses in doing his/her homework/assignment given at school or home and will be supervised (i.e. 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 13 - 20*:* This set of *Question*s 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 GH¢10 and GH¢20, or between GH¢5 and GH¢10, 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* 21. 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, GH¢8.75 for transportation to school, and nothing for board or lodging. For the remainder (uniforms, books, school supplies and fees) the outlay was GH¢30 cedis but the respondent does not know how to break down the amount among the various headings and gave GH¢2.70 cedis as an in kind expense to name's teachers extra classes GH¢20. Here is what you should write:

Q13	Tuition and registration fees	DK
Q14	PTA fee	NA
Q15	Uniforms and sports clothes	DK
Q16	Books and school supplies	DK
Q17	Transportation	8.75
Q18	Food, board and lodging	0
Q19	Extra classes	20
Q20	In kind expenses	2.70

Question 21*:* If the respondent cannot break down the amount spent among Q13 to Q20, then provide the lump sum in Q21

Question 22*:* This asks the individual who pays most of the educational expenses of the respondent.

Question 23*:* This asks whether or not NAME received scholarship or bursary to finance some or all of the educational expenses in the past 12 months.

Question 24*:* This asks the total amount of the scholarship or bursary.

Question 25*:* This 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 26: 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 27 - 28*:* These *Question*s ask about whether or not NAME participates in a free feeding program at school and the types of meals taken at school through the free school feeding prograamem. Participation in a feeding program means that NAME receives any food from the school and is not required to make payment for the food received. An example is a government's free school feeding programme. Food brought from home or provided by the school but paid for by NAME (either directly or through parents) does not count as a free feeding program. Such expenses must be captured under question 18 . For Question 29, write in how many times a week NAME receives food from the feeding program.

Question 29*:* What is the **primary mode** of transportation that NAME uses to get to school? Answer this *Question* even if NAME is a boarding student

Question 30*:* If NAME is currently in school, write down the name and institutional code of the school (if on village roster), otherwise, write NV. (This should correspond to *Question* 6, as the respondent should have responded already as to whether or not he/she is currently attending school).

Question 31*:* 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 32-33*:* These *Question*s should only be answered if the answer to *Question* 32 was "yes" (1). The household ID listed should correspond to the household ID of the teacher in the village roster. If the teacher is not listed in the village census, code NV. In 34, ask the respondent how many days PER MONTH, on average, (NAME's) main teacher was absent.

Questions 34-35*:* list the name and household ID of NAME'S English language teacher and how many days that teacher was absent PER MONTH. Code NV if the teacher is not listed in the village roster, and NA if not applicable.

Questions 36-37: Pertain to NAME's mathematics teacher. Record the name and household ID of the mathematics teacher, and how many days per month, on average, is the mathematics teacher typically absent. Code NV if the teacher is not listed in the village roster, and NA if not applicable.

(ii) 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 38*:* This *Question* finds out if Name has ever attended a technical or vocational/computer school. Note the skip if never attended.

Question 39*:* 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 NAME completed.

Question 40*:* 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 41*:* This *Question* finds out if the technical, vocational or computer school NAME attended was private or public, as well as religious or non-religious.

Question 42*:* 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 attended.

Question 43*:* 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 44*:* This refers to the last institution the respondent attended.

Question 45*:* 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 46*:* this *Question* finds out if the tertiary institution NAME attended is private or public, religious or non-religious.

Question 47*:* 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 48: This *Question* asks how many times NAME repeated a grade. Answer 0 if the answer to *Question* 49 was "no." Otherwise, indicate the total number of years of study NAME has repeated a grade in the normal progression.

Question 49*:* 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."

Questions 50*:* This *Question* asks how many times NAME skipped a grade. Answer 0 if the answer to *Question* 11 was "no." Otherwise, indicate the total number of years of study NAME has skipped in the normal progression.

Question 51*:* If NAME attended a secondary institution, please indicate NAME's major/ field of study

(iii) Literacy and apprenticeships

In this section, you will need to administer the flash cards provided for some of the *Question*s. 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 *Question*s.

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 53: For this *Question* let the respondent read the FLASH CARD. In what Ghanaian language can he/she read a sentence? Ask which Ghanaian language the respondent is most proficient in if more than one is mentioned. Administer the appropriate flash card.

Question 54: In what Ghanaian language can he/she write a sentence? Ask respondent to write the same sentence shown on the previous flash card. Choose language of written proficiency from codes provided below the *Question.*

Questions 55: Show ENGLISH flash card. Can he/she read a sentence in English?

Question 56: Ask respondent to write the same sentence from the previous English flash card. Can he/she write a sentence in English?

Question 57: This *Question* asks what languages NAME speaks comfortably. For this *Question*, simply ask NAME in which languages he/she is able to carry on in everyday conversation. Include all languages that NAME indicates, separated by commas.

*Question 58*52*:* 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 59: 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 60: Only those who have not attended any literacy course answer this *Question*. Note the compulsory skip to *Question* 61 in question 59 if the response is yes. Aslso skip to question 62 after responding to this question in whichever way

Question 61: 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 62: An apprentice is someone learning a trade or skill e.g. carpentry, hairdressing etc. This is different from on-the-job training.

Question 63: 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 64: Ask the main trade learned, and described the main trade learned.

Question 65: write the code for the type of occupation learned from the ISCO codes in the code book. Write the 3 digits codes

Question 66: 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 67*:* 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 68: 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.

Question 69: Record the subject of NAME's most recent training

Part E: 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.

(i) Immigration

Question 1*:* Indicate member ID of person interviewed.

Question 2: This *Question* asks how long ago (in years and months) NAME moved to his/her current town (this place refers to the current village)

Question 3: This *Question* asks if NAME intends to stay in this village/town for a length greater than or equal to one year.

Question 4: This *Question* asks NAME what his/her MAIN reason was for moving to this village/town (choose from codes given below *Question*)

Question 5: This *Question* is asked of respondents WHO WERE BORN IN GHANA. Which community were they born in? Choose from the codes provided below the *Question*, if "other", write in the community they tell you.

Question 6: This *Question* is asked of respondents WHO WERE BORN IN GHANA. Which district were they born in? (write the name of the district in the blank, see codebook)

Question 7: This *Question* is asked of respondents who were born OUTSIDE OF GHANA. Please write in the country in which they were born.

Question 8: This *Question* asks the **daily** wage the respondent made in his/her last job in his/her previous place of residence. If the household member did not have a job, code "NA".

Question 9: This *Question* asks the **daily** wage the respondent made in his/her first job when he/she arrived in this village. If the household member did not have a job, code "NA" and skip to question 12.

Questions 10-12: These *Question*s 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 *Question*s, only put down the most important. For *Question*s 10 and 11, indicate either the person's name or their household IDs (as indicated on the village roster) or, if the person is in the household, their household ID. For *Question* 12, indicate the person's name and household ID. If the person is not on the village roster, code "NV."

(ii) Emigration
Question 13: This *Question* asks if any member of the household has lived away from this village/town for a length greater than or equal to a year. If the respondent answers no, skip to next person.

Question 14: Record the member ID of the person being interviewed (as you have been doing at the beginning of each section).

Question 15: This *Question* asks how many separate times the respondent has left his/her current village/town for a period of time greater than or equal to a year.

The following *Question*s will be asked of up to four household members about up to 4 migrations per each person interviewed. At the top of each page, please rewrite the **village ID** of each migrant being interviewed by the labels "Migrant 1", "Migrant 2", "Migrant 3", and "Migrant 4".

Question 16: This *Question* asks for the destination of each migration. Choose from the codes below, and if the answer does not match one of the codes, please select "Other" and write in the destination. This *Question* is only for migrations WITHIN GHANA. If outside of Ghana, skip to *Question* 18.

Question 17: This *Question* asks for the region of each migration. Choose from the codes given below. This *Question* is only for migrations WITHIN GHANA. If outside of Ghana, skip to *Question* 18.

Question 18: If the migration was to another country OUTSIDE OF GHANA, write in the country in this space.

Question 19: This *Question* asks the AGE of NAME when he/she returned.

Question 20: This *Question* asks the AGE of NAME when he/she migrated from each location

Question 21: This *Question* asks the reason for moving to each location. For children accompanying their parents, indicate 5 (accompanying parents).

Question 22: This *Question* asks who NAME knew at each location they moved to. Choose from the codes provided.

Question 23: This *Question* asks whether or not NAME worked for wages at each location. Note the skip to *Question* 29 if "no."

Questions 24-26: These *Question*s are about the process of finding a job after moving to each new location.

Question 27: This Question asks whether or not NAME worked for a family member as his/her FIRST JOB while he/she lived at each location.

Question 28-29: This *Question* asks about the first job NAME had at each location. ISCO and ISIC codes for Questions 28 and 29, respectively.

SECTION 2: NON-RESIDENT RELATIVES AND NON-RESIDENT SPOUSES

The purpose of this section is to learn about the relatives (children, siblings and parents) of the head of the household and the spouse of the head of household that are not currently living in the household or are deceased. The section also seeks information on non-resident spouses of the household members.

Part A

Purpose

This portion of the section asks about children, siblings and parents of the head of the household and 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

Member ID: Record the HH member ID of the individual in the household whose relation is being reported in any given column.

Relative Number: Starting with the head of the household, list the names of his/her children, parents, and then siblings, by age (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 the 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 their current cell phone

Question 3: Record if the person is male or female.

Question 4: Indicate if the person is a parent, sibling, or child to the head of the household or his/her spouse.

Question 5: 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 6: 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 7: This *Question* asks for the highest level of education that each person completed. Use the codes provided.

Question 8: This *Question* asks the age of each person when he/she was first married. If the relative has not yet married, code "888."

Question 9: This *Question* asks for the highest level of education that the spouse of each relative completed. Use the codes provided.

Question 10: This *Question* asks for the ethnic group of each person's spouse. See the codebook for the relevant codes.

Question 11- 12: These *Question*s ask for the number of living children (*Question* 11: sons, *Question* 12: daughters) that each person has.

Question 13: 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 14: This *Question* asks if the person still holds the office

Question 15: This *Question* asks whether or not each person has ever held traditional office, and, if so, which office (see the codes in the *Question*).

Question 16: This *Question* asks if the person still holds the office

Question 17: This *Question* asks whether or not each person is still alive. If still alive, go to *Question* 19.

Question 18: 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 *Question*naire.

Question 19: This *Question* asks the number of times this person has visited the household in the last year. If the answer is more than 0, then move to Q21.

Question 20: 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 21: 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 22: This *Question* asks for the number of other people that currently live in each person's household.

Question 23: This Question asks whether you farm/ work together with relative

Question 24: This Question asks if the person lives in the same village with you

Question 25: This question asks for the household ID of the individual from the community roster.

Question 24: If the person is in Ghana, answer in which community and district he lives in.

Question 25: If outside Ghana, in which district does the relative live

Question 26 If outside Ghana, write in the country where he or she lives

Question 27: 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.

Question 30-32: These *Question*s should only be filled out for children under the age of 18 living outside the household who are Foster Children, e.g. biological children of adults in the household who are living in a household other than the current household.

Question 28: If the relative is a child under the age of 18 living outside the household, with whom does s/she live?

Question 29: If the relative is a child under the age of 18 living outside the household, does s/he attend school

Question 30: If the relative is a child under the age of 18 living outside the household, why was s/he sent to live away?

Part B: Absent Spouses

Purpose

The purpose of this part 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, especially in cases where the absent spouse is not already discussed under relatives living elsewhere. Example, a male child of the head of household who is living elsewhere but married and have the wife living with the parents will be discussed as a non-resident relative. In this instance, it will not be necessary to duplicate information concerning this male child as an absent spouse of the wife (who is now a member of the current household) under this section.

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: record the absent spouse's telephone number

Question 3: This *Question* asks for the household ID number of the household member married to the absent spouse.

Question 4: This asks for the year of birth of each absent spouse. Use the same method as in Section 1 to estimate unknown birth years.

Question 5: This *Question* asks at what age each absent spouse stopped living with his/her parents' household. If the spouse is still living with his/her parents, code "888."

Question 6: This *Question* asks how old the absent spouse was when he/she married the household member.

Question 7: This *Question* asks to which ethnic group each absent spouse belongs. Use the codes provided.

Question 8: This *Question* asks the highest level of schooling completed by each absent spouse. See codebook for the relevant codes.

Question 9: 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 10: This *Question* asks about the primary occupation of absent spouse. Use the codes provided. If the absent spouse is retired, indicate the profession of the spouse prior to retirement.

Question 11: This *Question* asks the number of times each absent spouse has visited his/her spouse in the household in the last year.

Question 12: This *Question* asks, if the absent spouse has not visited his/her present spouse in the household in the last year, the year of the absent spouse's last visit.

Question 13: This *Question* asks, other than visits in person, how many times the absent spouse has contacted household member in the the last 12 months. These contacts could be phone calls, letters, e-mails, telegraphs, etc.

Question 14: 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 15: This *Question* asks if the absent spouse still holds the office

Question 16: This *Question* asks whether or not each absent spouse has ever held a traditional office, and, if so, which office (see the codes in the *Question*).

Question 17: This *Question* asks if the absent spouse still holds the office

Question 18-20*:* These *Question*s ask where the absent spouse primarily lives. *Question* 18 asks for the community, or, if not listed, *Question* 19 asks the region. If the person lives outside of Ghana, *Question* 20 asks for the name of the country. Answer either *Questions* 18 and 19 or 20.

SECTION 3: HOUSEHOLD ASSETS

Purpose

This section is designed to collect information on assets owned by the household, including Animals, Tools and Durable Goods, as well as on Financial Assets including, loans borrowed, lent, Out- and In-transfers (Remittances) and Savings.

Part A: Farm Assets

Purpose

The purpose of this section is to learn about what Animals, Tools and Durable Goods, each household own.

Respondents

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

(i) Animals in the Household

The purpose of this section is to assess information about livestock in the household, including the individual(s) who own them, the resources spent on their care, and so on. Move through the *Question*s for each animal A – J before starting on a new animal.

Question 0: This *Question* asks if in the last year a member of the household has raised or harvested livestock. If the answer is "No" move on to sub-part (ii).

Question 1: This *Question* asks how many of the various animals are currently owned by HH members. 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".

Question 2: list up to 2 IDs of individuals in the household that own each of the animals

Question 3: Ask of the current value of the animals, if all were to be sold.

Question 4 - 11: These *Question*s 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 last year for each type of expense.

Question 12: This Question ask how much revenue has been earned from the sales of each livestock item listed. The revenue from the products from the sales of livestock is also included. This covers the last 12 months.

(ii) Tools

Question 13: This *Question* has three parts; A to E. A asks for the number of each tool owned by the household. Part B lists the HH IDs of up to two people who own the item. Part C asks the current value of all the tools in each category owned (i.e. if the tools, in their current state, are sold, how much would the household earn from such sale).

(iii) Durable Goods

*Question 1*4: This *Question* asks for 3 pieces of information about each durable goods (i.e. stove, fans, radios etc.) that the household owns

A.) List the number of items in working condition currently owned by this household. If item owned by entire household, code HH.
B.) List the IDs of up to two HH members that own this item
C.) List the current value of each good if the HH were to try to sell it today.

Part B: Financial Assets

Purpose
The purpose of this section is to learn how much money the household currently has saved, borrowed or transferred to other people.

Respondents
The respondent should be the head of the household or any household member most knowledgeable about the subject.

(i) 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

Question 0: Asks if any member of the household currently owes money to other people or has outstanding loans from a banking institution. if "No" precede to Part B (ii).

Debt 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.

Question 1: Asks for date the loan was taken out. Write the year and month

Question 2: 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 *Question*s 2-14 concerning that loan.

Question 3: this *Question* asks whether the person who holds the loan is the one who answered the *Question*s

Question 4: This *Question* asks the source of the loan.

Question 5: If the source of the loan is an individual in the village, give the person's name and village ID (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 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 6: This *Question* asks for what purpose the loan was obtained and interviewers are expected to circle all that apply to the respondent.

Question 7: 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 8: This *Question* asks for the total amount of the original loan that the household received (i.e. the principal on the loan)

Question 9: These *Question*s ask whether or not the household (or a household member) has to pay interest on the loan (part 1), and, if so, what is the percentage of the interest rate OR the amount of interest in the last 12 months (part 2a and 2b).

Question 10-11: This *Question* asks how often payments are made on each loan, Question 11 asks the amount required to be paid for each payment period.

Question 12: This *Question* asks how much of the loan has been repaid in the last 12 months.

Question 13: This *Question* asks how much money (including both principal and interest) that is still owed on the loan.

(ii) 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 14: This *Question* asks whether or not any member of this household is currently owed money. If yes, continue with the remainder of the *Question*s. If not, go to Part B (iii)

Credit 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 *Question*s 1-7 for each of the loans.

Question 15: This *Question* asks the ID of the HH member to whom the money is owed

Question 16: This *Question* asks whether that is the person answering the *Question*

Question 17: This *Question* asks to whom the loan was given

Question 18: These *Question*s ask 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 19: 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 20: 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 21: This *Question* asks the total amount of the loan originally given to this person (excluding interest).

Question 22: These *Question*s ask whether this loan receives interest on the loan (part 1), and, if so, what is the percentage of the interest rate OR the amount of interest in the last 12 months (part 2a and 2b).

Question 23: This *Question* asks the amount repaid on the loan in the last 12 months

Question 24: 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.

(iii) Out Transfers

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).

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.

Respondents

The respondent for this section is either the head of household or main respondent identified by the household.

INSTRUCTIONS

Question 25: Asks if there is anyone (including current members of the household) living outside of the household to whom money, goods or gifts was sent in the last 12 months, without expectation of repayment by the household or household member who made the remittance, if not go on to Part B (iv)

Question 26: This *Question* 26 asks the ID of the main household member who sent the money.

Question 27: asks the name of the person that the household has sent money or goods. part 2 of this *Question* asks for the household ID number of the person that received the money, if that person is currently a household member.

Question 28: Is the person to whom the transfer was made a blood relative or spouse of HH member?
Question 29: Give the relative code of the recipient.

Question 30: For all recipients (blood or otherwise), this asks where the person lives.

Question 31: This *Question* asks of the name and village ID of the recipient of the remittance, if the recipient is in the village.

Question 32: This *Question* asks how often these payments to each person were made.

Question 33: 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 34: This *Question* asks for the total amount of cash sent to each individual in the last 12 months.

Question 35: This *Question* asks the total value of food that the household sent to each person in the last 12 months.

Question 36: This *Question* asks the total value of all other (non-food) goods sent to each person from the household in the last 12 months.

Question 37: This *Question* asks through what means this remittance was sent.

(iv) In Transfers

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). Also note that these transfers only apply to those where no repayment is expected (that type should appear in the loan section)

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 38: Asks if there is anyone (including members of the household) currently living outside of the household that is *sending* money or goods to the household in the last 12 months. This money is not expected to be re-paid. If no, move to Part B (v)

Question 39: This *Question* asks the name of the person to whom money or goods was sent. Part 2 asks for that person's HH ID.

Question 40: If the person who sent money is not a HH member, is he or she a blood relative or a spouse?
Question 41: If blood-relative or spouse, give the relationship code for this person.

Question 42: this *Question* asks where the sender lives

Question 43: this *Question* asks the name and village ID of the person who sent the money, if individual is in the village.

Question 44: this *Question* asks how often the remittances were made.

Question 45: 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 46: This *Question* asks for the total amount of cash sent to the household the last 12 months.

Question 47: This *Question* asks the total value of food that the household sent to each person in the last 12 months.

Question 48: This *Question* asks the total value of all other (non-food) goods sent to each person from the household in the last 12 months.

Question 49: This *Question* asks through what means this remittance was sent.

(v) Savings

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 50: Does any member in the household have savings either at home or at an institution? (If no, go to the next section of the survey)

Question 51: Does the household have any savings kept at home (i.e. not in a bank or susu) if no, skip to *Question* 54

Question 52: This question asks of the name and ID of the principal person who own or control this savings

Question 53: This *Question* asks the value of the home savings

Question 54: This *Question* asks if the household has any savings in a banking institution, *susu,* or any other saving society/group. If no, skip to the next section of the survey.

Question 55: This *Question* asks what type of savings institution the account is in. Use codes from village roster/ map spotting sheet/form.

Question 56: What is the current balance at this institution?

Question 57: If the balance is held at the *susu*, please list the village ID of up to five other people who are in this group?

Question 58: How many contributions have been made in the last 30 days?

Question 59: What is the respondent's average monthly contribution?

Question 60: Indicate the primary purpose for which the saving is being made, e.g. to provide resources to meet own funeral expenses, build up capital to start business, etc.

Question 61: If the institution is *susu*, why does the individual use this service instead of a bank? Write in the answer from among those provided, separate multiple responses with commas.

SECTION 4: HOUSEHOLD PRODUCTION

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).

Plot/ Farmland: This defines a contiguous piece of land held by a given member(s) of the household on which crop(s) and/or animal(s) are grown/raised under the same cultural/husbandry practices.

For example, one would consider as two different plots if on a hectare of land, a farmer grows maize using organic farming cultural practices (for a specific market for instance) on a half of the land while the other half is left fallow or even cultivated with maize but under general farming practices involving the application of inorganic inputs, etc. The first half of the hectare of land with the 'organic' farm then constitute one plot while the other half (which is left fallow or with 'inorganic' maize farm) constitute another plot on its own.

Similarly, if a farmer has a maize farm at the east end of the village while the same variety of maize is grown at the same time and with similar cultural practices on another piece of land at the west end of the village, then by virtue of not being contiguous, the farmer has two different plots or farmlands to respond to.

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.

Registered Tenant: This refers to the occupant/ user of a land whose right/permit for the use of the land is documented with a state institution or any recognized body at the traditional/village level.

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: 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 *Question*s 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.

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

(i) Background characteristics

Question 62: List the household ID number of the holder (see definition above) of this plot of land as well as the ID of the person interviewed in this section. 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 63: This *Question* asks which year the particular plot began to be farmed.

Question 64-65: Ask whether the land could be empty for a couple of months without being worried about losing it, and how long they could leave the land before they might loose it. If response to Question 3 is NO, then note the skip to Question 6.

Question 66: Why might the land be lost?

Question 67: Has there ever been a dispute with anyone over this land?

Question 68: What was the nature of that dispute?

Question 69: Give the name and ID of person with whom the land dispute was had

Question 70: What is your relationship to that person?

(ii) Size

Question 71: What is the farmer's estimation of the size of this plot?

Question 72: In what unit of measurement did the farmer estimate the size of the plot?

Question 73: We ask this *question* so that we can get a good idea of the actual size of each plot. This question asks if the respondent is familiar with the test plot in the community/EA. (The interviewer is expected to describe the test area in the community to the respondent). If the respondent is not familiar with the test plot in the community/EA, the enumerator must show the respondent an area of a similar size to the test area (measure it), and ask the size of the respondent farms in respect to the measured test plot.

Question 74, 75 and 76: Is this plot bigger or smaller than the test plot? Note that if it is bigger, then continue with *Question* 14; if smaller, skip to 15a and if the same in size, skip to Question 15b.

Question 77: This *Question* asks whether the land has clear (natural or manmade) boundaries.

Question 78: 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).

(iii) Fallow, Soil type, Irrigation

Question 79: 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. If the respondent doesn't know, prompt with part 2, less than 2 years ago, between 2 and 5 years ago, more than 5 years ago.

Question 80: 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. If the respondent doesn't know, prompt with "Did it end less than 5 years ago" "more than 5 years" "is it still fallow?

Question 81: This *Question* asks if this particular plot is more of less watery than other plots in the household's community.

Question 82 and 22: This *Question* asks about the depth of the soil on the plot.

Question 833: 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 844: 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 855: This *Question* asks, on average, how long it takes for the plot to drain after a heavy rainfall. Answer this *Question* in days.

Question 866: This *Question* asks if this plot is watered using some other source than rainwater. Note the skip if the response is "no."

Question 877: This *Question* asks the primary source, other than rainfall, that the plot is watered.

Question 888: Is this source of water ever dry?

Question 899: Use the codes on the right to indicate the Month(s) in the year that the water source is usually filled.

Question 30: Use the codes on the right to indicate the Month(s) in the year that the water source is usually dry.

Question 901: How many days per year is this main method of irrigation in operation? Note the skip if Not Applicable

Question 912: How many hours per day?

Question 923: This *Question* asks whether the household (or a household member) has made any irrigation-related investments in the past three years on each plot. **If the answer is no, skip to 36).**

Question 934: This *Question* asks for a list of the two most important improvements to each plot (see codes).

Question 945: For each plot, what was the total cash spending **on irrigation related investments** in the past three years?

Question 956: Have soil and water conservation improvements been made on each plot?

Question 967: list the two most important investment for each plot (see codes).

Question 978: Part 1 asks what the total cash was spending on **soil and water conservation** improvements in the last three years. Part 2 asks what the total family labor contribution, in hours, to the soil and water conservation improvements

Question 989: Have you planted any trees on the plot on the past 3 years?

Question 40: This *Question* asks the number of trees that have been planted on each plot in the last three years.

(iv) Investment, Ownership and Rental

Definition

Structure: Any permanent entity that has been built or constructed such as a building.

INSTRUCTIONS

Answer about all plots of land currently owned or used. Use the same plot numbers as in the previous pages.

Question 991: This *Question* asks if there are buildings or other permanent structures currently on each plot. Note the skip pattern if the responds is no

Question 1002: This *Question* asks how many buildings or structures are currently on each plot.

Question 1013: This *Question* asks for up to two of the most important structures on this land to be listed (e.g. farm building, shed, fence or other).

Question 1024: This *Question* asks whether or not, in the past 3 years, any household member has made any improvements to any of the buildings or structures on each plot.

Question 1035: 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 3, 4, or 5. If the household owns the land, the correct response is either 1 or 2. Note the skips depending on the response.

Question 46: This *Question* asks for the year that the plot was purchased

Question 1047: This *Question* asks for how much cash was paid when the household began to own the land. If none code 888.

Question 1058: This *Question* asks for the amount of in-kind contribution when the household began to use the land. If none code 888.

Question 1069: This *Question* asks for the outstanding debt on the land. If none code 888.

Question 50: 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 50* if the household has neither right.

Question 51: This *Question* asks how much the plot would be worth if it were sold.

Question 1072: This *Question* asks the total cost of renting the farm for the past 12 months.

Question 1083: Specify the period for which the rental payment applies.

Question 1094: This *Question* asks how much time remains in that rental period.

Question 1105: This *Question* asks how much remains to be paid in rent.

Question 1116: Asks whether the landlord has provided any inputs in the past 12 months. (If not, note the skip)

Question 1127: Asks for the total value of all inputs that the household (or a member of the household) was 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 1138: 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 1149: This *Question* asks what qualities qualified the respondent to have use of this land (from their lineage, because they are a village member, friends with the land owner and so on).

Question 60: This *Question* asks from whom the land was obtained when NAME began to use it. Refer to codes on the right.

Question 61: 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.

Question 1152: This *Question* asks if the person from whom the land was obtained was a resident of the respondent's village at the time when the land was obtained.

Question 1163: This *Question* asks if the person from whom the land was obtained is currently a resident of the respondent's village.

Question 1174: This *Question* asks for the name and HH ID of the person from whom the land was obtained.

Question 1185: Do you give this plot for someone outside of the household to use (i.e. do you rent it, sharecrop it or allocate it?) Answer yes if the plot was given to someone outside the household during the most recent season. Note the skip if answer is no.

Question 1196: How long has this land been leased out, sharecropped, or rented?

Question 1207: This *Question* asks why the respondent decided to rent this land

Question 1218: Was the tenant allowed to make all farming decisions about the land without approval

Question 1229: What was the contract arrangement when the land was first given to the current user?

Question 70: This *Question* asks whether the arrangement for the use of the land was formal or not.

Question 71: This *Question* asks about the duration of the contract when the land was first given to its current user.

Question 1232: What is the relationship with the current user of the land?

Question 1243: Give the name and HH ID of the current user of the land

Question 1254: During the last 12 months, how much rent was received on this land

Question 1265: If the land was sharecropped, during the last 12 months how much money did the respondent put into the inputs for this land?

Question 1276: If sharecropped, what proportion of the crops goes to you and your household?

Question 1287: Was the farm cultivated by a household member during the past 12 months? Skip to the Next Plot if responds is No.

(iv) Crops

The set of *Question*s in the crop section are asked about the LAST MAJOR SEASON.

Question 1298: Asks about the main crops grown on this plot.

Question 79: Asks how many different crops harvests (in total) were made in the LAST MAJOR SEASON. For example, perhaps cassava tubers, maize, plantain and cassava leaves were harvested from a given plot in the last major season. The answer to this question will then be "4" and the enumerator would then have to ask about 4 different crop harvests made from that plot for the past major season.

The following *Question*s are asked about the FIVE MOST IMPORTANT crop harvests during the last major season. Ask about each harvest in order of importance (where, crop harvest 1= most important, crop harvest 5= least important, and write the corresponding names of the crops next to 'crop harvest 1', 'crop harvest 2', etc…)

Question 80: Asks for the ID of both the crop and part harvested (for crop 1- the most important crop harvested in the last major season) Use the crop codes below the *Question*.

Question 81: This *Question* asks for the quantity harvested and the unit used to measure/estimate the harvest (1 and 2 respectively)

Question 82: This *Question* asks for the market value of the amount of the crop that was harvested (in cedis and pesawas)

Question 83: This *Question* asks for the total revenue from the crop that was harvested (in cedis and pesawas).

Question 1304: This *Question* asks if any of this crop part is STILL GROWING on the plot following the harvest reported. If the answer is no, note the skip to *Question* 86.

Question 1315: This *Question* asks what the value of the crop would be (was) if it were to be (when) sold now (in cedis and pesawas).

Question 132-1337: This *Question* asks if any of these crops was lost to rotting/pests while on the field, and if so the percent of the total crops that was lost.

Questions 88-95: These *Question*s are the exact same *Question*s as *Question*s 80-87; if the respondent listed at least 2 crops harvested during the major season, repeat the aforementioned process for the second most important crop harvested in the last major season.

Questions 96-103: These *Question*s are the exact same *Question*s as *Question*s 80-87 and *Question*s 88-95. If the respondent listed at least 3 crops harvested during the major season, repeat the aforementioned process for the third most important crop harvested in the last major season.

Questions 104-111: These *Question*s are the exact same *Question*s as *Question*s 80-87 and *Question*s 88-95, and *Question*s 96-103. If the respondent listed at least 4 crops harvested during the major season, repeat the aforementioned process for the fourth most important crop harvested in the last major season.

Questions 112-119: These *Question*s are the exact same *Question*s as *Question*s 80-87 and *Question*s 88-95, and *Question*s 96-103, and *Question*s 104-111. If the respondent listed as many as 5 crops harvested during the major season, repeat the aforementioned process for the fifth most important crop harvested in the last major season.

The next set of *Question*s concern the crops harvested during the LAST MINOR SEASON. As done with the major season, ask about each minor season crop in order of importance (crop 1 being the most important, and crop 5 being the least important). Write the corresponding name of each crop next to each label 'crop 1', 'crop 2', 'crop 3', etc.

Question 120: Asks how many crops in total were harvested during the last MINOR SEASON.

Question 121: Asks for the ID of both the crop and part harvested (for crop 1- the most important crop harvested in the last major season) Use the crop codes below the *Question*.

Question 122: This *Question* asks for the amount harvested and the unit used to measure the crop (1 and 2 respectively)

Question 123: This *Question* asks for the market value of the amount of the crop that was harvested (in cedis and pesawas).

Question 124: This *Question* asks for the total revenue from the crop that was harvested (in cedis and pesawas).

Question 125: This *Question* asks if any of this crop part is STILL GROWING on the plot following the harvest reported. If the answer is no, note the skip to *Question* 127.

Question 126: This *Question* asks what the value of the crop would be (was) if it were to be (when) sold now (in cedis and pesawas)

Question 127-128: This *Question* asks if any of these crops was lost to rotting/pests while on the field, and if so the percent of the total crops that was lost.

Questions 129-136: These *Question*s are the exact same as *Question*s 121-128. If the respondent listed at least 2 crops that were harvested in the last minor season, ask these *Question*s about the second most important crop that was harvested in the last minor season

Questions 137-144*:* These *Question*s are the exact same as *Question*s 121-128, and *Question*s 129-136. If the respondent listed at least 3 crops that were harvested in the last minor season, ask these *Question*s about the third most important crop that was harvested in the last minor season.

Questions 145-*152:* These *Question*s are the exact same as *Question*s 121-128, *Question*s 129-136, and *Question*s 137-144. If the respondent listed at least 4 crops that were harvested in the last minor season, ask these *Question*s about the fourth most important crop that was harvested in the last minor season.

Questions 153-160: These *Question*s are the exact same as *Question*s 121-128, *Question*s 129-136, *Question*s 137-144, and *Question*s 145-152. If the respondent listed as many as 5 crops that were harvested in the last minor season, ask these *Question*s about the fifth most important crop that was harvested in the last minor season.

(v) Chemical inputs and Seeds

Last Major Season

Question 14861*:* This *Question* asks if any chemicals such as fertilizer and/or pesticide have been used on the plot in the past year. If the answer is no, note the skip to the next part.

The following *Question*s inquire about specific chemicals in order of importance. Chemical 1 will be the most important chemical used on the plot, while chemical 5 will be the least important chemical used on the plot. Write the name of each chemical in the blanks under the labels 'Chemical 1', 'Chemical 2', etc.

The following *Question*s are asked about the most important chemical used on the plot.
Question 149*:* Asks if the chemical was used in the last major season. If the answer is no, proceed to next most important chemical.

Question 15063: Asks what type of chemical this chemical is. Choose from the codes provided below the *Question*.

Question 15164: Asks how much of the chemical was used on the plot (in the past year). Reference the unit codes above the *Question*.

Question 15265: Asks for the value of the amount of the chemical used in the past year in cedis and pesawas

Question 15366-15467: Asks if any amount/ quantity of the chemical were obtained through the government's subsidy program administered by MoFA district offices. If so, how much was obtained from this source.

Question 15568: Asks the value of the subsidy. This is captured by finding the difference between the cost of the fertilizer if bought from the open market/ private stores in the community and the actual amount paid to MoFA for that same quantity.

Question 15669: Asks which crops this chemical was applied to. There are spaces for four crops in the boxes; ask for the four most important crops and list them from top to bottom in the order of most important to least important.

Questions 1570-164*:* These are the same *Question*s as *Question*s 162-169. If the respondent listed at least 2 chemicals, answer these *Question*s for the second most important chemical used on the plot in the past year.

Questions 16578-172*:* These are the same *Question*s as *Question*s 162-169, and *Question*s 170-177. If the respondent listed at least 3 chemicals, answer these *Question*s for the third most important chemical used on the plot in the past year.

Questions 173-180*:* These are the same *Question*s as *Question*s 162-169, *Question*s 170-177, and *Question*s 178-185. If the respondent listed at least 4 chemicals, answer these *Question*s for the fourth most important chemical used on the plot in the past year.

Questions 181-20188*:* These are the same *Question*s as *Question*s 162-169, *Question*s 170-177, *Question*s 178-185, and *Question*s 194-201. If the respondent listed as many as 5 chemicals, answer these *Question*s for the fifth most important chemical used on the plot in the past year.

Last Minor Season
Question 202*:* This *Question* asks if any chemicals such as fertilizer and/or pesticide have been used on the plot in the past year. If the answer is no, note the skip to the next part.

The following *Question*s inquire about specific chemicals in order of importance. Chemical 1 will be the most important chemical used on the plot, while chemical 5 will be the least important chemical used on the plot. Write the name of each chemical in the blanks under the labels 'Chemical 1', 'Chemical 2', etc.

The following *Question*s are asked about the most important chemical used on the plot.
Question 203*:* Asks if the chemical was used in the last minor season. If the answer is no, proceed to next most important chemical.

Question 204: Asks what type of chemical this chemical is. Choose from the codes provided below the *Question*.

Question 205: Asks how much of the chemical was used on the plot (in the past year). Reference the unit codes above the *Question*.

Question 206: Asks for the value of the amount of the chemical used in the past year in cedis and pesawas

Question 207-208: Asks if any amount/ quantity of the chemical were obtained through the government's subsidy program administered by MoFA district offices. If so, how much was obtained from this source.

Question 209: Asks the value of the subsidy. This is captured by finding the difference between the cost of the fertilizer if bought from the open market/ private stores in the community and the actual amount paid to MoFA for that same quantity.

Question 210: Asks which crops this chemical was applied to. There are spaces for four crops in the boxes; ask for the four most important crops and list them from top to bottom in the order of most important to least important.

Questions 211-205*:* These are the same *Question*s as *Question*s 203-210. If the respondent listed at least 2 chemicals, answer these *Question*s for the second most important chemical used on the plot in the past year.

Questions 206-213*:* These are the same *Question*s as *Question*s 203-210, and *Question*s 211-218. If the respondent listed at least 3 chemicals, answer these *Question*s for the third most important chemical used on the plot in the past year.

Questions 214-221*:* These are the same *Question*s as *Question*s 203-210, *Question*s 211-218, and *Question*s 219-226. If the respondent listed at least 4 chemicals, answer these *Question*s for the fourth most important chemical used on the plot in the past year.

Questions 222-229*:* These are the same *Question*s as *Question*s 203-210, *Question*s 211-218, *Question*s 219-226, and *Question*s 235-234. If the respondent listed as many as 5 chemicals, answer these *Question*s for the fifth most important chemical used on the plot in the past year.

Tractor and Other Equipments uses and Cost
The following *Questions* are about the use of farm equipments such as tractors etc that the farmer has either hired or used in the last major and minor seasons.

Qusetions 243: This *Question* asks if in the last major season any tractor or other farm equipment were hired or used on the plot. Not the skip if the responds is No.

Question 244: This *Question* tries to find out the total cost of the equipment hired or used in the last major season.

Questions 245-246: These *Questions* are the same as *Qusetions* 243-244 but with respect to the last minor season

Seeds Used –Last Major Season
The following *Question*s are about seeds that were used on the plot in the past year. Write the name of the seed beside the labels 'Seed 1', 'Seed 2', 'Seed 3', and 'Seed 4' and order them as Seed 1 being the most important and Seed 4 being the least important.

Question 230: This *Question* asks if any seeds were used on the plot in the past year. If the answer is no, note the skip to the next section.

The following *Question*s are about the most important seed used on the plot in the past year.
Question 231: Asks for the crop code for the crop for which the seed was used. Use the crop codes from section (v)—the crop section.

Question 232: write in the name of the seed in the blank.

Question 233: Asks how the seed was obtained. Choose from codes provided below the *Question*.

Question 234: If the seed was obtained from an individual within the community, indicate the Name and village ID of this individual.

Question 2352: Asks for the value of the amount of the seed used in the past year in cedis and pesawas.

Questions 236-240: These are the same as *Question*s 248-252. If the respondent listed at least 2 seeds used in the past year, ask these *Question*s about the second most important seed used on the plot in the past year.

Questions 241-245: These are the same as *Question*s 248-252, and *Question*s 253-257. If the respondent listed at least 3 seeds used in the past year, ask these *Question*s about the third most important seed used on the plot in the past year.

Questions 246-250: These are the same as *Question*s 248-252, *Question*s 253-257, and *Question*s 258-262. If the respondent listed as many as 4 seeds used in the past year, ask these *Question*s about the fourth most important seed used on the plot in the past major season.

Seeds Used –Last Minor Season

The following *Question*s are about seeds that were used on the plot in the past year. Write the name of the seed beside the labels 'Seed 1', 'Seed 2', 'Seed 3', and 'Seed 4' and order them as Seed 1 being the most important and Seed 4 being the least important.

Question 251: This *Question* asks if any seeds were used on the plot in the past year. If the answer is no, note the skip to the next section.

The following *Question*s are about the most important seed used on the plot in the past year.
Question 252: Asks for the crop code for the crop for which the seed was used. Use the crop codes from section (v)—the crop section.

Question 253: write in the name of the seed in the blank.

Question 254: Asks how the seed was obtained. Choose from codes provided below the *Question*.

Question 255: Record the village ID of the individual who gave the seeds, if this individual stays in the community.

Question 256: Asks for the value of the amount of the seed used in the past year in cedis and pesawas.

Question s 257-261: These are the same as *Question*s 269-273. If the respondent listed at least 2 seeds used in the past year, ask these *Question*s about the second most important seed used on the plot in the past year.

Questions 262-266: These are the same as *Question*s 269-273, and *Question*s 274-278. If the respondent listed at least 3 seeds used in the past year, ask these *Question*s about the third most important seed used on the plot in the past year.

Questions 267-271: These are the same as *Question*s 269-273, *Question*s 274-278, and *Question*s 279-283. If the respondent listed as many as 4 seeds used in the past year, ask these *Question*s about the fourth most important seed used on the plot in the past minor season.

(vi) Labor inputs

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.

Each of these *Question*s ask about labor hours contributed to land preparations (in 290-298) and field management (in 299-307) buy Adult Males (M), Adult Females (F) and Children under 15 years old (C).

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).

The first set of *Question*s in this section is asked about the labor used during the major season. You are asked to record the months (from & to) of the last major season in the blanks provided.

Question 272: Fill the starting and ending months of the MAJOR HARVESTING SEASON for the dominant with respect to each plot.

The following *Question*s pertain to labor use on **land preparation e.g. clearing or weeding before planting, seeding/nursery, planting and transplanting** during the **major season.** Each *Question* has 3 components:

1. number of days
2. average number of hours per day
3. total number of workers (of the type being asked about)

Question 272: Asks how much casual labor is provided by men for the activities above. Answer all three components.

Question 273: Asks how much casual labor is provided by women for the activities above. Answer all three components.

Question 274: Asks how much casual labor is provided by children for the activities above. Answer all three components.
Question 275: Asks how much permanent labor is provided by men for the activities above. Answer all three components

Question 276: Asks how much permanent labor is provided by women for the activities above. Answer all three components.

Question 277: Asks how much permanent labor is provided by children for the activities above. Answer all three components.

Question 278: Asks how much family labor is worked by men for the activities above. Answer all three components.

Question 279: Asks how much family labor is worked by women for the activities above. Answer all three components.

Question 280: Asks how much family labor is worked by children for the activities above. Answer all three components.

The following *Question*s pertain to labor used on field management (weeding after planting, fertilizer and pesticide applications, irrigation, and management, etc during the last **major season**.

Question 281: Asks how much casual labor is provided by men for the activities above. Answer all three components.

Question 300: Asks how much casual labor is provided by women for the activities above. Answer all three components.

Question 301: Asks how much casual labor is provided by children for the activities above. Answer all three components.

Question 302: Asks how much permanent labor is provided by men for the activities above. Answer all three components

Question 303: Asks how much permanent labor is provided by women for the activities above. Answer all three components.

Question 304: Asks how much permanent labor is provided by children for the activities above. Answer all three components.

Question 305: Asks how much family labor is worked by men for the activities above. Answer all three components.

Question 306: Asks how much family labor is worked by women for the activities above. Answer all three components.

Question 307: Asks how much family labor is worked by children for the activities above. Answer all three components.

The following *Question*s pertain to labor used on harvesting of crops during the last **major season**.

Question 308: Asks how much casual labor is provided by men for the activities above. Answer all three components.

Question 309: Asks how much casual labor is provided by women for the activities above. Answer all three components.

Question 310: Asks how much casual labor is provided by children for the activities above. Answer all three components.

Question 311: Asks how much permanent labor is provided by men for the activities above. Answer all three components

Question 31282: Asks how much permanent labor is provided by women for the activities above. Answer all three components.

Question 313: Asks how much permanent labor is provided by children for the activities above. Answer all three components.

Question 314: Asks how much family labor is worked by men for the activities above. Answer all three components.

Question 315: Asks how much family labor is worked by women for the activities above. Answer all three components.

Question 316: Asks how much family labor is worked by children for the activities above. Answer all three components.

The following *Question*s pertain to labor used on post-harvest management of crop-harvests during the last **major season**.

Question 283: Asks how much casual labor is provided by men for the activities above. Answer all three components.

Question 284: Asks how much casual labor is provided by women for the activities above. Answer all three components.

Question 285: Asks how much casual labor is provided by children for the activities above. Answer all three components.

Question 286: Asks how much permanent labor is provided by men for the activities above. Answer all three components

Question 287: Asks how much permanent labor is provided by women for the activities above. Answer all three components.

Question 288: Asks how much permanent labor is provided by children for the activities above. Answer all three components.

Question 289: Asks how much family labor is worked by men for the activities above. Answer all three components.

Question 290: Asks how much family labor is worked by women for the activities above. Answer all three components.

Question 291: Asks how much family labor is worked by children for the activities above. Answer all three components.

The following *Question*s are now relating to labor used during the LAST MINOR SEASON.

Question 292: Fill the starting and ending months of the MINOR HARVESTING SEASON for the dominant crop.

The following *Question*s pertain to labor use on land preparation e.g. clearing or weeding before planting, seeding/nursery, planting and transplanting during the last **minor season.**

Question 293: Asks how much casual labor is provided by men for the activities above. Answer all three components.

Question 294: Asks how much casual labor is provided by women for the activities above. Answer all three components.

Question 295: Asks how much casual labor is provided by children for the activities above. Answer all three components.

Question 296: Asks how much permanent labor is provided by men for the activities above. Answer all three components

Question 297: Asks how much permanent labor is provided by women for the activities above. Answer all three components.

Question 298: Asks how much permanent labor is provided by children for the activities above. Answer all three components.

Question 299: Asks how much family labor is worked by men for the activities above. Answer all three components.

Question 300: Asks how much family labor is worked by women for the activities above. Answer all three components.

Question 301: Asks how much family labor is worked by children for the activities above. Answer all three components.

The following *Question*s pertain to labor used on field management (weeding after planting, fertilizer and pesticide applications, irrigation, management etc during the last **minor season**.

Question 302: Asks how much casual labor is provided by men for the activities above. Answer all three components.

Question 303: Asks how much casual labor is provided by women for the activities above. Answer all three components.

Question 304: Asks how much casual labor is provided by children for the activities above. Answer all three components.

Question 305: Asks how much permanent labor is provided by men for the activities above. Answer all three components

Question 306: Asks how much permanent labor is provided by women for the activities above. Answer all three components.

Question 307: Asks how much permanent labor is provided by children for the activities above. Answer all three components.

Question 308: Asks how much family labor is worked by men for the activities above. Answer all three components.

Question 309: Asks how much family labor is worked by women for the activities above. Answer all three components.

Question 310: Asks how much family labor is worked by children for the activities above. Answer all three components.

The following *Question*s pertain to labor used on harvesting of crops during the last **minor season**.

Question 311: Asks how much casual labor is provided by men for the activities above. Answer all three components.

Question 312: Asks how much casual labor is provided by women for the activities above. Answer all three components.

Question 313: Asks how much casual labor is provided by children for the activities above. Answer all three components.

Question 314: Asks how much permanent labor is provided by men for the activities above. Answer all three components

Question 315: Asks how much permanent labor is provided by women for the activities above. Answer all three components.

Question 316: Asks how much permanent labor is provided by children for the activities above. Answer all three components.

Question 317: Asks how much family labor is worked by men for the activities above. Answer all three components.

Question 318: Asks how much family labor is worked by women for the activities above. Answer all three components.

Question 319: Asks how much family labor is worked by children for the activities above. Answer all three components.

The following *Question*s pertain to labor used on post-harvest management of crop-harvests during the **minor season**.

Question 320: Asks how much casual labor is provided by men for the activities above. Answer all three components.

Question 321: Asks how much casual labor is provided by women for the activities above. Answer all three components.

Question 322: Asks how much casual labor is provided by children for the activities above. Answer all three components.

Question 323: Asks how much permanent labor is provided by men for the activities above. Answer all three components

Question 324: Asks how much permanent labor is provided by women for the activities above. Answer all three components.

Question 325: Asks how much permanent labor is provided by children for the activities above. Answer all three components.

Question 326: Asks how much family labor is worked by men for the activities above. Answer all three components.

Question 327: Asks how much family labor is worked by women for the activities above. Answer all three components.

Question 328: Asks how much family labor is worked by children for the activities above. Answer all three components.

Part B: Crop Sales and Storage

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. In Part A we asked about the nature of the harvesting, crops, and inputs used, and now in Part B we will ask about revenue and crop storage.

Respondents
For the agricultural processing section/ revenues, the respondent should be the household member primarily in charge of any processing and sales. The main holder should respond for the section on crop storage.

(i) Revenues from Crop Production

These *Question*s are to be repeated for each harvested and sold.

Question 1: Asks if there were any crops, harvested on land that the respondent's family owns or controls, that were sold to other people in the past year. If the answer is no, note the skip to the next section.

Ask the following *Question*s about EACH crop listed—repeat as needed.

Question 2: Record both the crop ID and the part ID of the crop SOLD. (get codes from the crop section—Part A (v)

Question 3: Asks what the primary outlet was for the crop (choose from codes provided beneath the *Question*).
Question 4: Asks how far the respondent transports the crop to the primary outlet location—give distance in kilometers. If the buyer picked it up, code 00.

Question 5: Asks if the respondent transferred other crops to the outlet simultaneously (alongside this crop). Part 1, answer yes or no. Part 2, list crop codes of other crops transported.

Question 6: Asks for the total transportation costs in cedis and pesawas.

Question 7: Asks if this crop was sold BEFORE it was harvested. If the answer is no, skip to *Question* 10.

Question 8: Asks how many weeks before the crop was harvested it was sold.

Question 9: Asks who was responsible for the cultivating and harvesting of the crop after the sale. Write this answer in.

Question 10: Asks what the respondent's total revenue received (in cedis and pesawas) was for the crop in the past year.

Question 11: Asks when the payment was received for this crop (mm/dd/yyyy). If payment has not been received yet, code NY

(ii) Crop Stores

Repeat these *Question*s for EACH crop. 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 12: This *Question* asks if the household typically keeps any dried or preserved crops. If yes, continue with the next *Question*. 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.

Repeat the following *Question*s for EACH crop stored.

Question 13: Write the name and code for the crop being asked about

Question 14: 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 15: 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 same unit codes as previous *Question*.

Question 16: This *Question* asks where the stock is stored.

Questions 17-18: These *Question*s ask whether or not each crop stored is treated with any chemicals, and, if so, which chemicals.

Questions 19-21: These *Question*s ask if any of each crop stored was lost to rotting, insects, etc. in the past year. If so, *Question*s 20 asks for the proportion of the total crop lost and *Question* 21 asks for the source of the loss (use the loss codes under the *Question*). If not, go to the next crop typically stored.

SECTION 5: NON-FARM ENTERPRISES

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 *Question*s 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 past 12 months 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 owned 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: Basic Information

Purpose

In this section we will ask *Question*s related to entrepreneurial activities of the household. The *Question*s in this part should only be asked if, in the past 12 months, a member of the household was engaged in some non-farm activity for pay in which they were not someone else's employee (i.e. where they were self-employed in non-farm activities).

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 5A 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.

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.

Secondary Activities (SNA 5.8)

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.

Working proprietors
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.

In-kind payments
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.

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

Work-in-progress
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.

Goods for resale
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.

Property income (SNA 7.88)
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 is the income receivable by the owner of shares in a corporation.

Instructions

All the *Question*s in this section will be asked for up to 5 enterprises.

Question 0: In the last 12 months, has any member of the household been engaged in some non-farm activity for pay in which they were not someone else's employee (i.e. where they were self-employed in non-farm activities)?

Question 1: How many businesses are owned (ie. non-farm enterprises) by members in the household

Question 2: Record the name of the enterprise.

Question 3: record the name and ID of the person in the HH who is responsible for this enterprise

Question 4: Is the person responsible also the one who answered the *Question*s in this section?

Question 5: ID of the household member interviewed

Question 5, 7, 8, 9: These *Question*s 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 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.

Question 10: 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). If the enterprise has been in operation for less than a month, record 0.

Question 11: Circle all of the months that the business has operated in the last 12 months

Question 12, 13 & 14: These *Question*s ask whether or not all the income of the enterprise belongs entirely to the respondent (*Question* 12), and, if not, the name and ID of the main partner, as well what percentage of the income belongs to the respondent (*Question* 13). For *Question* 13, express the share in percentage.

Question 15: 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 16: This *Question* asks what the most serious difficulty in establishing this enterprise was. Record only the most serious difficulty.

Question 17: 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 18: This *Question* asks the nature of this capital, whether gift, loan or self-financed.

Question 19: This *Question* asks whether in the past 12 months the enterprise has attempted to get credit from banks or other financial agencies.

Question 20: What was the main source of credit in the last 12 months?

Question 21: This *Question* asks, in total, how much each enterprise borrowed in the past 12 months.

Question 22: This *Question* asks, in the past 12 months, how much of the total loans the enterprise has repaid.

Question 23: For each month of the year, this *Question* asks the respondent to rank whether the sales are High (H), Average (A), Below Average (L), or none (N) (for when the enterprise is not in operation.

Question 24: This *Question* asks for the amount of average sales, in cedis and pesewas, during a HIGH month

Question 25: This *Question* asks for the amount of average sales, in cedis and pesewas, during an AVERAGE month

Question 26: This *Question* asks for the amount of average sales, in cedis and pesewas, during an LOW month

Question 27: This *Question* asks for the amount of average costs, in cedis and pesewas, during a HIGH month

Question 28: This *Question* asks for the amount of average costs, in cedis and pesewas, during an AVERAGE month

Question 29: This *Question* asks for the amount of average costs, in cedis and pesewas, during an LOW month

Question 30: Does this enterprise own land and buildings?

Question 31: The question wants to know whether the enterprise owns transport equipment.

Question 32: The question wants to know whether the enterprise owns machinery or equipment.

Question 33: The question wants to know whether the enterprise owns other assets not mentioned above.

Part B: Information about Employees

Purpose
The purpose of this section is to learn about all the individuals who worked for the household enterprises. This section will gather information about employees for each enterprise. Please ask the respondent to answer for male and female employees in each *Question*.

Respondents
The household member responsible for each enterprise should answer all the *Question*s 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.

(i) information for all enterprises

Question 1: This *Question* asks how many males and females currently work at the enterprise. Include in this calculation the individual responsible, household members, apprentices and hired labor.

Question 2: This *Question* asks about the number of males and females who work at this enterprise and are paid. Include in this calculation the individual responsible, household members, apprentices and hired labor.

Question 3: This *Question* asks how many males and females usually worked at the enterprise during the last 12 months. Include in this calculation the individual responsible, household members, apprentices and hired labor.

Question 4: This *Question* asks the number of Full Time employees from those who usually worked at this enterprise.

Question 5: This *Question* asks the number of Casual employees from those who usually worked at this enterprise.

Question 6: This *Question* asks the number Apprentices employees from those who usually worked at this enterprise.

Question 7: This *Question* asks for how many employees could be considered Skilled from those who usually worked at this enterprise. Skilled regular employee refers to all workers that perform a skilled task and are employed on a permanent basis

Question 8: This *Question* asks for how many employees from those who usually worked at this enterprise, how many had a formal wage contract

Question 9: This *Question* asks for how many employees from those who usually worked at this enterprise, receive paid sick leave.

(ii) four most important employees

In this sub-part we ask for information regarding the hours of each enterprises' four most important employees, including the person responsible for the enterprise.

Question 10 (*Worker number*): List the village (or HH) ID for each of the four most important workers for this enterprise. Work should count as any service for the enterprise that was paid or unpaid.

Question 11 (*Worker number*): Indicate the relationship between this person and the person responsible for this enterprise.

Question 12: How many days in the past 2 weeks did the worker work at this enterprise?

Question 13: what was the average number of hours per day that this worker worked?

Question 14: In a typical month, how many days does this worker usually work?

Question 15: In a typical month, how many hours per day does this worker typically work?

When finished with this enterprise, go to sub-part (iii)

(iii) enterprise operating last 1 month

Question 16: IF the enterprise was NOT in operation during the last 1 month, go to sub-part (iv).

Question 17: For each category of workers (proprietors, household members, full-time non-household members, casual non-hh employees, and apprentices) record the amount, **in total**, paid to people over the last 1 month. 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.

Question 48: For each category of workers (proprietors, household members, full-time non hh members, casual non-hh employees, and apprentices) record the total person days worked during the last month.

Question 19: For each category of workers (proprietors, household members, full-time non hh members, casual non-hh employees, and apprentices) record the number of hours per day worked, on average, during the past 1 month.

Question 20 This *Question* asks the respondent whether employment in the past 1 month has been Higher, Lower, or the same as in a typical month. If the answer is either Higher or Lower, move on to sub-part (iv). If employment is the same, move on to Part C.

(iv) enterprise operating typically

Question 21: For each category of workers (proprietors, household members, full-time non hh members, casual non-hh employees, and apprentices) record the amount, **in total**, paid to people over in a typical month. 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.

Question 22: For each category of workers (proprietors, household members, full-time non hh members, casual non-hh employees, and apprentices) record the total person days worked in a typical month.

Question 23: For each category of workers (proprietors, household members, full-time non hh members, casual non-hh employees, and apprentices) record the number of hours per day worked, on average, in a typical month.

Move on to Part C

Part C: Accounting – General Enterprise

Purpose

This section will ask accounting *Question*s for enterprises that are NOT trade, wholesale, service or food enterprises. In other words, enterprises that are into manufacturing and other production activities are better suited for this section.

If the enterprise is trade or wholesale move to **Part D**.
If the enterprise is a food enterprise move to **Part E.**
If the enterprise is a service enterprise move to **Part F.**

Expenses

It is important that the respondent answer all *Question*s of accounting with a standard unit. Ask the respondent if he or she would prefer to answer *Question*s on a Yearly, Monthly or Weekly basis.

Question 1 – 17: How many times in [UNIT] did enterprise purchase SPECIFIC GOOD? What was the average amount spent per time?

Question 18-20: If there are other purchases that were made for this enterprise that were not already covered, ask the respondent to specify the expense and answer how many times in [UNIT] did enterprise pay for the Specific Good? What was the average amount spent per time?

Revenues

Question 21: In the last 12 months, how much money has been received from the sale of goods produced or manufactured by this enterprise?

Question 22: If the enterprise has been operating in the last 2 weeks continue asking *Question*s until 26. If enterprise has NOT been operating in last 2 weeks, skip to *Question* 26.

Question 23: In the last 2 weeks, how much money has been received from the sale of goods produced or manufactured by this enterprise?

Question 24: In the past 2 weeks, what is the value of goods that have been received in kind from the sale of goods produced or manufactured by this enterprise?

Question 25: In the past 2 weeks, what is the value of goods produced or manufactured by this enterprise that have been consumed in the respondent's household?

Question 26: If the enterprise has NOT been operating in the past 2 weeks, how much money USUALLY has been received from the sale of goods produced or manufactured by this enterprise?

Question 27: If the enterprise has NOT been operating in the past 2 weeks, what is the value of goods that are USUALLY received in kind from the sale of goods produced or manufactured by this enterprise?

Question 28: If the enterprise has NOT been operating in the past 2 weeks, what is the value of goods produced or manufactured by this enterprise that are USUALLY consumed in the respondent's household?

Inventory

Question 29: How much of the principal finished product does the enterprise currently possess? List the product code, quantity and units, as well as unit price and total value of the inventory.

Question 30: How much/what was the value of the principal finished product sold or exported in the last 3 months?

Question 31: How much of the secondary finished product does the enterprise currently possess? List the product code, quantity and units, as well as unit price and total value of the inventory.

Question 32: How much/what was the value of the secondary finished products sold or exported in the last 3 months?

Question 33: How much of the principle RAW material does the enterprise currently possess?

Question 34: How much/what was the value of the principal raw materials sold or exported in the last 3 months?

Question 35: How much/what was the value of the principal raw materials bought or imported in the last 3 months?

Question 36: How much of the secondary RAW material does the enterprise currently possess?

Question 37: How much/what was the value of the items sold or exported in the last 3 months?

Question 38: How much/what was the value of the secondary materials bought or imported in the last 3 months?

Question 39: How much of the principal product work in progress does the enterprise currently possess?

Question 40: How much of the secondary product work in progress does the enterprise currently possess?

Question 41: How much of the principle goods FOR RESALE does the enterprise currently possess? List the product code, quantity and units, as well as unit price and total value of the inventory.

Question 42: How much of the secondary goods FOR RESALE does the enterprise currently possess? List the product code, quantity and units, as well as unit price and total value of the inventory.

Part D: Accounting – Trade/Wholesale Enterprise

Expenses

It is important that the respondent answers all *Question*s of accounting with a standard unit. Ask the respondent if he or she would prefer to answer *Question*s on a Yearly, Monthly or Weekly basis.

Question 1 – 17: How many times in [UNIT] did enterprise purchase SPECIFIC GOOD? What was the average amount spent per time?

Question 18-20: If there are other purchases that were made for this enterprise that were not already covered, ask the respondent to specify the expense and answer how many times in [UNIT] did enterprise pay for the Specific Good? What was the average amount spent per time?

Question 21-25: For these *Question*s list up to 5 products **purchased** by this enterprise in the last 2 weeks. Indicate the product code and the total expenditure on this product.

Question 26: Total expenses on all other products not mentioned above in the last two weeks

Revenues

Question 27-31: For these *Question*s list up to 5 products **sold** by this enterprise in the last 2 weeks. Indicate the product code and the total revenues for this product.

Question 32: Total revenue from sales of all other products not mentioned above in the last two weeks

Inventories

Question 33-37: For these *Question*s list up to 5 products **stored** by this enterprise in the last 2 weeks. Indicate the product code and the total value for this product.

Question 38: Total value of all other products stored in the last two weeks but not mentioned above

Part E: Accounting – Food Enterprise

Expenses

It is important that the respondent answer all *Question*s of accounting with a standard unit. Ask the respondent if he or she would prefer to answer *Question*s on a Yearly, Monthly or Weekly basis.

Question 1–17: How many times in [UNIT] did enterprise purchase SPECIFIC GOOD? What was the average amount spent per time?

Question 18-20: If there are other purchases that were made for this enterprise that were not already covered, ask the respondent to specify the expense and answer how many times in [UNIT] did enterprise pay for the Specific Good? What was the average amount spent per time?

Question 21: For each of the following inputs (firewood, gas, water, soap, other, all other inputs) ask the respondent to list the cost of the inputs in the last WEEK. If an important input has not been listed, write in the name in the "other" category

Revenues

Question 22: This *Question* looks for the total number of days last week that the enterprise produced food for sale.

Question 23: In last week, on average how much did you earn each day from the sale of food?

Inventories

Question 24: For the 4 main ingredients that are used by this enterprise, list the ingredient code, amount of stock, units of that stock, and total value currently held by the enterprise.

Question 25: State the cost of the listed inputs used in the last week.

Part F: Service Enterprise

Purpose

This section is looking for the total amount of money eraned through the provision of the listed services by the enterprise during the stated period (1 month & 3 months).

Question 1: How much was earned through the provision of …….. services in the last ……?

SECTION 6: HOUSEHOLD 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 6 parts: Insurance, Anthropometry, Immunization, Activities of Daily Living, Miscellaneous Health, and Health in the Past 2 Weeks.

Part A: Insurance

Purpose

This subsection is to find out whether the household is involved in any Health Insurance Scheme and the benefits offered.

Respondents

All members of the household

DEFINITIONS

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.

INSTRUCTIONS

Record respondent's member ID

Question 1: Seeks to find out if a household member has ever registered or been covered by any health insurance scheme. If yes, skip to *Question* 4.

Question 2: Seeks to find out the type of scheme (NAME) is registered/covered.

Question 3: Seeks to find out why (NAME) is not registered/covered with any scheme.

Question 1: Seeks to find out who is paying name's health insurance cost.

Question 2: Finds out if (NAME) holds a valid NHIS card?

Question 3: Finds out why (NAME) does not hold NHIS card?

Question 7: Finds out the amount (NAME) paid or is expected to pay as premium in the current insurance year.

Question 8: Finds out the amount (NAME) paid or is expected to pay as registration fee in the current insurance year. SSNIT contributors and most other people exempt from the payment of premium actually pay some fees for processing of their registration and subsequent renewal of membership.

Question 9: Finds out the number of weeks it took (NAME) to obtain the NHIS card after the premium was paid in full.

Question 10: Finds out whether (NAME) has ever benefitted from the NHIS.

Question 11: Finds out the number of times (NAME) used NHIS card during the last 12 months.

Question 12: Finds out the number of times (NAME) has renewed NHIS card since first registration.

Question 13: Finds out if (NAME) holds a valid NHIS card for the current year.

Question 14: Finds out why (NAME) did not renew current year's NHIS card.

Question 15: Finds out the group scheme (NAME) contributes to.

Question 16: Finds out whether (NAME) derives any health care financing benefit from the group schemes.

Question 17: Finds out whether (NAME) is willing to pay one-off premium to renew or register for membership under the NHIS.

Questions 18a – 18e: Find out the percentage increases of the current premium (NAME) is willing to pay as a one-off premium to renew or register for membership under the NHIS.

Question 19: Finds out the maximum percentage increase (if not mentioned above) over the current premium (NAME) is willing to pay as a one-off premium to renew or register for membership under the NHIS.

Part B: 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 *Question*s 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

Record ID numbers for each person.

Question 1: Asks if NAME was measured.

Question 2: If NAME was not measured, choose from the codes below to record the reason for not having been measured.

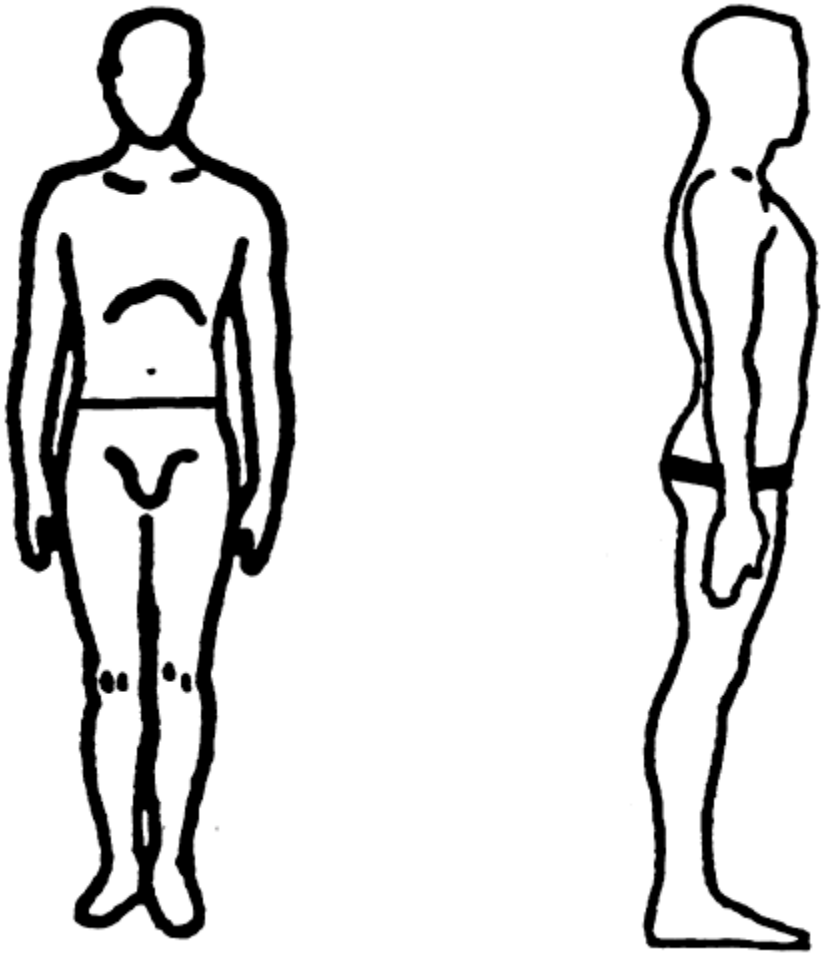
Question 3: Asks if height was measured standing or lying down.

Question 4: Record the height of each individual in centimeters using the rulers/measures provided to you.

Question 5: Record the weight of each individual in kilograms using the scale provided to you.

Question 6: 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 7: 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 8: 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.

Part C: Immunization

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

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 from 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' (postnatal) 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.

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".

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.

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.

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 immunization card. If respondent do not know code 3 (DK).

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

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

Record Name and ID

Question 1: Asks if NAME has ever been immunized.

Question 2: Asks if NAME has ever received the BCG vaccine. polio vaccine (1, 2, 3, or booster)

Question 3: Asks how many polio vaccines NAME has received (1, 2, 3 or booster)

Question 4: Asks if NAME has ever received the DPT vaccine (1, 2, or 3)

Question 5: Asks if NAME has ever received the five in one vaccine.

Question 6: Asks if NAME has ever received the measles vaccine.

Question 7: Asks if NAME has ever received the Vitamin A vaccine

Question 8: Asks if NAME has ever received the yellow fever vaccine

Question 9: Asks if NAME had to pay any fee for any of the vaccinations

Question 10: Asks how much (in cedis and pesawas) NAME paid for vaccinations (then skip to next person)

Question 21: Asks the kind of vaccination (NAME) paid for.

Question 12: To be asked if NAME was not immunized—record the reason why. Choose from the codes given below the *Question*.

Part D: Activities of Daily Living

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.

Respondents

These *Question*s should be asked of all members of the household ages 10 and older.

INSTRUCTIONS

Record HH ID of respondent.

*Question*s *1-5*

These questions are presented in pairs with one following the other. Each pair of *Question*s 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.

Part E: Miscellaneous Health

This section aims at investigating 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 *Question*s should be asked of all members of the household ages 10 and older.

Record Member ID

Question 1: This *Question* asks in general how NAME would rate his/her health. Let them interpret each of the options themselves.

Question 2: Has the respondent has sores, scabs or irritations that have taken longer than four weeks to heal?

Question 3: The time frame is the past three months, has the respondent experienced numbness or tingling in the hands and feet that are NOT related to usual numbness or pain when limbs fall asleep, or after a long walk.

Questions 4-14: These *Question*s ask about the tobacco use habits of NAME. Note carefully the skip patterns, as the *Question*s 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 15: 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 F: Health in the Past 2 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.

Record Member ID

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* 8, 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" (1) should NAME answer *Question*s 3 and 4.

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 to 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.)

Questions 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* 5.

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*s 9-22 ask only if the answer to *Question* 8 was "yes"

Question 9: This *Question* asks whom the respondent consulted for the health problem.

Question 10: 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 11: The *Question* seeks to find where the consultation took place.

Question 12-13: These *Questions* ask the name and code of the facility. The facility code can be found in the community *Question*naire in the "Health Services" section. If the facility is not listed in this section or is outside of the community, code "NV.

Question 14: "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 15: The amount in this *Question* refers to only the consultation fee.

Question 16: This *Question* asks how much it cost to get to the health facility and back. If it did not cost anything, put down "0."

Question 17: The *Question* asks about the amount of time it took to travel to and from the facility (excluding the time spent while receiving/waiting for care)

Question 18: This *Question* asks about time spent waiting at the health facility before being attended to by a health officer.

Question 19: How much TOTAL time, waiting and receiving treatment did NAME spend at the health facility.

Question 20: (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 21: 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 during the last two weeks (1-14 nights).

Question 22: This is amount charge for admission only, and does not include consultation fees and cost of medicines bought.

Question 23: "Medicine and medical supplies" include tablets, capsules, syrups, bandages, plaster, cotton wool and any item used for the purpose of treatment.

Question 24: This *Question* asks how much NAME paid for medicine/medical supplies.

Question 25: Total medical expenses are the sum of Q15, Q22 and Q24. 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 Q15, Q22 and Q24 and then indicate the total expenditure in Q25.

Question 26: The *Question* seeks to find out whether the medical supplies/medicine were available at the location where the consultation occurred.

Question 27: The *Question* seeks to find out whether (NAME) had been admitted during the last 12 months.

Question 28: The *Question* seeks to find out the number of days (NAME) was hospitalized during the last 12 months.

Question 29: The *Question* seeks to find out the total cost of hospitalization (NAME) incurred during the last 12 months.

Question 30: 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.

Question 31: The *Question* seeks to find out whether (NAME) has suffered from onchocerciasis during the last 12 months.

Question 32: The *Question* seeks to find out the effects of onchocerciasis (NAME) suffered from during the last 12 months.

Question 33: The *Question* seeks to find out whether (NAME) took any onchocerciasis control drug during the last 12 months.

Question 34: The *Question* seeks to find out why (NAME) did not take any onchocerciasis control drug during the past 12 months he/she suffered from it.

Question 35: The *Question* seeks to find out the number of tablets of oncho drug (NAME) has taken in during the last 12 months.

Question 36: The *Question* seeks to find out whether (NAME) experienced any reactions from the oncho control drugs during the last 12 months.

Question 37: The *Question* seeks to find out the list of possible reactions (NAME) experienced from the oncho control drugs during the last 12 months.

Question 38: The *Question* seeks to find out whether (NAME) had to pay for the oncho control drugs taken in during the last 12 months.

Question 39: The *Question* seeks to find out the amount (NAME) paid for the oncho control drugs taken in during the last 12 months.

Question 40: The *Question* seeks to find out whether (NAME) incurred any other cost on the treatment of oncho during the last 12 months.

Question 41: The *respondent* is asked to list the other means of controlling oncho for which he/she incurred cost.

Question 42: The *Question* seeks to find out the TOTAL amount (NAME) spent on all the other means of controlling oncho during the last 12 months.

Question 43: The *Question* seeks to find out whether (NAME) had to stop his/her usual activity because of oncho during the last 12 months.

Question 44: The respondent is required to mention the number of days he/she had to stop usual activity because of oncho during the last 12 months.

SECTION 7: WOMEN'S HEALTH

Purpose

The purpose of this section is to get an understanding of woman's health related to her reproductive practices and power in the household. It will also be used to determine fertility and child mortality rates, HIV/AIDS awareness.

These Questions will often have sensitive answers, so it is important that the woman feel comfortable answering them. This may mean having a female enumerate this section, and making the interview in a place where she can speak freely (e.g. by being in a private location).

Definitions

Part A: Fertility

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 have reached the age of menstruation (12 years and older). Each member should answer for herself.

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 *Question*s in this part the interviewer must refer to the definitions above for clarity.

Question 0: Please enter the household ID number of the adult female who is interviewed in each column

Question 1: Ask for the age, in years, that the respondent first began menstruating. If she is having problems remembering, you can ask *Question*s that could help jog her memory, such as whether she was still in school at the time, at what age she married (if these two events were somewhat closely related) and so on.

Question 2: This *Question* asks for the age, in years, that the respondent stopped menstruating.

Question 3: This *Question* is yes/no, the respondent is asked whether she has gone more than 3 months without menstruating in the last year.

Question 4: Ask for the age, in years, that the respondent first became sexually active. If she is having problems remembering, you can ask *Question*s that could help jog her memory, such as whether she was still in school at the time, whether it corresponded with marriage age, and so on.

Question 5: This *Question* asks how many MORE children the woman would like to have in the future. if she currently has no children, the *Question* is about how many children she would like to have in her lifetime.

Question 6: This *Question* asks for the woman's opinion about whether she will have a child in the next 3 years.

Question 7: In this *Question* the respondent is asked whether she has ever been pregnant. The answer is "Yes" even if the woman mis-carried or had a still-born child.

Question 8: If respondent answers "NO", probe for further clarification since some children might have lived for some few hours after birth.

Question 9, 10, 11: These *Question*s ask for separate totals for the number of girls and boys given birth to (even those who lived only a few hours), which you should then verify by adding up the reported numbers and confirming that is correct with the respondent.

Question 12, 13, 14: These *Question*s ask for separate totals of living children for girls and boys. Add up the totals and confirm the total number of living children the woman has.

Question 15: This *Question* asks whether the woman has had a pregnancy that did not end in a live birth – this includes miscarriages and pregnancies that were carried to term but a still birth occurred.

Question 16: if the answer above was "Yes" ask the respondent how many pregnancies did not end in a live birth.

Question 17: Verify that the total number of children alive (Q 14) is the total number of live births (Q 11). If the number alive is not equal to the number of births, continue to the next *Question* about infant mortality. If the number is equal, continue to *Question* 23.

Question 18, 19, 20, 21, 22: If the woman has had a child die, please record the following information for up to five children: a. the child's name; b. the year of the child's birth; c. the sex of the child; d. the age at which the child died.

Question 23: Is the respondent currently breast-feeding? 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 24: Is the respondent currently pregnant? If the answer is Yes, skip down to *Question* 29.

Question 25: Has the respondent been pregnant in the last 12 months? Such pregnancies also refer to those which ended in a miscarriage or still-birth. If the respondent has not been pregnant in the last 12 months, skip down to *Question* 36.

Question 26: What was the result of this pregnancy (e.g. live birth, still birth, miscarriage or other)

Question 27: This Question ask about the weight of the child at birth (kg)

*Question 2*8: Is the child currently alive?

Question 29: This *Question* asks whether the respondent has received any prenatal care during her current or most recent (last 12 months) pregnancy. If the answer is "NO" skip to *Question* 35

Question 30: This *Question* refers how long the respondent had been pregnant (in weeks) when she first received prenatal care.

Question 31 & 32*:* 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 33: The *Question* seeks to find out the number of times the woman visited the health practitioner.

Question 34: In this *Question* the interviewer must record amount paid for the first pre-natal consultation.

Question 35: 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 36: How many years have passed since the woman was last pregnant? Record the information in years and months. This *Question* asks the length of time it has been since the respondent gave birth to her 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.

Question 37, 38, 39: These *Question*s ask 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, and for how long she breast fed. For both *Question*s, code "87" if the answer is "not yet." These are sensitive *Question*s, and will likely need to be asked privately to each of the women who have been pregnant.

Part B: Reproductive Health

Purpose

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 *Question*s "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.

Question 0: Please enter the household ID number of the adult female who is interviewed in each column

Question 1: This *Question* asks whether the respondent has been sexually active in the last 12 months.

Question 2: This *Question* asks the respondent if her sex partner has other partners that she is aware of.

Question 3: This *Question* asks whether the respondent currently has more than one partner

Question 4: This *Question* asks the respondent whether she uses condoms every time, most of the time, sometimes, or never.

Question 5: The interviewer must ask if (NAME) has ever used any method of birth control. Birth control methods include abstinence, interrupted climax, rhythm method, traditional methods, and chemical methods.

Question 6: This *Question* asks whether the respondent is currently using any method of birth control.

Question 7: This *Question* asks whether the respondent's partner is aware of the contraception. The answer would be "Yes" if, for example, the respondent was using chemical methods of birth control in private.

Question 8: If the partner is unaware of the respondent's contraceptive use, this *Question* seeks to determine why. Circle all answers that apply.

Question 9: The *Question* is asked to find out the source of the birth control method (NAME) is using.

Question 10: 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 11: The *Question* is asked to find out the source of the birth control method (NAME) is using.

Question 12: The *Question* seeks to find the reason why (NAME) is not using any contraceptive method.

Question 13 & 14: For respondents who have used contraception in the past but are not currently, these *Question*s ask which methods were used in the past and whether they would be used again.

Question 15: 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 16: Does the respondent know anyone who has died of AIDS in the past 12 months?

Question 17: How many people does the respondent know who have died of AIDS in the past 12 months?

Question 18: 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 *Question*naire.

Question 19: 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?

Question 20, 21: These *Question*s seek to find out (NAME'S) knowledge on the means of transmission of the AIDS virus and prevention.

Question 22: This *Question* asks the respondent what he or she would do to prevent being infected with the virus that causes AIDS. Circle all that apply.

Part C: Power

Purpose

The purpose of these *Question*s is to get a sense of the level of violence in the household and the community more generally. These *Question*s are very sensitive and should be asked of the respondent in private.

Definitions

physical violence – refers to any bodily action from one person against another that is intended to hurt or subdue. Hair pulling, pushing, slapping, kicking, punching all count as physical violence.

Question 0: Please enter the household ID number of the adult female who is interviewed in each column

Question 1: Ask the respondent whether the husband provide her with money to buy food for the household.

Question 2: Ask the respondent the total amount of money provided by spouse for buying food for the household in the last 30 days.

Question 3: Ask the respondent whether she is aware of violence in the neighbors household in the last 30 days. A neighbor here is non-specific; it could be someone on the same block if she is aware of their day-to-day information.

Question 4: In the last 30 days has there been violence in the respondent's household?

Question 5: Does the respondent know any woman who has received a gift or money in exchange for sex?

Question 6: Has the respondent ever received money or gifts in exchange for sex?

Question 7: Does the respondent think that important household decisions should be made exclusively by the family's men?

Question 8: Does the respondent believe that a wife has the right to express an opinion that runs against the opinion of her husband?

Question 9: Does the respondent think that, as a way to keep the family together, the wife should tolerate (e.g. not get angry about or report to others) if she is beaten by her husband?

Question 10: Does the respondent think that it is better (e.g. makes more sense) to send sons to school than daughters?

Question 11: Does the respondent believe that a wife who earns money should be allowed to spend it without consulting her husband?

Question 12: Does the respondent believe that a wife should refuse to have sex with her husband when he has multiple partners?

Question 13: If a wife refuses to have sex with her husband, does the respondent believe that the husband should withhold money from her?

Question 14: If a wife refuses to have sex with her husband, does the respondent believe that the husband should beat her?

Question 15: The next set of *Question*s should be asked only to respondents who have had a relationship in the last 12 months – the *Question*s refer to their most recent or current relationship.

Question 16: Agree or disagree that your partner frequently accused you of being unfaithful

Question 17: Agree or disagree that your partner tried to limit contact with your family

Question 18: Agree or disagree that your partner insisted on knowing where you were at all times.

Question 19: Agree or disagree that your partner does not trust you with money.

Question 20: In the last 12 months how often did your partner insult you? Insults refer to disparaging remarks about your appearance, your intellect, your ability to perform tasks, or his feelings for you more generally.

Question 21: In the last 12 months how often did your partner threaten to hurt your or someone close to you?

Question 22: In the last 12 months how often did your partner push, hit, slap or throw something at you?

Question 23: In the last 12 months how often did your partner kick you, drag you, or beat you up?

SECTION 8: MEN'S HEALTH

Purpose
The purpose of this section is to get an understanding of men's health related reproductive practices and power in the household.

These Questions will often have sensitive answers, so it is important that the man feel comfortable answering them. This may mean having a male enumerate this section, and making the interview in a place where he can speak freely (e.g. by being in a private location).

Definitions

Part A: Reproductive Health

Purpose
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 *Question*s "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.

Question 0: Write down the ID number of each adult male that is interviewed. These *Question*s should only be asked to males who have ever been sexually active.

Question 1: This *Question* asks at what age the respondent first became sexually active. If the respondent is having problems remembering the exact age, help him jog his memory by linking it to another event, e.g. was he still in school? Was he married?

Question 2: This *Question* asks the respondent how many more children he would like to have in the future. If the respondent has no children, the *Question* applies to how many he would like to have.

Question 3: This *Question* asks whether the respondent thinks he will have a child in the next 3 years.

Question 4: This *Question* asks whether the respondent has been sexually active in the last 12 months.

Question 5, 6: This *Question* asks whether the respondent currently has more than one partner, and if yes, how many partners he currently has.

Part B: Power

Purpose

The purpose of these *Question*s is to get a sense of the level of violence in the household and the community more generally. These *Question*s are very sensitive and should be asked of the respondent in private.

Definitions

physical violence – refers to any bodily action from one person against another that is intended to hurt or subdue. Hair pulling, pushing, slapping, kicking, punching all count as physical violence.

Question 1: This *Question* asks whether the respondent provided spouse(s) with money to buy food for the household. Reference period is the last 30 days or one month.

Question 2: Question asks how in total was provided to the first wife in the last 30 days.

Question 3: If respondent has at least two spouses, this *Question* asks for the total amount of money given to the second spouse to buy food in the last 30 days.

Question 4: If respondent has at least three spouses, this *Question* asks for the total amount of money given to the third spouse to buy food in the last 30 days.

Question 5: Ask the respondent whether he is aware of violence in the neighbors household in the past 30 days. A neighbor here is non-specific; it could be someone on the same block if he is aware of their day-to-day information.

Question 6: In the last 30 days has there been violence in the respondent's household?

Question 7: Does the respondent know any woman who has received a gift or money in exchange for sex?

Question 8: Has the respondent ever received money or gifts in exchange for sex?

Question 9: Does the respondent think that important household decisions should be made exclusively by the family's men?

Question 10: Does the respondent believe that a wife has the right to express an opinion that runs against the opinion of her husband?

Question 11: Does the respondent think that, as a way to keep the family together, the wife should tolerate (e.g. not get angry about or report to others) if she is beaten by her husband?

Question 12: Does the respondent think that it is better (e.g. makes more sense) to send sons to school than daughters?

Question 13: Does the respondent believe that a wife who earns money should be allowed to spend it without consulting her husband?

Question 14: Does the respondent believe that a wife should refuse to have sex with her husband when he has multiple partners?

Question 15: If a wife refuses to have sex with her husband, does the respondent believe that the husband should withhold money from her?

Question 16: If a wife refuses to have sex with her husband, does the respondent believe that the husband should beat her?

Question 17: The next set of *Question*s should be asked only to respondents who have had a relationship in the last 12 months – the *Question*s refer to their most recent or current relationship.

Question 18: Agree or disagree that you frequently accused your partner of being unfaithful

Question 19: Agree or disagree that you tried to limit your partners contact with her family

Question 20: Agree or disagree that you insisted on knowing where your partner was at all times.

Question 21: Agree or disagree that you do not trust your partner with money.

Question 22: In the last 12 months how often did you insult your partner? Insults refer to disparaging remarks about her appearance, her intellect, her ability to perform tasks, or your feelings for her more generally.

Question 23: In the last 12 months how often did you threaten to hurt your partner or someone close to her?

Question 24: In the last 12 months how often did you push, hit, slap or throw something at your partner?

Question 25: In the last 12 months how often did you kick you, drag, or beat up your partner?

SECTION 9: CHILDREN

Part A: Young Child Health

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 younger than 5 years (60 months) old. Again the respondent should be the child's mother or any appropriate adult member of the household.

Read to the parent or guardian of each child to be tested the statement seeking their consent to proceed with the tests and the questions.

INSTRUCTIONS
** Fill out the ID of both child and mother at the top of every column.

Question 0*:* Verify with the roster-- the age of (…) "Is (…) *x* years/months old?

Question 1*:* Ask if the child is (or was) breastfed by the mother.

Question 2*:* Find out at what age the child was weaned (from breastfeeding.) Report this in months, and code '87' if the child is still breastfeeding.

Question 3*:* Find out at what age the child was first given water. Report in months. Code '87' if not yet.

Question 4*:* Find out at what age the child was given any liquid other than milk or water. Report in months. Code '87' if not yet.

Question 5*:* Find out at what age the child was given food other than milk. Report in months. Code '87' if not yet.

Question 6*:* Find out if the child participates in a community feeding program.

Question 7*:* Find out who usually looks after the child during the daytime. Choose from the codes given below the *Question*.

Question 8*:* The time frame is the last 7 days. Find out how many times the child was left under the supervision of someone under the age of 10 years old.

Question 9*:* The time frame is the last 7 days. Find out how many times the child was left alone.

Question 10*:* The time frame is the last 12 months. Find out if the child has been taken by anyone to a health care center for post-natal care.

Question 11*:* The time frame is the last 12 months. Find out how many times the child has been taken to a health care center for post-natal care.

Question 12: Find out the number of times NAME consulted health center in the last 12 months.

Question: 13 Find out if payment was necessary for the child's health care consultations.

Question 14*:* Find out the amount paid for ONE consultation (in cedis and pesawas)

Part B: Digit Span Test

Purpose

The purpose of this section is to evaluate the recall abilities of children ages 5-15 within each household.

Respondents

The respondent should be each child ages 5-15 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 B1: Digits forward

Enumerator CHECK: verify number of children between 5 and 12 years old in the household

Instructions:
FOR EACH *QUESTION*

1.) Read each digit span only once at an even rate of one digit per second
2.) Read and score part A first and then part B
3.) If the child does not respond after reading the *Question*, do NOT encourage farther
4.) Stop the test when child misses both part A and part B of any ONE Question
5.) To be scored as "correct", no digits may be omitted or be in reversed order

Part B2: Digits Backward

Instructions:
FOR EACH *QUESTION*:

Read outloud to child: "Now I'm 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" tell him/her "that is correct". If child does not say "7-2-9", say, "no, you should say 7-2-9. I said 9-2-7, remember to put them backwards"

Choose accurately from the scoring options below the *Question*s.

Part C: Raven's Pattern Cognitive Assessment

Purpose

The purpose of this section is to evaluate the ability of all children ages 5-15 in the household to recognize patterns.

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.

Show the pictures given to the child and have them point to one of the shapes labeled (a) - (f)
Record below the pictures which shape the child pointed to. There are spaces for this beneath each pattern.

** There is an example in the survey; WALK THE CHILD THROUGH THIS BEFORE PROCEEDING**

Part D (i): Maths Questions

Complete for each member between ages 10-26 in the Household. For each respondent, ensure that the star time and end time of the exercise are recorded.

Show the Maths Questions reported on the Maths Card to the respondents individually and have them choose their best answers, from (a) – (d). Record the choice of the answers in confidence.

Part E (ii): English Reading Questions

Complete for each member between ages 9-26 in the Household. For each respondent, ensure that the star time and end time of the exercise are recorded.

Show the Comprehension and Questions reported on the English Reading Card to the respondents individually and have them choose their best answers, from (a) – (d). Record the choice of the answers in confidence.

SECTION 10: PSYCHOLOGY AND SOCIAL NETWORKING

Purpose

This section is aimed to shed more light on the mental well-being of the respondents including their self-worth, socio-economic point of view, and need for achievement and progress. Additionally the section includes questions regarding social networking, trust, interactions with community and organizations, and other general questions distinguishing individualist vs. collectivist thought; all of this can help shed light on the amount of entrepreneurship amongst the respondents, which could enhance our ability to speculate future economic outcomes. This can also help gauge how easy it is for people to start their own businesses, and how much upward mobility the respondents feel like they have.

Part A: Psychology

Purpose:

This section is designed to gather more information about mental health and speculate future economic outcomes through examining entrepreneurship via life expectations, goals, general happiness and where villagers view themselves in the social hierarchy of their village. Social networking, trust, individualistic vs collectivist thought, and connectedness with organizations and community are also addressed in Parts B and C in order to enhance our assessment of entrepreneurship. Part A (iii) also explores regretted consumption, gathering information on 'how the respondents think' by looking at the goods the respondent consumes and gauging which of those investments the respondent deems worthwhile in retrospect.

Respondent

Ask these questions individually of each Household Head, the first Spouse and one other household member over the age of 12 chosen at random. If the first spouse is absent, then the second spouse. If there is no spouse, then ask the household head and two other household members over the age of 12 chosen at random.

(i) Depression

Respondent

Ask these questions individually of each Household Head, the first Spouse and one other household member over the age of 12 chosen at random. If the first spouse is absent, then the second spouse. If there is no spouse, then ask the household head and two other household members over the age of 12 chosen at random.

Purpose:

This section is the Kessler 10 Survey, and it is designed to enhance our knowledge of the mental health of the respondents and to get a sense of mental well-being and level of happiness. There are also questions relating to how their mental state affects their daily activities, which can relate to employment, progress, future economic outcomes, etc.

INSTRUCTIONS

Questions 1-10: These questions are asked about THE LAST FOUR WEEKS (the four weeks DIRECTLY PRIOR to the date of the interview). Read the questions given aloud ALWAYS prefacing with "in the last four weeks..." For example, Question 9 would be read aloud to the respondent: "In the last four weeks, about how often did you feel so sad that nothing could cheer you up?"

Then select (circle) the answer (number) you feel best corresponds to the respondent's reaction to the question asked (scale of 1-5):

1. None of the time,
2. A little of the time,
3. Some of the time,
4. Most of the time,

5. All of the time

SURVEYOR ONLY: TO ASSESS THE RESULTS OF THE KESSLER 10 SURVEY:
Interpretation of Kessler 10 Survey:

Please add up the scores of questions 2-10. The score attained by each respondent could then be interpreted as follows (this should not be communicated to respondent under any circumstance):

10-19
The consumer may currently not be experiencing significant feelings of distress.
20-24
The consumer may be experiencing mild levels of distress consistent with a diagnosis of a mild depression and/or anxiety disorder.
25-29
The consumer may be experiencing moderate levels of distress consistent with a diagnosis of a moderate depression and/or anxiety disorder.
30-50
The consumer may be experiencing severe levels of distress consistent with a diagnosis of a severe depression and/or anxiety disorder.

Question 11: Wants to find out the number of days that respondent was TOTALLY UNABLE to work, study or manage his/her day to day activities because of these feelings.

Question 12: Apart from the days that you were unable to work, how many days were you able to work, study or manage your day to day activities, but had to cut down on what you did because of these feelings.

Question 13: Ask of whether you consulted anyone about these feelings

Question 14: If you did, then whom did you consult

Question 15: Wants to find out the number of times that you consulted a doctor or any other health professional about these feelings.

Question 16: Wants to know the frequency, that physical health problems have been the main cause of these feelings.

(ii) Subjective Social Welfare

Respondent
Ask these questions individually of each Household Head, the first Spouse and one other household member over the age of 12 chosen at random. If the first spouse is absent, then the second spouse. If there is no spouse, then ask the household head and two other household members over the age of 12 chosen at random.

Purpose:
These questions are designed to gauge where the respondents view themselves to be in the social hierarchy of their village, and in the social spread of Ghana as a whole. The respondents are asked to think of both scenarios in terms of a ladder with 10 steps (1 being the lowest step, and 10 being the highest step.)

INSTRUCTIONS
Questions 17-18: Read the scenarios in each question aloud verbatim to the respondent. Read slowly and make sure the respondent is following each step of the situation you are describing. Then ask them to give themselves a number that they feel best corresponds to their place in society (use the ladder imagery as described in each question). Circle the response (on a scale of 1-10).

(iii) Regretted Consumption

Purpose
This section is designed to examine the consumption patterns of the respondents and probe which of their purchased goods they 'regret' or deem wasteful, even though they used resources to acquire them anyway. This helps to better understand how the respondents choose to spend their money/resources.

Respondent
Ask these questions individually of each Household Head, the first Spouse and one other household member over the age of 12 chosen at random. If the first spouse is absent, then the second spouse. If there is no spouse, then ask the household head and two other household members over the age of 12 chosen at random.

INSTRUCTIONS
Question 19: This question asks the respondent to list ALL goods or services that they have purchased in the last month WHICH THEY REGRET PURCHASING or wish that they hadn't bought.
Please list (write in) all goods or services. If the respondent answers this question, skip to Question 21. If the respondent does NOT list any goods, proceed to the next question.

Question 20: Probe further; The time frame is now one year—ask the respondent to list goods or services purchased IN THE LAST YEAR, which they REGRET PURCHASING.

Questions 21, 23, 25, 27& 29: For each good listed in either question, let the respondent explain WHY they regret purchasing it. Ask in the order in which they listed the goods—Question 21 will correspond to the first good listed, Question 23 will correspond to the second good listed, and so on. As soon as you 'run out of goods to ask about', proceed to the next question. If the respondent has listed MORE than 5 goods, only ask about the 5 goods that they MOST regret purchasing.

Questions 22, 24, 26, 28&30: Now for each good listed, the respondent is asked to provide an alternative to the good that they would have regretted less. This question asks what the respondent would have allocated his/her money to instead if he/she did NOT purchase each good listed. Again, go in the order in which the respondent first listed the goods—Question 22 should correspond with the first good listed, Question 24 should correspond with the second good listed, etc. If the respondent has listed MORE than 5 goods, only ask about the 5 goods that they MOST regret purchasing.

iv. Townsend Questions

Purpose
This section is designed to get a better sense of the respondent's expectations for their life (including life expectancy), as well as their view of returns to education, and various other future economic outcomes he/she thinks result for different types of people in the village. This is to get an idea of how the respondents view the socio-economic climate of their own village.

Respondents
Ask these questions individually of each Household Head, the first Spouse and one other household member

over the age of 12 chosen at random. If the first spouse is absent, then the second spouse. If there is no spouse, then ask the household head and two other household members over the age of 12 chosen at random.

INSTRUCTIONS
Questions 31-33: These questions relate to life expectancy. The questions present the respondents with a scale from 1-10 (1 being very uncertain, and 10 being completely certain), and then asks them to rate their chances of living up to the ages of 60, 70, and 80 years old (on the 1-10 scale). Circle the responses they provide.

Questions 34-35: These questions ask the respondents about how they would use a gift of 100 cedis if presented to them. Question 34 supposes that the 100 cedis gift would be given by an anonymous donor, while Question 35 supposes that the 100 cedis would be given to the respondent by a local NGO. List the top three uses of this money that the respondent answers (1 being the most important use, and 3 being the least important use).

The Respondents for the next set of questions will be all Household Head, the first Spouse and one other household member over the age of 12 chosen at random. If the first spouse is absent, then the second spouse. If there is no spouse, then ask the household head and two other household members over the age of 12 chosen at random in the RURAL sample:

Questions 36-37: These questions ask about expected returns to education for rural men. Question 36 asks the respondents to predict the daily income of rural men who have received primary education, while Question 37 asks the respondents to predict the daily income of rural men who have received secondary education.

Question 38: This question asks the respondents to say if they think the difference between the two levels of income they provided in 36 and 37 will stay the same, increase, or decrease in the next 10 years.

The Respondents for the next set of questions will be all Household Head, the first Spouse and one other household member over the age of 12 chosen at random. If the first spouse is absent, then the second spouse. If there is no spouse, then ask the household head and two other household members over the age of 12 chosen at random in the NON-RURAL sample:

Questions 39-40: These questions ask about expected returns to education for men in Accra. Question 39 asks the respondents to predict the daily income of men in Accra who have received primary education, while Question 40 asks the respondents to predict the daily income of men in Accra who have received secondary education.

Question 41: This question asks the respondents to say if they think the difference between the two levels of income they provided in 39 and 40 will stay the same, increase, or decrease in the next 10 years.

v. Trust and Solidarity

Purpose
This section is to assess the general sentiment of 'trust' and 'reliance' amongst people in the village. Do the villagers trust others? Who do they trust? Will people help them if they need help, or are they on their own? These are important components of social networking and entrepreneurship and often correlate with future economic outcomes.

Respondent
Ask these questions individually of each Household Head, the first Spouse and one other household member over the age of 12 chosen at random. If the first spouse is absent, then the second spouse. If there is no

spouse, then ask the household head and two other household members over the age of 12 chosen at random in RURAL sample.

Questions 42-44: For the first three questions in this section, read the statements provided out loud to the respondents. Select (circle) the response that most accurately reflects the respondent's opinion of the statement. (1. Strongly Disagree: the statement is definitely false, 2. Disagree: the statement is mostly false, 3. Neutral: the statement is equally true or false, 4. Agree: the statement is mostly true, 5. Strongly Agree: the statement is definitely true)

Question 45: This question asks if the respondent would spend time on a community project that does NOT directly benefit the respondent or his/her family.

Question 46: The time frame is the last 12 months; this question asks the respondent if he/she or any members of his/her family worked on a communal project that was aimed to work towards the betterment of the community as a whole. If no, skip to Question 48.

Question 47: This question asks how many times the respondent and/or his/her family participated in such communal activities.

Question 48: This question asks the respondent to rate how likely it would be for people in the community to help solve a hypothetical water supply crisis in the village. The respondent is to rate this on a scale of 1-5 (1 being very unlikely, 5 being very likely—select (circle) the response provided.)

vi. 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 (<15years) care.

Respondents
Ask these questions inidividually of each Household Head, the first Spouse and one other household member over the age of 12 chosen at random. If the first spouse is absent, then the second spouse. If there is no spouse, then ask the household head and two other household members over the age of 12 chosen at random.

INSTRUCTIONS
Questions 49-103: There are 14 basic activities which have four questions. The first question asks about a specific task and whether or not the respondent spends any time doing this task 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 the first part), the second question asks for the amount of time they spend doing the activity. The third question then asks whether the respondent undertakes that activity while a child the respondent is caring for is with him/her. If the response to the third question is "yes", the fourth question asks for the amount of time the respondent spends doing the activity with the child present. "Caring for children" should mean that they are the primary ones in charge of watching the children while doing that activity.

Question 104: This Question asks how much time, on average, the respondent spends sleeping on a typical working day. 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.

Question 105: This Question asks how many days in an average week does an individual work. Refer to above definition of work.

Part B: Big 5 Personality Questions

Purpose

The Big 5 Personality test was conceived of originally in the 1970s as a benchmark measurement of "personality" that is bare-boned enough to transcend different cultures and nations. The Big 5 questions focus on broader personality characteristics rather than specific traits that were addressed earlier in this survey. There is debate as to whether broader or more specific traits are more indicative of future economic outcomes and job success, but the Big 5 Personality test is likely the most commonly used personality test across the globe and can provide useful information about the respondents' 'general being' as well as data that can be potentially used for cross-cultural comparison.

The following are the Big Five Personality Traits that the test aims to measure:

1. **Extraversion/Surgency**: The broad dimension of Extraversion includes more specific traits as talkativeness, energetic-ness and assertiveness.
2. **Agreeableness:** Includes traits like being sympathetic, kind, and affectionate.
3. **Conscientiousness:** Includes traits like being organized, thorough, and plan-ful.
4. **Emotional Stability (or the reverse, Neuroticism):** Includes traits like being tense, moody, and anxious.
5. **Openness to Experience**: Includes traits like having wide interests, and being imaginative and insightful.

Respondents

Ask these questions individually of each Household Head, the first Spouse and one other household member over the age of 12 chosen at random. If the first spouse is absent, then the second spouse. If there is no spouse, then ask the household head and two other household members over the age of 12 chosen at random.

INSTRUCTIONS

For ALL questions in this section, the interviewer should select the number that best represents the respondent's response to each statement read.

The number is selected from the following scale:

1: Disagree strongly
2: Disagree a little
3: Neither agree nor disagree
4: Agree a little
5: Agree strongly

Questions 1-44: Each of these questions is a statement that begins with "I am…" Each is correlated with one of the Big 5 Traits mentioned above, and the traits are interwoven throughout the section. The interviewer should explain to the respondent in the beginning that each statement refers to the RESPONDENT. Start the section by saying that the respondent should be responding to whether he/she feels each statement is true about him/her.

Proceed and read each statement. In the box corresponding with each question/statement CIRCLE the number that best fits the respondent's reaction.

Part C: Social Networking

Purpose
This section is meant to get a sense of how much time respondents spend with others in the community, how much they trust others in the community, and if they feel that more progress is made operating as an individual or as an organization or team. The responses to this will shed light on money transactions, borrowing, lending, as well as aspects of entrepreneurship.

(i) Time Spent with Others Outside of the Household

Respondents
Ask the following questions to the HOUSEHOLD HEAD or most knowledgeable person in the household about 14 OTHER households in sample.

INSTRUCTIONS
ASK ABOUT OTHER HOUSEHOLDS IN THE ORDER OF MOST TIME TO LEAST TIME; so, Household 1 (the first column) will be the household that the respondent spends the most time in besides his own, and Household 14 (the last column) will be the household that the respondent spends the least amount of time in out of the 14 households being asked about.

Questions 1-9: These questions ask the household heads about various aspects of their relationship with each of the other households. They ask about how much time they spend in each other household, if there is a specific person they spend most of their time with, and what the nature of their relationship is with the person in the other household that they spend time with. The questions proceed to ask about the reciprocal providing of advice (both personal and financial), whether they would borrow or lend items to the other households (if so, what items—choose from provided codes or write in if 'other'), and whether they would give or receive assistance in any way from members of the other households.

Question 10: Asks the respondent to rank the households in order of their current living standards

Part D: Information Seeking

(i) Interaction with Organizations
Purpose
This section is meant to inquire how much each respondent and his/her family interacts with organizations in the village (local, government, agricultural, et al.)

Respondents
Ask these questions of the household head or the most knowledgeable person.

INSTRUCTIONS
The following questions are asked to each respondent about EACH of the following types of organizations: Government Extension Office (first column), Input Supplier/Private Business Entity (second column), Farmer Based Organization (third column), and finally two Nonprofit Organizations/NGOs (in the fourth and fifth columns—SPECIFY WHICH/ write in beneath the headers of those columns)

Questions 1-2: These questions ask if the respondent/household has had any contact with these organizations in the last 12 months. If so, how many contacts? Record this number in Question 2.

Question 3: This question asks what the primary type of information requested was, from EACH organization

(choose from the codes given in the question.)

Question 4: This question asks if the respondent requested information about crops

Question 5: Inquires if the respondent had to pay for the information requested from EACH organization

Questions 6-7: These ask if any information regarding crops was requested. If so, which crops did the household inquire about—record the response/ circle all crops which apply. Question 7 asks what specifically about the crops the concerns addressed.

Question 8: This question asks the respondents if any information regarding livestock was requested.

Question 9: Inquires if the respondent had to pay for the information requested from EACH organization

Question 10: This question wants to know ALL the types of livestock the respondent requested assistance about.

(ii) **Extension Services**

These questions are to be repeated for EACH respondent.

Purpose
This section is to see how involved the community is with each other; how much contact households and community organizations have with each other.

INSTRUCTIONS
Questions 11-12: Like part (i), these questions ask each respondent about EACH of the following organizations: Government Extension Office (first column), Input Supplier/Private Business Entity (second column), Farmer Based Organization (third column), and finally two Nonprofit Organizations/NGOs (in the fourth and fifth columns—SPECIFY WHICH/ write in beneath the headers of those columns)

The questions asked if the households have received any extension services from EACH of the organizations in the columns and if so, what media (circle all that apply).

Questions 13-15: These questions ask the respondent about FIVE of the household's AGRICULTURAL AGENTS. Each column is for a different Agricultural Agent (1, 2, 3, 4 and 5)
Provide the name and ID of each agricultural agent, and record how many times the respondent contacts each agricultural agent (circle from the options provided). If the household has no agricultural agent, write NONE and skip to Question 16.

(iii) **Volunteerism**

Purpose
This section wants to know whether household member (12 years and above) engage in voluntary activities and if they do what cause do they volunteer in and how often is that done.

INSTRUCTIONS
Questions 16-17: This question asks if any member of the household volunteer in any cause to help relations other than members of the present household, and if so, who among the members of the household volunteer and how often.

Questions 18-19: This question asks if any member of the household volunteer in any cause to help people not

related to the present household, and if so, who among the members of the household volunteer and how often.

Questions 20: This question asks the cause in which the household generally volunteer in.

Questions 21: This question asks if any member of the household belong to any organization(s) that volunteer to help others.

SECTION 11: CONSUMPTION MODULE

This should be asked separately of EACH HOUSEHOLD.

Part A: Food Items Consumed

Purpose

This section is designed to gather information on consumption of food items (how much is spent on what goods)

Respondents

The respondent should be the person in the household in charge of all such transactions/ who is most knowledgeable about purchases (household head or spouse) during the last 30 days.

INSTRUCTIONS:

For each food item (categorized by types of food) please enter the following information beside the corresponding letter:

a.) Months in Season
b.) Own Produced (quantity, GH¢, P)
c.) Purchased (quantity, GH¢, P)
d.) Gifts Received (quantity, GH¢, P)
e.) Gifts Given (quantity, GH¢, P)
f.) Codes for unit given by respondent

Part B: Clothing and Footwear: Annual Purchases in the last 12 months

INSTRUCTIONS

In this section, each row represents a different good. Across the columns the expenditures on the items are disaggregated by the age group receiving the items. Fill out the amount spent in the last 12 months on EACH GOOD for EACH AGE GROUP in the household in cedis and pesawas. The last column is total expenditure, so the sum of the rest of the columns should equal the amount in the last column.

Part C: Expenditure on Other Items in the last 12 months

INSTRUCTIONS

In the left column of this section is a list of various expenses each household may have experienced in the last 12 months. In the right column, fill in TOTAL EXPENDITURE during the LAST 12 MONTHS for EACH EXPENSE listed on the right.

Part D: Fuel Used in the last 12 months

INSTRUCTIONS

There are 10 types of fuel listed in the left-most column of this section. In the first column to the right, ask the number of months per year that the household uses this type of fuel. In the next column write the average value of this type of fuel per month. Determine this value based on the prevailing market price of the fuel type. In the next column, write the value of the amount of this type of fuel that this household produces or collects THEMSELVES per year. In the final column, write the value of the amount of this type of fuel that the household PURCHASES per year. Repeat this process for EACH TYPE OF FUEL listed.

SECTION 12: HOUSING

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 or the most knowledgeable person in the household.

INSTRUCTIONS
Questions 1-7: These questions ask about the rent of the dwelling.

Question 2: 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 Ghana cedis and pesewas.

Question 3: This question asks whether or not the household supplies goods or services in exchange for the dwelling.

Question 4: 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 Ghana cedis and pesewas.

Question 5: This question asks whether or not the rent is paid by someone who is not a member of the household.

Question 6: 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 7: 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 Ghana cedis and pesewas and use the time unit codes to the right.

Question 8: 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 Ghana cedis and pesewas.

Questions 9-28: These questions ask about the utilities of the household *Questions 1-7*: These questions ask about the rent of the dwelling.

Question 9: 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 10: 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 11: This question asks for the travel time for one to get to the source of the water and come back home.

Question 12: This question asks in the last 30 days, how many days either the drinking water source or general water source has been unavailable for any reason. Record the number of days that each source was unavailable.

Question 13: This question asks how much water the household uses, in total, on a typical day.

Question 14: This question wants to know whether the water is been treated to make it safer to drink

Question 15: This question wants to know the methods used to make the water safer to drink

Question 16: 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 17: This question asks whether or not the household pays a regular bill for both drinking water and general use water.

Question 18: 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 19: 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 Ghana cedis and pesewas.

Question 20: This question asks whether or not the household sells water to anyone else.

Question 21: If the household does sell water to anyone else, this question asks how much the household has received in the last two weeks from these sales.

Question 22: This question asks the main source of lighting for the household's dwelling.

Question 23: 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 Ghana cedis and pesewas 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 24: This question asks the main fuel used by the household for cooking.

Question 25: This question asks how the household gets rid of refuse.

Question 26: 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 27: This question wants to where child's (under 5 years) stool is disposed off.

Question 28: This question asks what the type of toilet that the household uses is.

Question 29: 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 30-34: These questions ask about the physical structure of the house and the household amenities.

Question 30: This question asks what the main material is used for the outer wall of the dwelling.

Question 31: This question asks for the main material used for the floor of the dwelling.

Question 32: This question asks for the main material used for the roof of the dwelling.

Question 33: This question asks whether or not the household has access to the six different household amenities. "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 34: 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.

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.

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 centimetres

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: House Property

Respondents
The main respondent is the head of household or the most knowledgeable person in the household.

INSTRUCTIONS
Questions 1-8: These questions ask about the type and ownership of dwelling.

Questions 1: The question asks about the type of dwelling the household lives in.

Questions 2: The question asks about the number of rooms the household occupy. Note that you will count livings, dining rooms, bed rooms but not bathrooms, toilet and kitchen.

Questions 3: The question wants to know whether other household's share this dwelling with you.

Questions 4: The question wants to know your current occupancy status.

Questions 5: The question wants to know the owner of your dwelling.

Questions 6: The question wants to know the habitable nature of your house.

Questions 7: The question enquires about the general surroundings of the house

Questions 8: The question enquires about the number of bedrooms of the household

*Questions 9-11: Q*uestion 9 wants to know whether there is a room exclusively for cooking; Question 10 probes to know whether it has a window and Question 11 probes further to verify whether it has a chimney or smoke outlet.

Questions 12: The question wants to know if cooking is done outside in any season i.e rainy or dry season.

Questions 13: The question wants to verify that if cooking is not done outside in all the seasons, then in which season is cooking done outside.

Questions 14: The question wants to know whether the house has electricity or not.

Questions 15: The question wants to know how regular the power supply is.

Questions 16: The question wants to know the distance of the public toilet from your house in kilometers. If there are no public toilets and people go to the bush, beach, etc. code NV.

Questions 17: The question wants to know the time in minutes spent in travelling to and waiting at public toilet.

Questions 18: The question wants to know the number of buildings owned by the respondent.

Questions 19: The question wants to know the number of vacant plots owned.

Questions 20-21: If the household has animals, then Questions 20 wants to know where they are kept whiles Question 21 talks about where they are tied during the day.

Questions 22: The question wants to know where hay (grass) is kept.

Questions 23: The question wants to know whether there is open sewage/drainage in or around the house.

Questions 24: The question wants to know whether there is garbage (rubbish) in or around the house.