

REPUBLIC OF GHANA

2010 POPULATION AND HOUSING CENSUS

TRAINING AND INSTRUCTIONAL MANUAL



2010 POPULATION AND HOUSING CENSUS

Get Involved, Get Counted!

**STATISTICAL SERVICE
28TH AUGUST 2010**

PREFACE

The Ghana Statistical Service (GSS) has scheduled three levels of training for the 2010 Population and Housing Census (PHC). These are Training of Regional Trainers, Training of District Level Trainers and Training of Enumerators and Supervisors at the District level.

About 60,000 field personnel made up of trainers/facilitators, supervisors and enumerators will be trained. This large number of field staff cannot be trained at the same time and in one place, thus making decentralized training inevitable. To ensure uniform and standard training at the almost 200 training centres across the country a guide for training is required. This training manual has been prepared as the main instrument for imparting to census field staff skills and competencies essential for census data collection.

The process used to develop the manual

The process of producing this training manual started with a Module Development and Harmonization workshop held at the Royal Majesty Hotel, Nungua, Accra from 27th June to 3rd July 2010. The main objective of the workshop was to develop a manual which will be the tool for training enumerators and supervisors. The workshop was to also recommend the materials required for effective training as well as to identify issues/topics that require the use of audio-visuals for better comprehension. Thus, the Module Development and Harmonization workshop was designed to develop a standardized Training Manual based on the specific data collection instruments that will be used in the 2010 Population and Housing census:

1. Census Questionnaires (PHC 1A and 1B)
2. Enumeration Area Map Description (PHC 2)
3. Enumerators and Supervisors Manuals
4. Enumerators Visitation Record (EVR)
5. Summary Result Sheet for number of localities and population for each EA (PHC 3)
6. Summary sheet for each locality, population and facilities in each locality (PHC 4)

Those who participated in this workshop were two resource persons from the University of Cape Coast, three module development experts from each of the ten Regions, the Census Technical Advisor, the Census Management Advisor and staff of the Statistical Service led by the Government Statistician and the two Deputy Government Statisticians. To finalize the document, a Module Review Workshop was held at the Noguchi Memorial Institute, University of Ghana, Legon from 16th to 17th July, 2010. This training manual is a product of these two workshops.

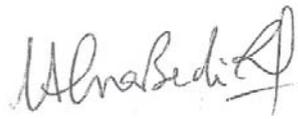
Rationale for the Training Manual

The manual has been written to guide facilitators in the training of census field personnel at various centres. Used in conjunction with the Enumerator's manual, it provides a uniform training material for trainers. The training manual is also meant to enhance training and learning of all participants to enable them understand the basic concepts, methods and operations of the census as well as to acquire the necessary skills for data collection and recording of information. The ultimate aim is for enumerators and supervisors to become effective field officers.

The manual has been designed for use in several levels of training. However, its main intended audience is trainers. For supervisors, enumerators and trainers, the main reference materials are the Enumerator's and Supervisor's manuals, and these should be referred to at all times. The lessons in this training manual are designed purposely to enable trainers, supervisors and enumerators achieve the intended objective of collecting and compiling accurate information from the field. To facilitate this objective, the manual is organized into lessons and each lesson is designed to impart specific knowledge, skills and competencies needed for accurate census data collection.

ACKNOWLEDEEMENT

Several persons contributed to the development of this training manual. First of all, the Statistical Service is grateful to Professor Kofi Awusabo-Asare and Dr. Cosmas Cobbold, the two Resource Persons from the University of Cape Coast, who provided technical guidance in the preparation of this manual. The participation and the contributions of Module Development Experts from the 10 Regions is gratefully acknowledged. The Statistical Service also wishes to acknowledge the contributions of the Chief Technical Advisor, the Census Management Advisor and all the GSS staff, led by the two Deputy Government Statisticians, in producing this training manual.



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INTRODUCTION

a. Importance of training in the census programme

The Ghana Statistical Service (GSS) is conducting a Population and Housing Census (PHC) in 2010. A population and housing census aims at collecting a set of reliable and accurate data on every person and dwelling unit in a country at a specific time. A large number of field staff is employed to collect the information. It is important that the same set of information is collected on every person and dwelling unit. A form (PHC 1) with clearly set-out questions (referred to as questionnaire) is used to collect the information. For the census data to be comparable and useful, all census staff should be trained to understand:

- i. the meaning of the questions;
- ii. how to ask the questions; and
- iii. how to record answers to the questions.

The quality of training at all levels has important effect on the entire census. The success of the census and the quality of the results depend on how the field staff understands the concepts and procedures used and how they apply them consistently throughout the country. It is only through a carefully prepared and well-conducted training programme that the aim of the census can be achieved.

b. Purpose and use of the training manual

The Ghana Statistical Service will recruit and train about 60,000 field staff (made up of Field Supervisors, Supervisors and Enumerators) throughout the country. This number cannot be trained at the same time or in the same place. The training has to be decentralized (by region and district). It is important to ensure consistency and uniformity in the manner in which all census field officials are instructed. This is the purpose of this Training Manual. It provides uniform instructions for training sessions. Its use will ensure that trainers in all regions and districts complete the training within the stipulated time and that all topics are covered and properly emphasized.

c. How to use the training manual

The manual contains twenty three lessons. Trainers are required to present the lessons sequentially, from the beginning to the end. Each of the lessons has an introduction, objectives, discussion and practice on how to undertake specific tasks or complete specific sections of the questionnaire. Also, each of the lessons has a summary and practical assignment for the trainees. For the training, use the steps indicated for teaching each lesson in the manual. Several exercises are provided, because trainees learn by practice. Trainees

become more proficient if they practice completing the questionnaire both in the class and through field practicals. In addition, it is important that trainees discuss among themselves in groups to improve comprehension.

d. Other training materials

In addition to the Training Manual, trainers will be using the following documents:

- i. The Enumerator's Manual;
- ii. The Enumerator's Visitation Record (EVR);
- iii. The Questionnaire (PHC 1A and 1B);
- iv. The Supervisor's Manual;
- v. Field Supervisor's Record Book;
- vi. Specimen of EA Map;
- vii. EA Description (PHC 2)
- viii. EA Enumeration Result Sheet (PHC 3); and
- ix. Final Summary Sheet (PHC 4).

It is important that trainers read and know the content of these documents well. They are standardized enumeration documents and both the training programme and the Training Manual are based on them.

e. Duties of the Trainer

The trainer will use the time-table provided for the training. You must follow it strictly. You will deliver all the lessons in the order they appear in the training manual. You will summarize, review and explain concepts and methods of enumeration and explain how to fill out the questionnaire. You will also conduct class and field exercises. After a field exercise, you will check the Questionnaires and discuss with the participants the errors committed. Then you will make an extract of the errors made by a large number of trainees and discuss these errors in class. You will divide the trainees into smaller groups and have them discuss in the groups issues they have problems with. You should follow this procedure also in the class exercises.

f. Preparation of classroom & equipment

Before each session, you should check to make sure that you have sufficient chairs and tables. You must also make sure you have a whiteboard/blackboard, sufficient quantity of markers/chalk and flip charts. You should use the whiteboard/blackboard and flip charts freely since the majority of persons remember things which they see more easily than those they hear. They will also be less likely to make copying mistakes. Before each session, you

should have at hand and in order all materials including projector, training CDs and audio-visuals which you expect to use.

g. Conducting training sessions

You should start each lesson on time. In all the lessons you should put your trainees at ease by being friendly and informal.

It is absolutely essential that you thoroughly prepare your lesson notes before each day's session. Read over the chapters and sections you have been referred to in each lesson to make sure you fully understand them. Also you should note carefully the points to be stressed. Make sure you understand all the answers to the questions in the Training Manual and be prepared for other questions which are likely to come up. Whenever you are in doubt about anything, consult the relevant document. Do not include unusual problems, which an Enumerator will seldom come across. However, encourage Enumerators to make notes of such problems and to bring them to your attention outside lecture hours. Concentrate on getting complete coverage of lessons in the time allotted.

h. Participation of trainees

You should make sure that everybody participates fully and actively in the training sessions. There are times when some sections of the Enumerator's Manual have to be read, **you may ask some of the participants to read in turn a section each**. This will make the lectures less boring and the trainees more attentive. You should also encourage the trainees to ask questions and when answering the questions, they should read aloud the relevant sections of the Enumerator's Manual. Do not allow participants to be passive listeners or scribes, copying down everything you say without making sure they have understood it. If a participant asks a question which is not answered in the Enumerator's Manual, do not guess the answer. Tell him/her you are referring the problem for clarification and that you will let him/her have the correct answer as soon as you receive it. Do not encourage participants to ask questions which anticipate points to be discussed later. But if they should do so, explain to them that you will be coming to those points later on.

i. Control of class discussion

Class participation is a key to effective training, but it must be controlled wisely. Do not let trainees' eagerness get a lesson out of control. The principle is to control the class without destroying the willingness of trainees to participate.

If a trainee asks a question about a point to be covered later in the manual, tell him/her to hold the question since you will cover it later. Many questions anticipate material that will be covered later in the training.

If a discussion gets out of hand, interrupt the discussion. Tell the trainees why you must end the discussion, and then continue with the lesson. If a trainee persists in pursuing a point, ask him/her to see you during break, at lunch, or after class. Remember, you are working to schedule. You must make every effort to complete the training within the given time.

Lesson One: The Concept of Population and Housing Census

1.1 Introduction

Welcome participants to the session and let them introduce themselves. Solicit from them their expectations. Outline the objectives of the session, and the main sections in the module (You may use power point or flip chart).

Facilitator (FAC.): You are welcome to a training session for the 2010 Population and Housing Census of Ghana. As you are aware, census taking has a long history and has been a regular feature of most societies. For instance, various ethnic groups in Ghana had methods of counting people. This census is part of this long tradition. This first section of the manual explains the concept of population and housing census, the features of a census as well as the legal authority for the exercise which sets out the responsibilities of citizens and officials, including enumerators.

1.2 Objectives

By the end of this lesson, supervisors and enumerators should be able to:

- 1 Explain the concept of Population and Housing Census
- 2 Explain the concept of complete coverage in a census
- 3 Identify the essential features of PHC.
- 4 State the legal authority for the census
- 5 Explain the need for the confidentiality of the census

Session 1

1.0 Concepts of PHC

1.1 Population and Housing Census

Read the dialogue

FAC: How many people are there in your family?

FS: E. g. 6

How many people play in a football team?

FS: 11

FAC: Is it possible to know the number of people in a stadium/gathering

FS: Yes/No

FAC: If yes, how will you know?

FS: By counting

FAC: If no, why is it not possible?

FS: Because they have not been counted

Good, you have answered well. We need to know the number of people living in the country and the number of housing units available and the facilities in them. Thus:

Population Census is the official enumeration of all persons in a country at a specified time.

Housing census is the official enumeration of all living quarters (occupied and vacant) in a country at a specified time.

Session 2

1.3 Rationale and Essential Features of the census

1.3.1 *Rationale*

Let us consider the following questions:

1. What are some of the social facilities in your area? (schools, hospitals etc)
2. Are these facilities adequate for the number of people in your area? If not adequate, why are they not adequate?
3. What do you think can be done to ensure that the facilities provided are adequate?

Indeed, we all need to ensure that facilities provided to improve the quality of our lives are adequate. Census provides the information to National and Local Governments to assist in planning for facilities such as:

- Education
- Health
- Housing
- Place of convenience
- Recreational ground, etc.

1.3.2 *Essential Features of a Census*

There are four essential features. These are:

1. Each individual and each living quarter must be enumerated separately and the information recorded separately
2. Census must cover a well-defined territory and include every person and every living quarter. [Ask participants to give the well defined territory. In this case, Ghana].
3. The census must refer to a well defined reference period. For the 2010 Census, the midnight of 26th September 2010 has been selected as the reference point and also known as Census Night.
4. The census must be conducted at regular intervals so that comparable information is available. The proposal is for countries to conduct censuses every ten years.

[Let participants indicate when the last three censuses in the country were held and if they met this requirement].

1.4 Legal Authority for the Census

Most actions of government are backed by law. Ask participants to mention some of them.

Examples are:

- Educational Reform
- Creation of new districts etc.

The Law which gives backing to the 2010 Population and Housing Census is the Statistical Service Law 1985 (PNDCL 135). The Law grants the enumerator permission to enter any private or public premises with an identity to carry out enumeration. The law also stipulates that enumerators should treat as confidential, all the information they receive from respondents, and that it is an offence to divulge any information received from a respondent to another person without lawful authority.

Summarize the Law as follows:

1. The Law empowers Census Officials to enter premises to collect information from individuals and groups;
2. The Law requires the public to provide information to census personnel and prescribes penalties for refusal to provide such information when requested;
3. The Law prohibits enumerators and other officials from divulging census information to another person who is not authorized to receive that information; and
4. The law requires all field personnel to take an oath of secrecy.

1.4.1 Taking an oath

Ask participants the following questions:

1. In your view what is an oath?
2. Do you think taking an oath is necessary?
3. Under which circumstances are oaths taken? [Let participants list some of them – e.g. Parliamentarians, the President, Chiefs, lawyers]

Let them compare their answers with the statement below:

An oath is the declaration of loyalty to an office, authority, group, etc.

The Statistical Service Law (PNDC Law 135) enjoins each staff to take an oath of secrecy. Since GSS has employed you as persons to work on its behalf, there is the need to take an oath of secrecy. This means that all information gathered from the questionnaire must be handled as confidential. Under no circumstance must you reveal it to anyone unless s/he is a sworn employee of the Statistical Service and needs it for official purposes.

You should inform participants that they will take an oath of secrecy after their successful completion of training before they go to the field, and the oath will be administered by a judicial officer.

1.5 Complete Coverage

Dear participant, you will be meeting the expression ‘complete coverage’ several times. In any case, complete coverage means correct, full, total, and accurate enumeration.

In enumeration, we aim at counting every person or structure without omission or double counting. Complete coverage in enumeration implies obtaining total count of the population and living quarters in an enumeration area. The objective is to ensure that all households and their occupants are enumerated during the stipulated period.

How to ensure complete coverage

In order to ensure that all persons and housing units are enumerated in your assigned EA, you would need to take the following steps:

1. Study your Enumeration Area thoroughly with the help of your map. Note significant landmarks in your EA;
2. List all the houses and structures in your enumeration area before you start any work;
3. In listing the houses and structures, move systematically from one house to another; start from one end of the EA. Indicate that there can be three categories of maps for listing:
 - In rural areas, there will be several localities constituting one EA. This is referred to as many localities to one EA.
 - In small towns, a locality may form one EA. In this case, there is one locality to one EA.
 - In large towns and cities, a locality may be divided into a number of EAs. In this case, there is one locality to many EAs.
4. Undertake a daily review of your work to identify gaps, omissions, inconsistencies and correct them;
5. Make sure that you answer all call-backs; and
6. Contact your field Supervisor for clarification of disputed boundaries to avoid duplication with other enumerators, and any other problems that may arise.

1.6 Summary

Summarize the main ideas covered in this lesson. You can begin by emphasizing the key points as follows:

- This lesson explained the concept of population and housing census;

- It also threw light on the essential features of a population and housing census;
- The legal frame work for the census has also been established;
- It also calls on enumerators to observe confidentiality in the information received in the course of the census; and
- It informs census field officers that the law requires them to take an oath of secrecy.

1.7 Assessment

1. Explain the following terms:
 - Population Census
 - Housing Census
2. Identify two features of a population census
3. Why is an enumerator required to take an oath?
4. What do we mean by complete coverage in census?

Lesson Two: Census Field Organization and the Role of the Field Staff

2.1 Introduction [5 minutes]

This is the second lesson of our training and it deals with the census field organisation and the role of the field enumerator. It is meant to emphasize that a well structured census organisation is essential for successful enumeration. Outline the objectives of the session, and the main sections in the lesson. (You may use power point or flip chart).

2.1.1 Objectives

By the end of this lesson, participants should be able to:

- Describe the structure of census field organisation
- Describe the roles of various field personnel within the structure
- Explain the importance of their role as Enumerators
- Exhibit good practices of an Enumerator
- Deal with difficult cases that crop up in the course of their work as Enumerators

2.1.2 Main sections of the lesson

- The structure of census field organisation
- The importance of your role as Enumerator
- Things you must do
- Things you must not do
- How to do deal with difficult cases

2.2 The structure of Census Field Organisation (15 minutes)

Ask participants to think about a school situation and the structure of authority in the school. Let them mention the main levels of authority in a school, such as the head teacher, assistant head teacher, teaching and non-teaching staff, prefects and students.

Indicate that just as there is an authority structure in a school, there are various officials in the census field organisation who play different roles. Let participants open to page 4 of the Enumerator's Manual. Discuss with them the organization chart on that page and the various persons who constitute the structure and level of operation in the census field. They are as follows:

1. The *Field Operations Coordinator* (national level) – is a member of the national census coordinating team and responsible for the entire field operations.
2. *Regional Census Field Officer* (regional level) – responsible for all aspects of census work as well as overall supervision of census operations in the region. S/he is assisted by the Assistant Regional Census Officer. The Regional Census Officer is advised by a 13-member implementation committee made up of departmental heads.

3. *District Census Officer* (district level) – supervises all census activities in the district. S/he is assisted by Senior Field Supervisors. The District Census Officer is advised by a 13-member implementation committee made up of departmental heads.
4. *Field Supervisor* – in charge of district Supervision Areas. Each supervision area is further divided into smaller units, usually between five and seven, called Enumeration Areas. Note that an Enumeration Area is a small geographical area well demarcated for one enumerator to canvass during the census enumeration period, *Enumerator* – is responsible for counting all persons present on census night in his/her Enumeration Area (EA). Currently there are about 38,000 EAs in the whole country.

2.3 The importance of your role as an Enumerator (10 minutes)

Ask participants to assume that there were no Enumerators to conduct the Population and Housing Census, and discuss what the *consequences would be* for the whole exercise in such a situation. Some possible consequences would be that there will be nobody to do the counting; the census will not be successful; there would be no accurate and reliable data.

Use the responses to emphasize that the enumerator's role is very important in that:

- An Enumerator helps to achieve the common goal of obtaining accurate and complete information about all persons and all living quarters which qualify to be enumerated in the country (ask enumerators to read section 3.2 of the enumerator's manual)
- Enumerators help to ensure high quality of the census data only when enumeration is carried out conscientiously by following laid down procedures.
- The information enumerators collect becomes the foundation upon which all census results will be based.
- An enumerator, as a member of a team, contributes to ensuring that people and structures in every area are enumerated. Therefore, enumerators are expected to co-operate with their supervisors.

2.4 Things you must do (15 minutes)

Tell participants that in order to perform their role as effective and efficient enumerators, there are some things they would need to observe. Some of these things relate to what they do before coming into contact with their respondents, how they approach respondents, and when to conduct an interview. Ask participants to think of some of those things and write them down. Some of the likely responses would be:

- One must be honest.
- One must be patient and tolerant.
- One must complete his/her work on schedule and achieve the set targets.

Let participants open to pages 5, 6 and 7 of the Enumerator's Manual. Discuss with them the things expected of an Enumerator as follows:

- Study your manual thoroughly in order to work effectively and efficiently.
- Carry your identity card and introductory letter, Enumerator's visitation record and Enumerator's Manual at all times while working on the census.
- Discuss problems and uncertainties with other members of your team, especially your Field Supervisor and Field Monitors.
- Be patient, tolerant and courteous at all times when dealing with respondents/households.
- Always conduct the interview in such a way that respondents get an assurance of confidentiality
- Ensure that all persons and households in your Enumeration Area have been enumerated. This can be accomplished by visiting each household. Arrange for call backs when you could not reach a particular household at your first and subsequent visits.
- Conduct the interview in a language understood by the respondent.

Make participants aware that by the time they approach households, every effort would already have been made to publicise the census to all relevant stakeholders. However, their success as enumerators would depend greatly upon their manner of approach (Specific things to do when approaching the respondents are covered in *Module 3: Entering the Community*, so may not be treated in detail here, but rehash them.

2.5 Things you must not do [10 minutes]

Ask participants to reflect on their role as enumerators and write down some of the things that they do that can negatively affect their work and the data they collect. Their responses may include:

- Drinking alcohol during the period of enumeration
- Arguing with respondents
- Defacing documents in their care.
- Engaging in political and religious debates and arguments
- Infringement on the cultural practices of the people

Ask participants to open to Section 4.8 of the Enumerator's Manual for other things which they must not do as enumerators. Example, as an enumerator,

1. **You should not record any fictitious information on your questionnaires.** If you do, you will be found out and charged with fraud. If any respondents ask you to provide the answers for them, patiently explain that you are not allowed to do that.

2. **You must not engage in any other activity during the enumeration period.** You should not involve yourself in activities such as teaching of extra classes, petty trading, political or religious propaganda.
3. **You must not abandon your work.** As much as possible try to complete the area assigned to you in good time. In case you are ill or incapacitated during the census period, you must report this immediately to your Field Supervisor or, in his/her absence, to a higher authority such as the District census Officer or his/her Assistant for your replacement
4. **Do not allow any unauthorised person to help you in your work.** Do not entrust part of your work to any other person such as members of your family. They should not accompany you on your visits or even see your completed questionnaire. Only sworn census officials are allowed to help you. In exceptional cases where you have to depend on a guide to locate a place, do not allow him/her to listen to any part of the interview.
5. **Do not interview people in a group:** Except where they are members of the same household, do not interview people in a group.
6. **Do not infringe on the cultural practices of the people.** Make sure you are sensitive to the norms and cultural practices of an area.

2.6 How to deal with difficult cases [10 minutes]

Use the brainstorming technique to help participants come out with some difficulties they are likely to encounter in their work as Enumerators. These may border on difficulties in reaching their Enumeration Areas or difficulties posed by respondents. They may include suspicious or uncooperative attitude from respondents and respondents trying to falsify their personal data. Each problem may be tackled on its own merit but generally some of the ways to solve the problem are:

1. Try to obtain assistance from neighbours whom you have already enumerated.
2. Try to find another person known to the uncooperative respondent to help you explain the purpose of the visit or any aspect of your work.
3. You may also contact the local Chief or head man or Assemblyman/woman, Unit Committee members for help, but do so in the proper manner. To facilitate this process, it is always advisable to pay a courtesy call on such important personalities when you enter any locality/community.
4. When a respondent still proves difficult to deal with, stress that all the information you are collecting is confidential and will not be disclosed to anybody. Also, draw the person's attention to the fact that s/he is required by law to give answers to your questions. Impress upon the respondent that the information would not be used for any policy like taxation against him/her or their households
5. As a last resort, make a note of the respondent's behaviour in your Enumerator's Visitation Record and report the matter to the Field Supervisor.

2.7 List of materials for enumeration

At the end of the training and before the commencement of field work, the enumerator will be supplied with materials they will need for enumeration.

Let materials be shown on a power point for discussion.

1. Identity Card
2. Enumerator's Satchel
3. Census Questionnaires (PHC 1)
4. Map of your Enumeration Area (EA) and Ghana Enumeration Area Information System (PHC 2)
5. E.A Enumeration Result Sheet (PHC 3)
6. Final Summary Sheet (PHC 4)
7. Enumerator's Manual
8. Enumerator's Visitation Record (EVR)
9. Receipt Book for Floating Population (Special Areas Only) – Certificate of Enumeration
10. Call-back Cards
11. Two Ball-point Pens
12. Chalk – Various Colours
13. Enumerator's Materials Receipt Form
14. Two HB Pencils
15. Eraser
16. Sharpener
17. Clip Board
18. Torch Light
19. Batteries
20. Rain Coat (where necessary)
21. Boots (where necessary)

The materials received and submitted by the enumerator must be carefully checked to ensure that none is omitted. In order to achieve this objective, there is the need to complete the appropriate parts of the Enumerator's Materials Receipt Form.

2.8 Summary [5 minutes]

Summarize the main ideas covered in the module (alternatively, you may ask the participants to give the summary). Stress that the success of the census depends on participants as Enumerators and how well they carry out their tasks. Among other things, they should observe the following:

- Be conscientious and sincere about your work.

- Bring to the notice of your Field Supervisor anything you are not sure of or any problem you may encounter.
- Note that your entries will be carefully checked after enumeration and you will be asked to go back to the field and correct all the mistakes you made.

Lastly, it is always important that you allow participants to ask questions for clarification or contribute to the teaching and learning process.

2.9 Assessment [10 minutes]

Assess participants' level of understanding by giving them the following exercises to perform in groups.

1. What are the roles of the various persons within the structure of the census field?
2. Why is your role as Enumerator so important in a population and housing census?
3. In a group role play, demonstrate how you would approach a respondent who refuses to give you particulars about his/her household claiming that you have no right to collect personal information from him/her.

Lesson Three: Entering a Community

3.1 Introduction

The rationale underlying the process of adopting an acceptable entry procedure into a community or household is to achieve harmonious working relationship which will contribute to effective data collection. List the objectives of the lesson on the flip chart/chalk board and the resulting sections that will achieve the state objectives.

3.2 Objectives

By the end of the Lesson, participants would be able to:

- 1 Mention the type of dresses to wear and what not to wear.
- 2 Demonstrate the skill of communication when relating to people in communities and households
- 3 State and explain the procedures involved in meeting community leaders
- 4 State and explain the purpose of visit
- 5 Demonstrate how to enter a house/structure
- 6 Demonstrate how to plan an itinerary

3.3 Main Sections

The main sections to be covered in this lesson are:

- How to dress as an enumerator
- How to relate to people during the PHC
- How to contact the community leaders when entering a community
- How to enter a house as an enumerator
- How to plan an itinerary

3.3.1 *How to dress as an enumerator to get the cooperation of respondents*

Through questions and discussions lead participants to:

- Mention the types of dressing and the impression they create
- State the more acceptable dressing for a field worker? (considering rural and urban settings)
- Mention the type of dressing that would prevent people from providing the needed information?

Key point

- Field workers should dress modestly to obtain the cooperation of respondents.

3.3.2 *How to relate to the people (3-5 minutes)*

In a role play, guide participants to demonstrate and discuss:

- Appropriate behaviour in the community assigned;
- Dealing with difficult respondents
- Dealing with cooperative respondents

Key points

- You should be very patient and tolerant all the time no matter how provocative a respondent may be during the enumeration
- You should be courteous and friendly when meeting respondents;
- Use simple language;
- Your voice and approach should be friendly and not intimidating; and
- Never treat any respondent with contempt

3.3.3 *How to contact the community leaders when entering a community*

Through discussions, guide participants to state and explain the purpose of the census to community leaders. As indicated in Section 3.3.2, use role play to demonstrate appropriate entry into a community.

Key points

Enumerator should be able to:

- Inform the Community Leaders of the census
- Assure the people of the confidentiality of the data collected
- Mention that the census provides basic data required for planning of economic and social services

3.4 How to enter a house

Participants should role play a visit to a home and discuss the steps to follow (Refer participants to Enumerator's Manual page 6, Section 4.2).

Key points

- Knock before you enter
- Greet the people in a customary way
- Look cheerful and courteous
- Ask for an elder of the house and explain the purpose of your visit
- After a brief introduction, including stating and explaining the purpose of the exercise, proceed to obtain the required information
- Do not spend too much time with one Household

3.5 Planning an itinerary

Let participants discuss in groups of three what is meant by the terms planning and itinerary.

Question: How do we go about our daily routine?

Question: Why is it necessary to organize our routine activities?

Discuss responses with participants and come up with some core points written on a flip chart or chalk board where applicable.

Planning involves the systematic or sequential arrangement of activities to be undertaken to accomplish a given task.

Question: What is an itinerary?

Question: What are the details for drawing up an itinerary?

Solicit responses from participants and list them on a board/flip chart. Use the information to discuss the following:

Enumerators must draw up their itinerary for the enumeration and submit this to their field supervisor for discussion and approval. The purpose of this itinerary is to fix the approximate date when they expect to visit each locality or area. The enumerator's visits must be systematic and orderly. The itinerary will show the order in which the enumerator will enumerate the houses. In rural areas, itinerary should be prepared with the support of the chief/community leader. Refer participants to Chapter 5 section 5.6 of the Enumerators' Manual.

Ask participants to mention factors considered in planning itinerary for a Population and Housing Census.

Give stickers (small) papers to participants to write their responses and share with the class. Let them paste it on the wall and do a gallery walk to compare the different answers.

Now discuss the answers. The key aspects to note are:

- The approximate date for an area/section
- Time for enumeration
- Locality or community
- A map of the area
- Cooperation of the local leaders

Let them compare answers to find out if they correspond with the points listed.

3.6 Summary

- Enumerators should dress simply and presentably
- Enumerators should be courteous and friendly
- Enumerators should observe all the rules and customs governing entering people's homes in their area
- Drawing an itinerary helps in working consistently; it also makes it possible for the supervisor to track the enumerator.

3.7 Assessment

- What is the acceptable form of dressing for an enumerator?
- How do we handle provocative or uncooperative respondents?
- Mention the uses of censuses.
- State and explain at least four steps of entering a house/structure.
- Ask each participant to draw an itinerary for three days.

Lesson Four: Using EA Maps to achieve Complete Coverage

4.1 Introduction [5 minutes]

Introduce participants to the lesson by outlining its main sections. These are:

- Explaining basic geographical concepts (EA, supervision area, locality, settlement, etc.)
- Dealing with the identification of EA boundary
- Dealing with how to record new localities/settlements.

4.2 Objectives: By the end of the session, the participants should be able to:-

- 4.2.1 *Define the following concepts: Enumeration Area (EA), locality/settlement, and Geo-codes.*
- 4.2.2 Identify and interpret conventional signs and symbols on an EA map
- 4.2.3 List the characteristics of EA boundary description form (PHC 2)
- 4.2.4 Identify new localities/settlements
- 4.2.5 Demonstrate how to use the EA map in the field.

4.3 Definition of concepts [30 minutes]

Discuss with participants the following concepts: Enumeration Area, Enumeration Area map, Locality/Settlement, and Geo-codes.

From the discussion, identify the main elements in each of the concepts.

- **Enumeration Area:**
An EA is a small geographical unit with a well defined boundary such that an enumerator will be able to cover it during the census period.
- **Enumeration Area Map:**
An EA map is a picture of land and other features that are unique to a particular part of the country. This is the defined area which will be covered by an enumerator.
- **Locality/Settlement:**
A locality is defined as a distinct population cluster (also designated as inhabited place, populated centre, settlement) which has a NAME or LOCALLY RECOGNISED STATUS, e.g., fishing hamlets, mining camps, market towns, villages, towns, cities and many other types of population clusters. (Use the attached sample list of localities to explain).

- **Geo-code:**
It is a unique number (a ten-digit code system) which clearly identifies an EA. For example, for Enumeration Area X, the Geo-Code may be of the form 0105200147 where

01	regional code
05	district code
2	district type
00	sub-district
147	EA number

4.4 Issues on Identifying EA boundary.

Discuss with participants how to read an EA map. Among the salient issues are:

- An EA boundary will be clearly marked out, and an EA Map description form (PHC2) will be attached to the map to help you properly identify your EA boundary.
- You may be working in an EA which is a complete locality, or an EA which is part of a locality, or an EA which is made up of many localities. In each case, this will be indicated on the map (see page 7)

Discuss with participants the characteristics of EA Boundary descriptions.

- The Enumerator should be able to mention some of the important characteristics such as Name of Region, District, EA code, EA type, Base locality name, etc.

4.5 Issues on how to deal with new localities/settlement

Discuss with participants how to deal with new localities/settlements in an EA.

Participants should be made aware that the list of localities on PHC 2 is not exhaustive because there may be other localities in the EA which do not appear on the list or the map. Though the EA map and PHC 2 must indicate all villages and hamlets in the EA, it is possible that some of these may have been overlooked, some may no longer be in existence and new ones may have emerged since the completion of the geographical field work.

Key point

- Some localities which existed at the time of the mapping exercise may no longer exist and new ones might have emerged.

Enumerators must include these new localities found in the EA and any other relevant corrections (e.g. street names or streams which did not appear) on the map and on the PHC 2 Form and report to the Field Supervisor.

4.6 Summary [5 minutes]

In this lesson, we have learnt the following:

- An Enumeration Area (EA) is an area of land demarcated to an Enumerator to enumerate houses, structures and households during the census.
- Enumeration Area Map: a map that guides the enumerator in data collection during the census.
- Locality/Settlement: It is a distinct population cluster which has a **NAME**
- A Geo-Code is a 10-digit unique number assigned to each EA.
- New localities found should be inserted on the EA map and on the PHC 2 Form and report to the Field Supervisor.

4.7 Assessment [5 minutes]

1. What is an EA map?
2. What is a locality/settlement?
3. Mention any three characteristics of an EA boundary description
4. When tracing the boundary of your EA and you came across a new locality/settlement, what will you do?

4.8 Field Practice. [45 minutes]

- Participants should be given EA maps to work in groups.
- Materials needed (Flip Charts, Makers, A4 Sheets, EA Maps)

Lesson Five: House/Structure Listing Operation

5.1 Definition of Concepts

5.1.1 Introduction

The introduction should capture the relevant information from the previous lesson.

The 2010 Census will cover individuals, houses and structures. Accordingly, we need to understand clearly the concept of a structure, a house, compound and map-spotting. The rationale is to achieve complete coverage.

5.1.2 Objectives

By the end of this Section participants should be able to:

1. Explain the concept of a structure, a house and the types of structures and houses and be able to record information on these in the EVR.
2. Explain the concept of a compound and the types of compounds.
3. Use symbols to locate houses and structures in the EA on a map of the EA.
4. Explain what Map Spotting is.

5.1.3 Sections

1. Concept of a Structure, a House, Compound (Chp 6.3) -- 40 mins.
2. Listing of types of houses and structures (Chp. 6.2) -- 50 mins.
3. Recording entries in the Enumerator's Visitation Record (Chp 6.6) -- 40 mins.
4. Map Spotting

5.2 Section 1: The Concept of a Structure, House, Compound and Map-Spotting (40 minutes)

Use Figure 5.1 to demonstrate types of structures. These are houses, uncompleted buildings and others.

Use a power point presentation to illustrate the types of structures and houses (refer to diagram / pictures in types of houses in the Enumerator's Manual Chapter. 6.3 & 6.4).

5.2.1 Content Outline

1. Lead participants to define a house and types of houses
Expected responses are: Separate house (detached), semi-detached, flats / apartments, compound house, huts, tent, kiosk, container, living quarters, and uncompleted buildings in which people live.

Explain to participants that for the purpose of this exercise, a house is a separate and independent structure in which one or more people live.

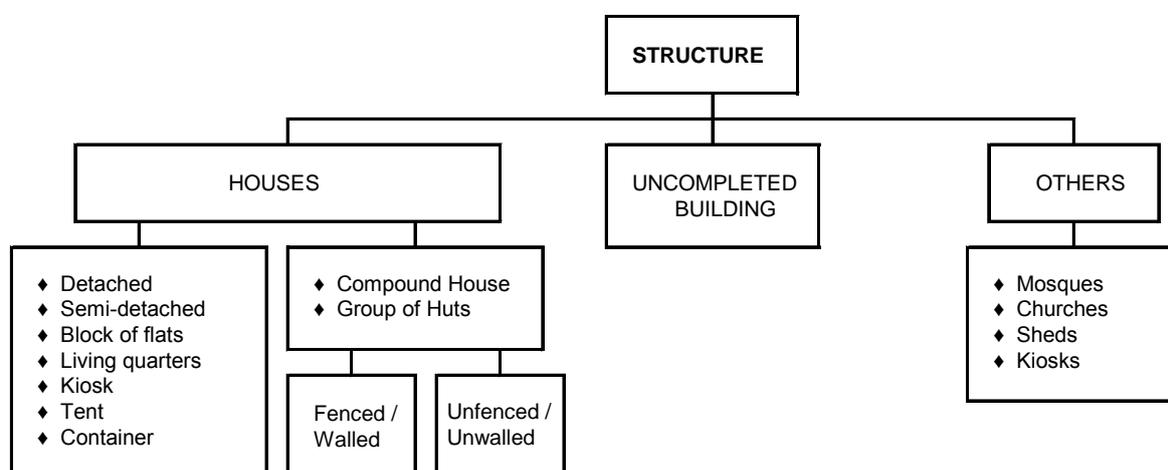
Explain to participants that a compound is made up of one or more houses in an area which is independent and occupied by a person or group of persons. It may be fenced or unfenced.

- Use power point presentation or diagram / pictures in Enumerator’s Manual to illustrate.
2. Explain to participants that a structure is a building with a roof. It may be completed or uncompleted.
 - Ask participants to give examples of a structure and list them on a flip chart.
 - Expected responses are: a house, hut, tent kiosk, church, mosque, container, living quarters, etc.
 - Tell participants that every house/structure/compound should be listed.
 3. Map Spotting: Explain the concept of map spotting.
 - Map spotting means indicating the location of houses / structures in the EA on the map of the EA.
 - Demonstrate how to locate houses / structures on a map, using the Enumerator’s Manual and a flip chart.

5.2.2 Diagram depicting Houses / Structures

Take participants through the different kinds of structures and emphasize that all should be listed.

Figure 5.1: Types of Structures



5.2.3 Summary

In this session, we have learnt that:

1. A house is an enclosure with a roof where one or more people live.
2. The types of houses/structures include:
 - Detached houses;
 - Semi-detached houses;

- Blocks of flats;
 - Compound houses;
 - Group of houses;
 - Mosque;
 - Church;
 - Office;
 - Shop;
 - Kiosk/Container.
3. A compound is made up of one or more structures in an area which is independent and occupied by a person or group of persons.
 4. Types of compounds are:
 - Fenced compound; and
 - Unfenced compound.

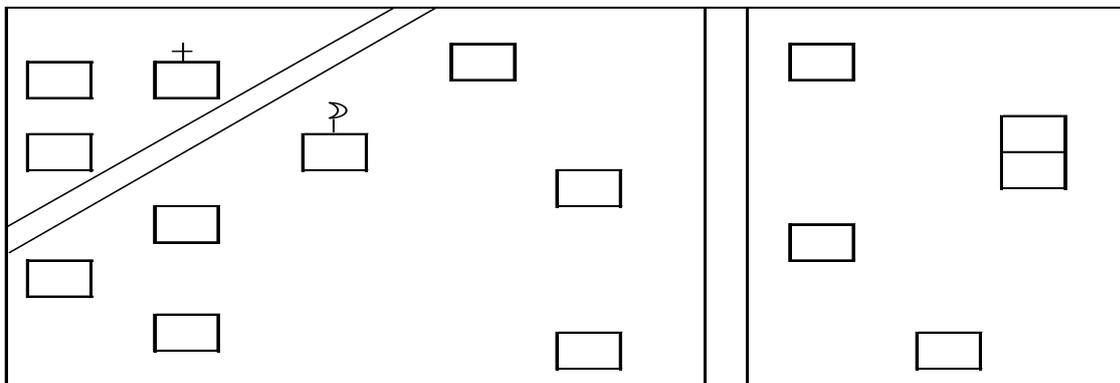
5.2.4 Assessment

1. Identify the types of house or compound in each of the following sketches:

Sketch 1 to sketch 10 (in Enumerator’s Manual; page 20-22) without the identifications.

2. Use the EA map below to demonstrate how you will locate the position of structures in the EA (map spotting).

E.A. NAME: Central Mosque



5.3 Section 2: Listing of Houses / Structures (50 minutes)

5.3.1 Introduction

In Section One, we looked at the concept of a house/compound/structure. In this Section, we will learn how to list houses/structures in our Enumeration Areas (EAs.)

5.3.2 Objectives

By the end of this Section, participants should be able to:

- Explain the concept of listing;
- State the importance of listing;
- State the procedures for listing different types of houses / structures; and
- Demonstrate how to list houses / structures.

5.3.3 Content Outline

Concept of listing:

1. Explain the concept of listing (by means of demonstration).
 - Listing is a process of identifying each house / structure in the EA, and assigning a 4-digit number to it in a serial manner. Each serial number should be preceded by PHC (i.e. Population and Housing Census) PHC 0001, PHC 0002, etc. The 4-digit number will then be recorded in the EVR (ref. Ch. 6.1).
2. Explain the importance of listing.
 - To ensure that each house / structure in an EA is captured so that each person in the EA is enumerated to ensure complete coverage.
 - To ensure accurate transfer of information from col.1 of EVR to A10 of PHC 1 and PHC 4.
3. Tell participants when listing should be done, and ask what materials would be needed for the purpose of listing.
 - Listing of houses / structures starts one week before enumeration, and the material needed is chalk (white or coloured)/charcoal.
4. Take participants through the procedures for listing houses / structures using illustrations and discussions. (Refer to Enumerator's Manual, Section 6.2). Stress that Listing should start from ONE END OF THE EA. Indicate your direction for the listing. Please DO NOT START LISTING FROM THE MIDDLE OF AN EA OR SETTLEMENT.
5. The structure number assigned should be written conspicuously at the front of the house / structure, in such a manner that it cannot be easily erased.
 - Use an arrow to indicate the direction of numbering.
 - To ensure complete coverage listing of houses / structures should be done in a "serpentine order".
 - Demonstrate how listing is done in the "Serpentine order" (Refer to Enumerator's Manual, Section 6.2d).
6. Explain, demonstrate, and discuss the procedures for listing:

- institutional buildings;
- detached houses;
- semi-detached houses;
- blocks of flats;
- compound houses;
- group of huts;
- mosque / church;
- kiosks and containers; and
- vacant houses and structures.

(Refer to Enumerator’s Manual, Section 6.4)

Note: Embassies and diplomatic missions are not part of Ghana’s territory, and they should **not** be assigned numbers.

- Explain, demonstrate and discuss the procedure for listing of EA’s with several localities by referring to chapter 6, section 6.2 and 6.4 in the Enumerator’s Manual.
- Show a 10-minute audio visual on the listing procedures.

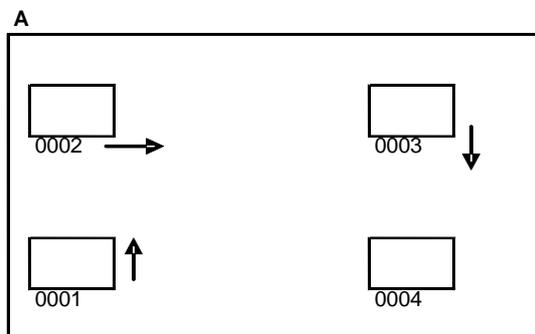
5.3.4 Summary

In this Section, we have learnt that:

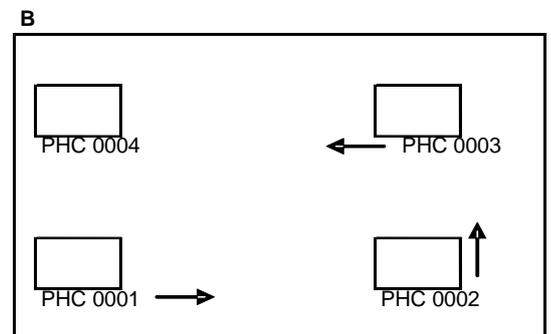
1. Listing is a process of identifying each house/structure in the EA, and assigning a 4-digit number preceded by PHC in a serial manner.
2. Listing is important because it ensures complete coverage.
3. Listing starts one week before enumeration.
4. Listing of houses / structures is carried out in “serpentine order”.
5. Embassies and diplomatic missions should not be listed.

5.3.5 Assessment

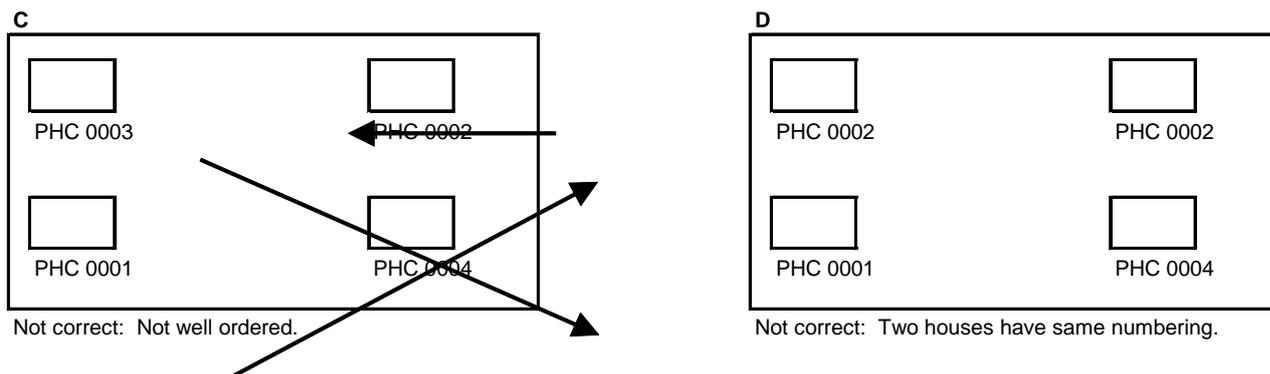
With explanations, indicate which of the following scenarios has or has not been correctly listed for a PHC: (Use power point, flip chart or projector).



Not correct because numbers should be preceded by PHC code.



Correct.



5.4 Section 3: Recording Entries in the Enumerator’s Visitation Record

5.4.1 Introduction

Hello, in Section 2, we learnt the concept of listing and the procedures for listing houses/structures. There is the need to keep a record of the listing operation and enumeration in a document called the Enumerator’s Visitation Record (EVR). The EVR also captures information about facilities such as health, education, telecommunication, public toilet etc. in the localities of enumeration. In this section we shall learn how to record entries in the EVR.

5.4.2 Objectives

By the end of this Section, participants should be able to:

- Explain the information contained in the EVR;
- State the importance of the EVR;
- Explain how entries should be recorded in the EVR.

5.4.3 Content Outline

1. Explain what the EVR is.

It is a document in which a summary of information captured during listing and enumeration is recorded.

2. Ask how the EVR assist the enumerator in his / her assignment?

The expected responses are as follows:

1. The EVR assists the enumerator to have complete coverage during the period of enumeration.
2. Explain that in completing the EVR:
 - Every house/structure, compound, hut or any location of outdoor sleepers should be recorded in the order as listed (serpentine order).
 - Use a new line of the EVR for each house, structure, compound etc.
 - Start a new page for each locality, where there are two or more localities within the EA.

- Details in column 1, 2 and 3 should be entered during the house/structure listing operation, while columns 4 to 11 should be completed after enumeration in each house/structure.
 - Column 10 must be filled out before leaving the house or compound whether enumeration has been completed or not.
 - Collect information on postal and telecommunication facilities, type of health facilities, type of educational facilities available to the locality and whether or not the locality has a public toilet.
3. Provide practical example to assist participants to fill the EVR. (Using samples of EVR from trial census).

Lead participants to complete the summary sheet through discussions.

5.4.4 Summary

In this Section, we have learned that:

- The EVR is a document in which the summary of information captured during the enumeration are recorded;
- The EVR assists the enumerator to undertake complete coverage;
- Every column in the EVR must be completed.

5.4.5 Assessment

1. Which of the columns in the EVR should be filled during listing? (Ans: 1, 2 and 3).
2. How will you determine the number of houses/structures enumerated in your EA? (Ans: the last house/structure number).
3. The house/structure number indicated in the EVR should be preceded by “PHC”. True / False (Ans: False).
4. Use attached worksheet to assess all three presentations (see attached) as an assignment.

Materials required

- Worksheet;
- Flip chart;
- Projector; and
- Samples of EVR from Trial census.

Trainee Worksheet: House/Structure Listing Operation

(Assessment One)

Use the following Information to complete the Enumerator's Visitation Record (EVR) Book. Also, carry out Map Spotting (Enlarge the EA Map and locate each structure on the map and show your movement during the listing exercise)

Enumeration Area Code

Name of EA Base.....

District Name.....

District Type.....

Sub-District.....

Enumerator's Name (in Block Letters).....

Field Supervisor's Name (in Block Letters).....

Date Listing Started.....

Date Listing Completed.....

Main Language Spoken in EA.....

EVR Book pf

- The above information should be provided to participants by facilitator.

In the above named EA live the following:

At the starting point is the compound housing Mr. John Kodjo. On entering the compound is a security post. The boy's quarter is occupied by his steward, James Antwi, and driver, William Trazini. In front of the compound is a kiosk/container which serves as a shop and sleeping place for Iddrisu Mahama, a recent migrant from Northern Region. The next building to Mr. Kodjo's is a block of four flats with the following tenants: Mr. Jonathan Baddoo, Mr. Manu Martin and Family, Mr. and Mrs. Sergeant Owusu and Mr. Ebenezer Robertson. Next to the building is a family shop run by Sylvester Muntari where he and his household live.

At the right turn to street B, one encounters an estate comprising four separate five bedroom bungalows occupied by Dr. and Mrs. Joe Mensah, Mr. Emmanuel Kwabena Eyimah, Mr. and Mrs. Johnson Appiah, and Mr. And Mrs. George and Rosalind Amuzu.

Sharing a common wall is a demolished building where the dislocated family of Mr. and Mrs. Sam Essien stays with their children in an open space.

A right turn at the edge of the wall of the demolished house of the Essiens leads to street C. Twenty metres after the turn stands a church. Rev. Father Paul Fosu lives in a separate building within the church premises. Joe Benson, the security guard, stays at a gate house on the church compound.

The next compound is a school called Methodist High School with five blocks serving as hostel for students. The hostels are Red, Yellow, Green, Blue and Orange and they house a total of 200 students. The Principal, Mr. Robert Kwashie, lives in a detached house located about 100 metres behind the Red Block with his wife and three children. Also located within the area are five other detached bungalows and two semi-detached houses. The Matron, Madam Clara, a widow of about 55 years, lives in a house close to the Orange Block which is the girls' hostel. She lives alone. Kofi Asare, Goodluck Opoku, Anthony Boateng, Michael Cobinnah are all house masters who occupy the other four houses/bungalows. They are all in their early forties and live with their spouses, children and house helps.

The two semi-detached houses are occupied by the sports master, Asamoah Vorsah and the school Bursar (Accountant), Mr. Augustine Parker.

Lesson Six: Enumerating the Household Population

6.1 Introduction

This lesson is the first of three on the enumeration of various populations, namely household, institutional and floating populations. Lesson Six is about how to enumerate the household population. It deals with the concepts of household, head of household and how to identify the head.

6.2 Objectives

By the end of this lesson we should be able to:

- Explain the concept of Household
- Determine the process for identifying the various households in a house/structure
- Identify who the head of household is
- Identify who to respond to questions and
- Tell when to start and when to end enumeration.

6.3 Main sections of the lesson are:

- Defining a household
- Determining a household
- Identifying the head of a household
- Identifying the person who should respond to the questionnaire
- When to start enumeration and when to end enumeration

6.4 Defining a Household

Start by asking some questions

- Which people do you think constitute a household?

Using the various responses from participants, come out with the definition of a Household which is:

A household consists of a person or a group of persons, who live together in the same house or compound, share the same house-keeping arrangements and are catered for as one unit.

Stress the fact that living together in the same household takes priority over sharing common catering arrangements.

6.5 Determining Households

Ask participants: Can there be a situation where there are more than one household in a house or a compound?

Write responses on a board or flip chart. Discuss the various compositions of household. Among them are:

- A man, his wife, children and some other relatives or a house help who may be living with them.
- One person household e.g. a man/woman living alone
- Non - related persons living in the same house or compound. E.g. students living in a hostel, two people living in the same room or flat. Note: if they have different catering arrangements they form separate households
- A lodger who sleeps and eats at least one meal a day with the household must be considered as a member of that household.
- Members of staff of institutions living in separate apartments.

For detailed explanation refer to the Enumerator's Manual (Sections 7.4 and 7.5)

6.6 Head of Household

Following what we have heard about household types who do you think is the head of a household? Responses might include father, husband and grandfather. Define the head of a household as generally the person, male or female, who has economic and social responsibility for the household and is recognized as such by members of the household.

Lead participants to identify some possible heads of households.

6.7 Who should respond to the questionnaire?

As an enumerator, you must know the right person to provide you with the information at the Household level. Thus, ask participants for some of the possible persons who can provide information on a household.

Stress that at the household level, the *Head of the Household* or any *Responsible Adult* member of household can provide the required information.

6.8 When to Start and when to End Enumeration

Household enumeration will begin on the morning of Monday, 27th September, 2010, after the census night of 26th September. Enumerators will start visiting each house/compound in the order in which they were listed and start enumerating all persons (*usual household members and visitors*) who spent Census Night in households.

It is expected to last for about two weeks. Prior to that, there would be Institutional and Floating Population enumeration.

Note: While it is envisaged that field data collection will take about two weeks, enumeration will continue until all persons in an Enumeration Area (EA) have been enumerated.

6.9 Summary

In summary, we have learnt that:

- A Household consists of a person or a group of persons, who live together in the same house or compound, share the same house-keeping arrangements and are catered for as one unit.
- Living in a Household takes precedence over the sharing of common catering arrangements.
- The head of the Household is generally the person, male or female who has economic and social responsibility for the Household.
- Enumeration will last for two weeks but will not be over until the last person in an EA has been enumerated

6.10 Assessment

Working in groups, ask participants to respond to the following questions:

1. Who constitute a Household?
2. Mention three types of Household.
3. Who is the head of a Household?
4. Who should provide information to the Enumerator?
5. When does enumeration begin?

Trainee Worksheet - Who Counts: Households, Household Members and Non-Household Population?

(Participants should do the assignment in pairs)

Read the following narrative and answer the questions below:

John Kodjo is a retired public servant who used to work in the Ministry of Finance and Economic Planning. His wife Patience is a trader who has a shop at Kasoa where she sells assorted goods. Mr and Mrs Kodjo have five children: Kofi, Gifty, Kwabena, Essien and Boateng. Kofi and Gifty have married and are now living with their spouses in the capital city. Gladys and Gabriel, the daughter and son of John and Gifty respectively, are staying with Mr and Mrs Kodjo and are attending school in the locality. Kwabena and Essien are boarding students at the University of Cape Coast, while Boateng, the baby of the house, is a Secondary School student at Awutu Senya. Mrs Patience's shop is being looked after by Sijid

Coulibaly, a migrant from Burkina Faso who sleeps in the shop. Kwame is a young relative from the village who helps Mrs. Kodjo and stays in the house.

Mr. Kodjo's younger brother Amoah and his wife Gloria live in the compound but in a separate section. Gloria is certified caterer who enjoys cooking for herself and her husband. After five years of marriage without a child, Gloria has just adopted a daughter, Catherine, who is 3 years old.

Elder Antwi, John and Amoah Kodjo's father, is still alive and lives in the village which is four hours drive away. He visits his children once in a while but never stays more than a few days at a time. Currently, he is visiting his son, John Kodjo, and his family. He has been with this household for two weeks and will leave for his village in a month's time.

As a retiree, Mr. Kodjo needs to make ends meet. He recently decided to let out one of the empty rooms in the compound to a young teacher named Goodluck Opoku. He is, however, unhappy with Opoku because he cooks in his room using a kerosene stove that emits smoke. He has requested him to stop but he has refused. Every time he smells the smoke, Mr. Kodjo shrugs his shoulder and exclaims, "Today's young people"!

Facing Mr. Kodjo's compound is the big shopping complex owned by his friend Prince Joseph Mensah. Several persons, who appear to be migrants from Cote D'Ivoire, come to sleep in the verandas in the shopping complex and they oftentimes make a lot of noise in the night, playing strange and foreign music, to the annoyance of Mr. Kodjo. Mr. Kodjo has complained to his friend but Mr. Mensah has failed to rid the verandas of those people. Assessment should be done in pairs.

Questions

1. How many households are there in the above text? Why?
2. Name the heads of the households.
3. How many people will be counted in Mr. John Kodjo's household during the census? Why?
4. Name the usual members of John Kodjo's household.
5. Who are the floating population in the above narrative?
6. Where will Elder Antwi, John and Amoah Kodjo's father, be enumerated during the census and why?
7. Name the usual members of Amoah Kodjo's household.
8. Indicate where each of the following will be enumerated: Kofi, Gifty, Kwabena, Essien and Boateng and explain why.
9. How will you treat migrants from Burkina Faso and Cote D'Ivoire during enumeration being that they are neither Ghanaians nor living in regular households.
10. Where will Prince Joseph Mensah be counted? Why?

Lesson Seven: How to Enumerate Institutional Population (Non-household Population)

7.1 Introduction

In Lesson Six, we dealt with the household population. This Lesson is on the second of the population to be enumerated – institutional population.

7.2 Objectives

By the end of the module, participant should be able to:

1. Define institutional population;
2. Identify *ALL* the different categories of institutional population
3. State the effective ways of enumerating institutional population.

7.2.1 Definition of Institutional (Group Quarters) Population

Through questioning, elicit from participants their understanding of institutional population. For example, pause and ask: “What is institutional population?”

Responses are:

1. Students in educational institutions such as the Universities, Senior Secondary Schools, Polytechnics, Nursing Schools etc
2. Security personnel in training academies
3. Patients in hospitals and in-patient relatives in hospitals
4. Guests in hotels/guest houses/rest houses/motels
5. Inmates in Prisons/Police/Military/Immigration cells.

From the examples, define an institutional population as a non-household population (Group Quarters) who did not spend census night in households. This group of population includes persons in educational institutions, security personnel in training academies, etc.

Now discuss the components of institutional population with participants.

7.2.2 Students in Educational Institutions

Discuss with participants types of educational institutions and the steps involved in enumerating persons in such institutions. Students in educational institutions are defined as persons who live in boarding houses of educational institutions (such as Primary Schools, Secondary Schools, Colleges of Education, Polytechnics, Universities, Seminaries, Convents, etc.). Such populations are to be enumerated in advance of Census Night. In carrying out the exercise, it is expected that the list of institutions in each EA would be provided the District Census Officer.

Tell them that this advance enumeration would be done a week before Census Night. Then, on Sunday, 27th September, 2010 (the day following the Census Night), the enumerator must visit the institutions again to up-date the information on the questionnaires. Students who did not spend Census Night in the Institutions should have their particulars deleted while those who were not covered in the advance enumeration but who spent Census Night in the institution must be enumerated.

7.2.3 *Security Personnel in Training Academies*

Through questioning, ask participants their understanding of security personnel in training academies. That is, security personnel in training academies are those persons who are undergoing training at the various security training academies. These include the Military Training Academy, Ghana Fire Service, CEPS, Ghana Police Training Depot, Ghana Immigration Service, Ghana Prisons Service etc. Prior discussions should be carried out with the authorities of the various institutions.

This advance enumeration must be done a week before Census Night. Then, on 27th September, 2010 (the day following the Census Night), the enumerator must visit each training academy again to up-date the information on the questionnaire. Trainees who did not spend Census Night in the academies should have their particulars deleted while those who were not covered in the advance enumeration but who spent Census Night in the academy must be enumerated.

7.2.4 *Patients in Hospitals/In-patients Relatives in Hospitals*

Ask participants the following questions:

1. Who are patients in hospital?
2. Who are in-patients relatives in hospitals?

Record responses on a board/flip chart.

Define patients in hospitals as persons who are on admission at various health institutions. In-patient relatives are group of persons who are in the hospitals with the intention of taking care of their sick relatives. Discuss with participants the procedures for obtaining permission from hospital authorities prior to the enumeration date, and the process for enumerating such population.

Enumerators assigned to any of these hospitals will, on the morning before the census night (at about 9 am), go to the hospitals and enumerate patients and relatives of in-patients. On the morning after census night, the enumerator should go back and delete the records of patients who did not spend census night in the hospitals or those who died before census night. Again, those who were not covered in the advance enumeration but who spent the census night in the hospital should be enumerated. The

same procedure should be used for the enumeration of persons in prayer and healing camps.

7.2.5 *Guests in Hotels/Guest Houses/Rest Houses/Motels*

Ask participants to tell you what they know about persons who lodge at Hotels, Hostels, Guest Houses, Motels and Rest Houses. Based on their contributions, discuss the procedure for enumerating such groups of persons with them. These categories of persons should be enumerated at about 9 pm before census night. Enumerators should check on the morning after Census Night (Monday, 27th September, 2010) for guests who spent the census night at the various hotels and guest houses, rest houses and motels. Those who did not spend the census night there should have their records deleted while those who spent census night there but were not enumerated should be enumerated.

7.2.6 *Inmates in Prisons/Persons in Police/Military/Immigration Cells*

Discuss with participants some of the categories of people who will be found in prisons and cells. List some of these on a board / flip chart. Inmates could be persons who have committed various degrees of offences and they are convicted by law and are in prisons awaiting trial or in custody prior to being charged. Discussions on enumeration procedures should be carried out with the staff of such categories of facilities. Enumerators must record the entries of the inmates with the help of the Service Staff on duty. The advance enumeration must be conducted a week before census night. On Monday, 27th September, 2010, the enumerator must visit the facility again to up-date the information on the questionnaire. Prisoners who did not spend the census night in the Prison yard because they were released before the census night should have their particulars deleted. New inmates who were not covered in the advance enumeration but who spent the census night in the yard must be enumerated.

On the evening before census night, 26th September, 2010, enumerators must visit Police / Military / Immigration cells located in their enumeration areas to enumerate all inmates in Police / Military / Immigration custody with the help of officers on duty. The information collected should be updated on the morning (27th September, 2010) after Census Night.

7.3 *Strategies for Enumerating Institutional Population*

- Identify and list the locations of the various categories of Institutional Population. In order to have such effective strategy implemented, the enumerator should consult the Census Secretariat for the lists of various locations of institutional population at their disposal;

- Give prior information to the Authorities of the various Institutions concerned, i.e., send letters to the various institutions telling them when and how the exercise would be carried out, based on our itinerary;.
- Draw an itinerary to be followed in Enumerating Institutional Population i.e. decide on where to start and end enumeration exercise base on distance and number of institutions.
- Contact heads of the institutions three weeks before Census Night.
- Explain the procedure for the enumeration of students to the head or the officer-in-charge of the institutions.
- Obtain estimates of such population.
- Record the entries in respect of the students of the institution with the help of the staff.

7.4 Summary

In these modules we have done the following:

1. Explained the concept of institutional population
2. Covered the various categories of institutional populations
3. Strategize various ways for enumerating institutional population.

7.5 Assessment

1. In your own words explain the term institutional population.
2. State and explain any three categories of institutional population.
3. Identify any two effective strategies you would use to enumerate institutional population.

Lesson Eight: Enumeration of floating population

8.1 Introduction [5mins]

The floating population is the third in the category of populations to be enumerated. The discussion should focus on the concept of floating population such as people who will spend the census night on lorries, busses, and coaches, at Ghana's post/check points, on ships/boats, airports and oil rigs in Ghana's territorial waters on census night and outdoor sleepers.

8.2 Objectives [Display the objectives using PowerPoint/flip chart depending on whichever is applicable]

By the end of the session, participants/learners should be able to:

- Explain floating population
- Demonstrate how to locate, identify and sensitize outdoor sleepers on the 2010PHC
- State the steps involved in enumerating floating populations on lorries/buses/coaches on census night
- Demonstrate how to seek access to and enumerate persons at Ghana's border post/check points
- Demonstrate how to seek access and enumerate persons on ships/boats and oil rigs in Ghana's territorial waters at census night

8.3 Concept of floating population [5mins]

Explain Floating Population: Brainstorm on the explanation of Floating Population. List responses given on a flip chart. Discuss listed responses and guide it towards the explanation of Floating Population found in Chapter 8 of the Enumerators manual: These are persons who, by virtue of where they spent census night, will not be enumerated as members of households or institutions. Examples of floating populations are the following:

- Persons who slept at lorry parks, markets, in front of stores and offices, public bathrooms, petrol filling stations, airports, railway stations, verandas, pavements, churches and all such places which are not houses or compounds (Section 8.2k of the Enumerator's Manual). Also capture those on coaches, buses and lorries on Census Night. They must be enumerated and given certificate of enumeration.
- Beggars and vagrants (mentally sick or otherwise).

It would be appropriate to use **Power Point or the Flip Chart** for presentation on this Section.

8.3.1 Enumeration of outdoor sleepers [5mins]

Based on the discussion, help participants to define outdoor sleepers as persons who at midnight of Census Night slept at lorry parks, in or around markets, in front of stores and offices, in public bathrooms, at petrol filling stations, airports at railway stations, on pavements, any place similar to the above which are not houses or compounds, and beggars and vagrants (mentally sick and otherwise) as outlined in page 33 of the Enumerators Manual.

8.3.2 Locating, identifying and sensitizing outdoor sleepers [10mins]

Regional Statisticians, in consultation with the district and municipal authorities, should identify sleeping places for this sub-population and submit the list of these locations to the census secretariat. The steps should be as follows:

- Enumerators should canvass these locations to familiarize themselves with these locations.
- During the canvassing, if new locations are found, it should be added and the Regional Statistician informed accordingly.
- Organize meetings with this sub-population with the help of their leaders to explain the need to enumerate these outdoor sleepers.
- Enumerators must be able to identify actual outdoor sleepers from others.
- Enumeration should start before the time outdoor sleepers go to bed.
- With the exception of the mentally ill, all other floating population and the outdoor sleepers enumerated should be given certificate of enumeration.

Use **Power Point or Flip Chart** to present this Section.

8.4 Enumerating persons on lorries/buses/coaches [10mins]

These persons are travellers who are not likely to get to their destination before census night. The Regional Statisticians, in conjunction with the transport unions and transport companies, will inform the census secretariat which routes constitute long journey travel. Some routes may not be long in terms of distance but the unmotorable nature of the road may be such that it will take a long time to cover. For the steps to enumerate these persons, please refer to Section 8.2e of the Enumerator's Manual.

8.5 Enumerating persons who spent census night at border posts or check points [5mins]

These are people travelling by road and may have to spend the census night at a border post or check point. Enumeration of such persons should be conducted according to the following steps:

- Prior discussions should be carried out with Ghana Immigration Service officials so that they can assist in orderly enumeration.
- Enumeration at manned crossing points should begin immediately after the borders are closed on census night
- Enumerated persons should be issued with certificate of enumeration

8.6 Enumerating persons who spent census night on ships/boats and oil rigs in Ghana's territorial waters [10mins](Section 8.2i)

These are workers or travellers who spent the census night on ships/boats and oil rigs in Ghana's territorial waters. In enumerating such sub-population the following key steps should be followed:

- Using role-play to demonstrate how you will seek permission from the appropriate authorities, e.g. Ship/boat officials, management of oil rigs, etc.
- Information on their workers should be provided by their on-shore offices to the enumerators one week to Census Night. This information should be checked on the morning following Census Night.
- Persons who will spend the Census Night at the ports but will board their ships/boats and sail immediately after the Census Night must be enumerated before they board.
- All persons enumerated should be issued with certificate of enumeration.

8.7 Enumerating persons who spent census night at airports [10mins]

These will be travellers who will be found at Kotoka International airport at midnight on census night. The emphasis here is people found at the airport at midnight of census night. Such people should be enumerated before they emplane. The steps for enumerating the population at airports are the same as those used to enumerate populations at Ghana's border posts and check points.

8.8 Summary [2mins]

In this session, we have studied the following:

- The concept of floating population and the various types. Examples are outdoor sleepers, persons travelling on buses and coaches, etc.
- We also studied the steps involved in enumerating these sub-populations.

8.9 Assessment [18mins]

1. Explain floating population with three examples
2. State two locations where floating populations can be found
3. Explain who is an outdoor sleeper and give three examples

4. Which category do you place persons who slept on the veranda of a house on the census night due to heat in their rooms
5. State the steps involved in enumerating outdoor sleepers

Lesson Nine: Description and Handling of the Questionnaire

9.1 Introduction (5 minutes)

Ask participants to describe their favourite items and how they take care of them. Using their answers, indicate that the aim of this session is to describe the questionnaire and to discuss how questionnaires should be handled. Outline the objectives of the session, and the main sections in the lesson. (You may use the flip chart).

9.2 Objectives

By the end of this lesson, participants should be able to:

1. Describe the format and various sections of the questionnaire
2. Record the responses for the different types of questions
3. State three ways of handling the questionnaire properly

9.3 Main sections of the lesson

1. Format of questionnaire
2. Sections of the questionnaire
3. Filling the questionnaire
4. Correct handling of questionnaire
5. Untidy questionnaire

9.4 Format of questionnaire

Inform participants that two types of questionnaires (PHC-1A and PHC-1B) will be used for the household and non-household (group quarters) populations. For the household population, the PHC-1A will be used while the PHC-1B will be used for the non-household population.

Both questionnaires use scannable technology and so you should adhere strictly to the instructions for filling the questionnaires to yield optimum results.

Ask participants to pick up their questionnaire from the folder. Inform participants that the 2010 Population and Housing Census questionnaire has some special features. Discuss with participants some of the unique features of the questionnaire which makes it distinct from questionnaires used for other forms of data collection. There are four triangles at the four corners of each questionnaire. These are referred to as reference blocks and are helpful in recognising the inputs. There are also a 10-digit reference number at the lower right corner of each page of the questionnaire. Both the reference blocks and the reference numbers are

NOT TO BE TAMPERED WITH. Refer to chapter 10 section 1 of the Enumerator,s manual.

Ask participants to study carefully the front page of the questionnaire and also turn the pages to check the layout.

Ask participants to describe the features they see on this questionnaire. Discuss the unique features of the questionnaire with them.

9.5 Sections of the questionnaire

- Explain to the participants that the questionnaire has been divided into various sections for a purpose.
- **The front page:** Ask participants what they think the front page is supposed to be used for. Expected responses include:

Record information on where the enumeration is taking place: the Region, District, locality, etc. In addition, the front page records the particulars of the houses / structures from which the data will be collected on individual household members, etc.

- **Household roster:** Ask participants to turn to pages 2 (A16a) and 3 (A16b) of the questionnaire (PHC 1A and B). Ask participants to describe what they see on this page.

Trainer explains to participants that A16a is to be used elicits the names of the usual members of the household and visitors present and A16b usual members absent on the Census Night; the relationship of the members to the head of household, their age, sex and date of birth

- **Emigration outside the country:** Ask participants to turn to page 3 (E01 and E02) of the questionnaire. Inform them that the question on emigration is to be answered by only households whose former members had emigrated outside the country for the past 6 months or more. These questions are to be asked for all former household members 15 years and older.

Questions P00-P20c seek to find out information on individual household members and persons not in households.

- **Demographic and social characteristics:** Ask participants to turn to pages 4 (P00-P04) and 5 (P05-P10) of the questionnaire and ask them what kind of information is being asked on these pages.

Trainer explains to participants that these set of questions (P00 to P10) constitute the demographic and social characteristics of the household members.

- **Literacy and Educational background P11-P12c (page 6):** Ask participants to look at questions P11 to P12c. Ask them what kind of information these questions seek to collect.

Expected responses are literacy, educational levels and educational attainment of household members.

- **Economic activity:** Ask participants to turn to pages 6 (P13a-P14) and 7 (P15-P17) of the questionnaire. Find out from the participants what information these questions seek to elicit.

Write down the responses on economic activity and working status of the household members.

- **Disability:** Inform participants that question P18 (a, b, c, d, e, f, and g) on page 9 is meant to find out whether any member of the household has a disability and if so, the nature of the disability.
- **Information and Communication Technology (ICT):** Inform participants that questions P19a and P19b are to be used to collect information on ownership and use of mobile phone and internet facility by household members. These questions are to be asked for household members 12 years and older.
- **Fertility:** Ask participants to turn to Page 10 of the questionnaire. Ask them what questions **P20a, P20b (life time fertility of females 12years and older) and P20c (current fertility of females 12 -54 years)** seek to find out. Expected responses are:
 - How many children have ever been born by female household members aged 12 years and older
 - The number of surviving children a female respondent has, and
 - The number born to a woman in the past 12 months.

Stress that P20a and P20b are on lifetime fertility, while P20c is on current fertility. Explain the concepts of lifetime and current fertility.

The following questions seek to collect information on households:

- **Mortality (M01-M02):** Ask participants what they understand by “Mortality”.
Expected responses are death of a household member, cause of death, etc.
Inform participants that this question seeks to find out whether any household member died in the past 12 months and the cause of death.

- **Information Communication Technology (ICT)**
Question C01 and C02 seek to find out if the household has a fixed telephone line at home e.g. Vodafone (formerly Ghana Telecom), Kasapa, etc. A fixed telephone line refers to a telephone line connecting a customer’s terminal equipment (e.g. telephone set, facsimile machine) to the public switch telephone network. **Take note that the telephone set or facsimile machine must be in the dwelling of the household.**

- **Agricultural activity:** Ask participants to turn to page 12 of the questionnaire. Inform them that this part of the questionnaire is for the collection of information on the agricultural activities of the households

- **Housing conditions:** Ask participants to turn to Page 13 and 14 of the questionnaire. Remind them that this is a Population and Housing Census and that this section of the questionnaire will be used to collect information on the housing conditions of households.

Ask them to mention some housing characteristics they can think of.

9.6 Careful handling of questionnaires

Ask participants how they are supposed to handle the questionnaires, having been introduced to its format, the various sections and how the responses will be recorded.

Emphasize the need for participants to handle the questionnaires with care and should ensure that they are not soiled, destroyed, defaced or mutilated as this can affect the data capture process.

Example: Responses on a defaced questionnaire cannot be legible when scanned onto the computer.

Inform participants that careful handling of the questionnaire requires that the Enumerator avoids

- Indiscriminate cancellation
- Transposition of numbers

Trainer informs participants that if they erase many items on a questionnaire such that it makes it look untidy and difficult to read, they should copy the information onto a new questionnaire and write across the untidy questionnaire the word 'CANCELLED'. Enumerators should not throw away the untidy questionnaire; instead they should keep it in their satchel because after enumeration they will be required to account for all the documents given to them.

9.7 Summary

Finally, we have come to the end of this lesson. We have learnt the following:

1. The Population and Housing Census questionnaire has a format that makes it possible for the responses to be transmitted onto a computer through scanning
2. The questionnaire has various sections depending on the kind of information required
3. The questionnaires can be filled through writing in a line of boxes provided, writing the number of the response in a box(es) or shading a circle corresponding to the response provided.
4. It is essential that completed questionnaires are handled carefully. This is to prevent soiling, destruction, defacing and mutilation.

9.8 Assessment

1. Mention at least three parts of the questionnaire
2. State two factors to consider when filling a questionnaire

Lesson Ten: Completing the Questionnaire Correctly

10.1 Introduction

This lesson will discuss the following topics:

1. The layout of the questionnaire
2. How to write responses in the box or boxes provided
3. How to shade the appropriate response in the circles provided
4. How to deal with skip patterns
5. How to deal with “Other Specify”
6. What to do when two or more questionnaires are used for one household/group quarters

The trainer uses the flip chart to demonstrate how to complete each section of the questionnaire correctly.

10.2 Objectives

By the end of this lesson participants should be able to:

1. Write the appropriate code in the box or boxes provided
2. Shade circles appropriately
3. Demonstrate their understanding of skip patterns and “Other Specify”
4. Demonstrate what to do when two or more questionnaires are used for one household/group quarters

10.3 Main Sections

Lead participants to go through the questionnaire.

Key points to emphasize:

1. The questionnaire is laid out in rows and columns. Explain that each row relates to information on one individual member of the household. Each column contains the question to be asked.
2. For recording responses there are boxes and there are circles. In each box or boxes the appropriate code or codes will be written. In cases of questions for which circles have been provided the circle corresponding to the appropriate response should be shaded.
3. The response to some questions necessitates the skipping of some questions. For example if the response to P12a is 1 then skip P12b and P12c and go to P13a
4. Use “other specify” when the response to the question is not covered in the list provided.
5. What to do if two or more questionnaires are used in a household or group quarters:

Explain to participants that in households containing more than 10 members, two or more questionnaires will be used. The new questionnaire is part of the previous one and therefore the numbering of persons will continue. For example, in a 15 member household information on the first ten members would have been recorded in the first questionnaire. In the second questionnaire, the person ID of the first person would now be 11, the second 12 etc. For each of the questionnaires used the identification on the front page A01-A14 should be copied onto all the questionnaires used for the household. In addition the household ID in all the questionnaires used should be copied onto all the questionnaires.

Note:

- a. Trainer should emphasize to the Enumerators that the information on household as a unit (sections on emigration, mortality, ICT, agricultural activity and housing) is completed only for the first questionnaire.
- b. The summary of the population (A17-A20) should be on the first questionnaire only.
- c. For Non-household population, only A20 should be completed.
- d. The information on ICT and emigration should not be completed for non-household population.

10.4 Assignment

Provide a scenario and sample questionnaires to be filled in groups. Ask participants to:

1. Write the responses in the box provided
2. Shade the appropriate circles
3. Observe all skip patterns and
4. Indicate the actual response for “Other (specify)”

Lesson Eleven: Completing the front page of the Questionnaire

11.1 Introduction [3 minutes]

This is the eleventh lesson of the 2010 Population and Housing Census training programme. The module is expected to look at how to complete the entries on the front page of the questionnaire.

An outline of the objectives of this module, main sections of the module are listed below. This can be put on a flip chart or by the use of PowerPoint presentation.

You must use a **BLACK PEN ONLY** in completing the questionnaires. This contains special properties that facilitate the processing of the questionnaires. Where you need to write, do so **LEGIBLY**. **Your writing should be in BLOCK LETTERS**. (Refer to the Enumerator's Manual chapter 10, for detail discussion).

11.1.1 Objectives

By the end of this lesson, participants should be able to:

1. Identify the various entries of the front page of the census questionnaires
2. Explain the required information for each entry
3. Fill out the Alphanumeric and Numeric Information accurately

11.1.2 Main sections of the lesson

1. Entries on the front page of the questionnaire
2. Explanation of each entry on the front page of the questionnaire
3. How to fill out the Alphanumeric Information section (A01 – A06b)
4. How to fill out the Numeric Information section (A06c – A20)

11.2 Entries on the Front Page of the Questionnaire

Ask participants the following questions to elicit from them their background information.

1. What is the name of your home town?
2. In which region do you come from?
3. What is your house address?

Indicate to participants that these are some of the information that would be required to complete the front page of the questionnaire. Some of the entries on the front page are Region name, detailed addresses of houses, locality name, etc.

Let participants open to **Chapter 11 (How to record entries on the front page of the questionnaire)** of the enumerators' manual.

Discuss with participants the importance of the entries on the front page.

The entries on the front page of the questionnaire help to locate where each individual in households, non - households and living quarters in the country are enumerated.

11.3 Explaining each Entry on the Front Page of the Questionnaire

On the front page of the questionnaire spaces are provided for general information:

Discuss with participants the meaning of some of the entries on the front page of the questionnaire.

1. **Region Name:** - The region where you are conducting the enumeration
2. **District Name:-** The name of the district in which you are conducting the enumeration

Using Chapter 11 of the Enumerator's manual as guide, take participants through 'How to fill out the General Information Entries' of the Enumerator's Manual. Also, take them through how to fill out the rest of the entries.

11.4 How to fill out the Front Page of the questionnaire

Explain to participants that there are two ways of filling the entries on the front page. The first approach involves using **Alphanumeric** entries and the second consists of **Numeric** entries.

- **An Alphanumeric** entry is a combination of alphabetic and numeric characters. The alphanumeric character set consists of the numbers 0 to 9 and letters A to Z.
- **Numeric** character set includes only numerals 0 to 9 and certain special characters, such as plus and minus signs.

11.4.1 Alphanumeric Entries (A01 – A06b):

Explain to participants that the under listed entries are to be filled out using alphanumeric characters.

(A01) Region Name

(A02) District Name

A03) District Type

(A04) Sub-District (*Applicable only to Metropolitan areas*)

(A05) Locality Name

(A06a) Where there is no street number or address, give a detail description of the House/Compound/Group Quarters

(A06b) ECG Number/NHIS Number/VRA number/other number

11.4.2 *Numeric Entries (A06c – A20):*

The following entries would be completed using the numeric characters.

(A06c) and (A06d) Household Contact Phone Numbers

(A07) Enumeration Area Code

(A08) Enumeration Area Type

(A09) Locality Number

(A10) Serial No. of House/Compound/Group Quarters

(A11) Serial No. of Household within House/Compound or subgroup of Group Quarters

(A12) Type of Residence

(A13) Date enumeration started

(A14) Date enumeration completed

(A15a) Total number of visits

(A15b) Number of forms used (e.g., Form 1 of 1; Form 1 of 2)

(A17) Total Number Listed as Status A by sex

(A18) Total Number Listed as Status B by sex

(A19) Total Number Listed as Status C by sex

(A20) Total Persons Enumerated by sex

} For PHC 1A only

11.4.3 *How to fill out Alphanumeric Entries (A01 – A06b):*

Spaces and boxes have been provided for A01 to A06b to enable you to write. Each box is for one alphabet/ character.

(A01) **Region Name** - Write the name of the Region where you are conducting enumeration e.g. Upper East

UPPER EAST

(A02) **District Name** - Write the name of the District where you are conducting the enumeration e.g. Kasena-Nankana East

KASENA –NANAKANA EAST

(A03) **District Type** - Write the name of the District type (District, Municipal, and Metropolitan) where you are conducting the enumeration. For example, if you are conducting the enumeration in Ayawaso East sub-metro in Accra Metropolitan, write Metropolitan as the district type:

METROPOLITAN

NB: The above are just examples; the others should be filled in the same way.

11.4.4 How to fill out the numeric section

Further explain to participants that for entries A07, A08 and A09 codes shall be used. For example; for the Western Region, you will code 01 as follows:

A07: Region

0	1
---	---

Refer to chapter 5.8 of the Enumerator's Manual.

The subsequent entries would be filled using numeric entries, for example, the date enumeration started.

1. For **A12** (Type of Residence) write the appropriate code in the boxes provided.
2. For **A15b**, record the number of questionnaires used to enumerate each household or group quarters.

FORM

	/	
--	---	--

NOTE: Each questionnaire can be used to enumerate a maximum of 10 household members so for households with more than 10 members more than one questionnaire is required. If two questionnaires are used for a household, write for the first questionnaire

1	/	2
---	---	---

 and for the second questionnaire write

2	/	2
---	---	---

3. For **A17** record the total number of persons listed as status A (usual members present on census night) by sex.
4. For **A18** record the total number of visitors listed as status B (visitors present on census night) by census night.
5. For **A19** record the total number of usual members recorded as status C (usual members absent on census night) by sex.

NOTE: A17, A18 and A19 are to be filled-in for persons listed in households ONLY (that is when A15 is 01 or 03). **Non-household population are excluded.**

6. For **A20** record the total number of persons recorded as status A + B by sex.
Record the total number of usual members and visitors who spent Census Night in the household (STATUS A) and visitors who spent Census Night in the household (STATUS B) or persons enumerated in institutions or floating population, etc.

NOTE: This will be done for both household and non-household population.

Important

If you use more than one questionnaire for one household, A17, A18, A19 and A20 should be completed for ONLY the first questionnaire used. For all subsequent questionnaires used for that household, A17, A18, A19 and A20 MUST be left blank.

The Do's

- Write only in the boxes and spaces provided.
- Each box is for one letter or number.
- Leave a box between two words or names for example

C	A	P	E		C	O	A	S	T
---	---	---	---	--	---	---	---	---	---

The Don'ts

- Do not write more than one letter and/or numbers in each box.
- No letter or number should be written outside the box

11.5 Summary

We have learnt in this module that:

- The entries on the Front Page of the questionnaire include:
 - Region Name, District Name, District Type, Locality Name among others
- The Front Page entries should be completed using alphanumeric and numeric character sets.

11.6 Assessment

Use the information in the following scenario to fill out entries on the front page of the questionnaire:

Mr. Kofi Baah lives in Sika Duase a suburb of Twifo Praso in the Lower Dankyira district in the Central Region of Ghana. He lives in a house numbered S74 Bankyease Street with his wife Cathrine Baah. Mr. Baah's household telephone numbers are 0266174222 and 0249114618.

Lesson Twelve: Completing the Roster for PHC 1A and PHC 1B and Emigration

12.1 Introduction [3 minutes]

This is the 10th lesson for the 2010 Population and Housing Census training session. In this lesson, we will be able to complete the roster in both the PHC 1A and PHC 1B. We will also look at how to complete the section on emigration.

The objectives of this module have been outlined and the main sections also listed. (A flip chart or PowerPoint presentation may be used).

12.1.1 Objectives

By the end of this lesson, participants should be able to:

1. Explain what a Household Roster is
2. Identify household and list members in an orderly manner
3. Identify and list non-household population
4. Identify and list who a usual household member and visitor is
5. Identify and list usual members absent
6. Elicit responses from respondents on emigration and
7. Record responses on emigration correctly

12.1.2 Main sections of the lesson

1. What is a household roster
2. How to classify person in the household
3. Order of listing household members and visitors
4. Important points to note about head of household, name, relationship to head of household, sex, date of birth and age.
5. How to fill out the Household Rosters (A16a)
6. How to fill out the Absent Members Rosters (A16b)

12.2 What is a Household Roster?

Ask participants to mention some components of a roster. Some of the responses could be name, schedule of the individual. Use responses given to explain to participants the meaning of household roster.

A **Household Roster** is an orderly list of household members and visitors who spent census night with the household. Persons on the list are those to be enumerated in the census. An efficient and exhaustive listing of household members would ensure complete coverage of the Population and Housing census.

In the 2010 Population and Housing census, two types of rosters would be used.

- The first is the usual members and visitors present on census night (De-facto population roster) (A16a).

This is used to compile the list of *Usual Members and Visitors present on Census Night*.

This roster is used for both households and institutional population.

- The second is the absent household members roster (A16b)

Usual members absent from the household on Census Night. It is used for ONLY households.

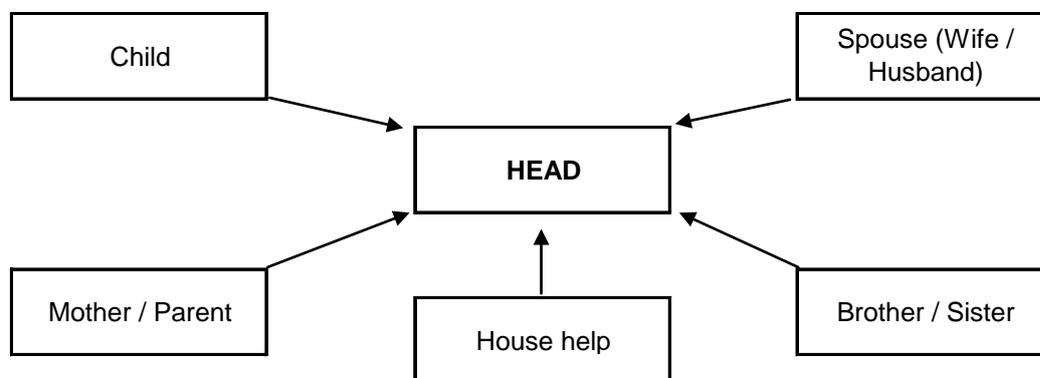
12.3 How to complete the Household Roster (A16a)

Take participants through the proper order of preparing a household roster.

The Enumerator must first write down the full name of all usual members of the household and the visitors who spent census night starting with the head of household. Then record the relationship of each listed person to the head of household, the relationship code, sex and status of all listed persons must also be recorded. Then record the names of each usual member of household and each visitor who slept with the household on Census Night together with their relationship to the head of household, relationship code, sex and date of birth.

Relationship - Ask participants to mention the different ways in which people are related in a household. For example, family relations include father, mother, sister, uncle, etc. Non-family relationships include house help and friends.

Make participants aware that in Population and Housing Census, a relationship is always traced to the Head of the Household. Use a diagram to illustrate as below.



Ask participants to refer to column A16a (RELATIONSHIP) in the questionnaire and note carefully the relationships and their codes. Call individual participants to mention the codes for given relationships and vice versa:

Child (03) Daughter (03) Brother (07) Grandchild (06)

Draw participants' attention to the boxes below the column for RELATIONSHIP, and explain to them that each box has a corresponding name, and must also be filled with the appropriate code.

Discuss with participants the concept of auntie, uncle, nephew, and niece are not specific and therefore are not used.

Give them hypothetical data to fill on the questionnaire. For example, **Kwabena Antwi** says he is a **grand-son** to **Agya Amoako** who is **head** of the household.

Sex - Discuss with participants the following points when recording a person's sex.

- Don't ask a respondent his/her sex when interviewing him/her directly. If you do, s/he will feel embarrassed.
- Ask whether a person is male or female only when information about that person is being given by a third person. In such instances, you also need to bear in mind that some names such as Kafui and Dela are given to both males and females, and can be misleading.

Let participants mention some names in their locality, and lead them to discuss and clarify the sexes associated with those names.

Refer participants to the circles below the SEX column (A16a) and let them note that the circle on the **left** is shaded if the respondent is a **male**, and the one on the **right** is shaded if the respondent is a **female**.

Let participants shade the circles which correspond with names they had already recorded on the questionnaire.

Indicate in the column provided under "**STATUS**" whether a listed person is a **usual member** who slept in the house/compound on Census Night (**Status A**) or whether he/she is a **VISITOR** (i.e. guest of any member of the household), who slept in the house on Census Night (**Status B**).

NOTE: If a person has been away from the household for six months or more he/she must not be considered as a **member of the household**. If you are told that someone has been

away, ask for how long has the person been away? If six month or more, do not record the person's name at all on the roster for usual members absent on census night. .

12.3.1 Listing of persons must be in the following order:

1. Head of Household, (If head of household was not present on Census Night, list the person who took charge of the household in his/her absence as head).
2. Usual member(s) of household present on Census Night.
3. Visitors present on Census Night

List in the following order (where applicable)

For a normal household, you will usually have the following household pattern:

1. Head
2. Spouse
3. Children (start from eldest child)
4. Additional members of household (parents of head, parents of spouse, other relatives, non-relatives, etc.)
5. Visitors present on Census Night
6. House help

However in a household where a head has more than one wife living in the same house as one household, the listing should be as follows:

1. Head
2. Eldest spouse followed by all her children who were present on Census Night;
3. Next eldest spouse followed by her children who were present on Census Night;
4. Continue with spouses and their children until you finish;
5. Other children present on Census Night whose mother was not there on Census Night;
6. Parents of head;
7. Parents of spouse;
8. Other relatives;
9. Non relatives;
10. Visitors present on Census Night.

Inform participants that this method of listing the names first is to ensure completeness of coverage within the household. If this is not done the respondent may forget to give information on all the eligible members. In this connection, you must make sure that all babies born before Census Night are listed. You should read the names given to you by the respondent and ask "just to make sure I have not missed anybody" – *Are there any other persons who spent Census Night in this household whom I have not listed?* For example

1. babies born before Census Night whether still alive or not

2. persons alive on Census Night but who had died at the time of Enumerators visit
3. old men and women
4. visitors who spent Census Night in the household but who were not present at the time of Enumerators visit
5. physically and mentally challenged persons

Explain to participant that for non-household population (e.g. an institutional population) listing in the roster should not follow any strict order but the Enumerator should ensure that everyone is covered.

12.4 How to fill out the absent members Roster (A16b)

Explain to participants that this section should include any household member(s) absent on Census Night. This should include household members who did not spend the Census Night in the household.

NOTE: Any usual household member who did not spend the Census Night in the household should be classified as “**STATUS C**”.

You must record the following details about such persons in Roster A16b:

1. Name
2. Relationship to head of household
3. Code for relationship (from P01)
4. Sex
5. Age
6. Town, village, cottage etc where the absent usual member spent Census Night
7. Region/country of that town or village.
8. Code for the Region/Country where the absent usual member spent the Census Night.

[Let participants know that the Region/Country codes are found from codes in P06b (Birthplace outside this town/village)].

12.4.1 Months Absent

Inform participants that there is the need to indicate in Roster A16b, the duration in completed months a member has been absent from the household up to Census Night.

For example, if the person has been away for two months three weeks write "2" in the space provided. If he/she has been absent for less than one month, write down "0".

Note that if the person has been away for *six months or more he/she must not be considered as a usual member of the household, and should NOT be listed in either Roster A16a or Roster A16b.*

Note: If the usual head of household was absent on Census Night, his/her name must never be entered as HEAD in the relationship column but rather specified as the Husband, Brother, Mother, etc., of the temporary Head in A16a.

12.5 Emigration

Q. E01: Did any former member of the household emigrate for 6 months or more?

The facilitator should make the participants be aware that questions in this section seeks to identify all former household members who have emigrated outside Ghana for 6 months or more before Census Night. This includes:

- Persons who have been visiting from time to time during the period
- Persons who have travelled outside Ghana for a period of less than 6 months but intend to stay for 6 months or longer.
- Those who have travelled outside Ghana and are currently staying outside Ghana

Note: Let participants know that we are not referring to people who have moved from one region of Ghana to another.

Shade 'Yes' if any former household member has travelled outside for 6 months or more and 'No' if nobody has moved. If the response is 'Yes', proceed to ask question E01 (A, B, C, D, E, F). If 'No', skip to M01.

Fill E01 (A, B, C, D, E, F) only for those households who responded 'Yes'. The following should be recorded.

12.6 Summary

We have learnt what a household roster is. We have also learnt how to prepare a household roster in an orderly manner and how to classify household members.

12.7 Assessment

Which codes in question A16a will you assign to the respondents under the following situations?

- The respondent says the head is my father. (Ans: 03)
- The respondent says the head is my father's brother. (Ans: 10)

Lesson Thirteen: How to Record Individual Entries: Demographic Characteristics (P00 – P10)

13.1 Introduction [5 minutes]

Get participants settled for the session, and ask each participant to write down two things s/he expects to get from the session. Call a few participants to read out their expectations. Building on the participants' responses, outline the objectives of the session.

13.2 Objectives

By the end of the lesson, participants should be able to:

- Ask appropriate questions to elicit information on the demographic and social characteristics of respondents
- Record information on respondents' demographic and social characteristics correctly in the appropriate columns and rows of the questionnaire

Call a few participants to describe themselves, dwelling more on information usually called personal data in CV writing. Use common information in their responses, such as sex, age, nationality, etc. to outline what demographic and social data in the questionnaire includes. This would form the basis of the topics to be discussed in the lesson. Participants should be informed about the need to copy the names of usual members and visitors from A16a to P00 before continuing with the interview.

13.3 Topics to be discussed in the lesson

- Date of Birth
- Age
- Nationality
- Ethnicity
- Place of birth
- Place of residence
- Religion
- Marital status

13.4 Date of Birth (P01)

Explain to participants that for date of birth the day, month and year of birth for each person listed should be record. If after probing the respondent can only provide the year but not the day and month of birth, you should enter '99' for both the day and month of birth then record the year.

13.5 Age

Explain to participants the following points about recording the age of a respondent.

Ask participant to refer to section 12.1 of the Enumerators manual (P02).

1. Age should be stated in **completed years only and with reference to the census night**. For example, 49 years and 2 months should be recorded as 49 years.
2. Record age in two digits only
3. All infants who are less than one year on census night must be recorded as being '00'.
4. If a respondent's age is between 00 and 98, record the actual age.
5. If a respondent is 99 years or older, record 99.
6. If a respondent does not know his/her age (date of birth), the enumerator should assist them to estimate their age using the **calendar of events**, and **the birth dates of their age mates** who know their ages.

Ask participants how they would record the following ages:

1. 20 years and 11 months
2. 102 years and 2 weeks
3. 3 months and 3 weeks
4. A person born on 29th September, 1988
5. Ama who was born on the day that Rawlings staged his first coup

Draw participants' attention to appendix 1 of the Enumerator's Manual for events with dates when they meet a respondent who cannot provide his/her age but can give an event.

13.6 Nationality

Use the following scenario to help participants understand the concept of "nationality".

Two brothers, Prince Boateng and Jerome Boateng, played for Ghana and Germany respectively in the 2010 World Cup which took place in South Africa recently. Why did the two brothers play for different countries?

Refer participants to the Enumerators' Manual chapter 12 for more information on Nationality. Guide participants to learn the countries and their codes in the column for Nationality. For example, a respondent who says she is Japanese, is an Asian and therefore the appropriate code for this respondent on the questionnaire should be "code 15" (Illustrate on a flip chart). This code should be written in the appropriate box.

13.7 Ethnicity

Draw participants' attention to the fact that the question on ethnicity is to be asked of only those who indicate that they are Ghanaians by birth and Ghanaian with dual Nationality.

Ask participants to mention some of the ethnic groups that are in Ghana; for example, Akan, Fante, Akyem, Nkonya, Guan, etc.

Emphasize that for the question on ethnicity the response is NOT the broad categories of ethnic groups but the more specific ones. For example, if a respondent indicates that she is a GRUSI find out whether this respondent is a Sisala, a Mo, a Vagala or any other (Refer to appendix 3 of the Enumerators Manual).

Let participants know that each ethnic group has a two-digit code. Once the respondent provides his/her ethnic group, the code should be written in the appropriate boxes.

Mention some ethnic groups and let participants indicate the corresponding codes. Go round to ensure that they record the answers correctly.

13.8 Birthplace [10 minutes]

Explain the two aspects of the information on birthplace (i.e. P05 and P06).

13.8.1 Born in this village / town (P05)

Indicate that 'this town/village' refers to where the enumeration is taking place. For example, Abokobi is the town being referred to if the enumeration is taking place there. Give further examples to enhance participants' understanding.

Draw participants' attention to the circles for shading the response: YES on the left and NO on the right. Refer participants to chapter 12 of the Enumerators Manual for further information.

13.8.2 Region/country (NAME) was born (P06)

Let participants note that this question is to be answered only by those who responded NO in question P05. Guide participants to take note of the various regions or countries and their corresponding codes. Assist them to fill the boxes correctly.

Emphasize that some respondents would mention names of towns or villages in which they were born and NOT the region or country. Guide participants to understand that in such cases, they should use the District names if given or the largest town closest, to find out the region or country of birth. Show participants how to record the right responses.

13.9 Living in this town/village since birth (P07)

Refer participants to chapter 12 of the Enumerators Manual and let them note the following:

- This question is to be answered only by those who answered YES in P05
- Household members who left their birthplace temporarily are to be considered as not having moved

Let participants know that a YES response means the left circle should be shaded while the right circle is shaded when a NO response is provided.

13.10 Number of years lived in this town/village (P08)

This question is to be answered by respondents who answered NO to questions P05 and P07. Give examples of likely responses and guide participants to provide the appropriate codes. For example, 6 months, 2 years, 5 and half years, 15 years, etc.

13.11 Religion (P09)

Indicate that this question is to be answered by ALL respondents. Let participants know that they should not assume that every household member, particularly the children belong to the same religion as the head or the head's spouse. Take participants through the list of religious groupings provided on the questionnaire.

Ask participants to mention other religious denominations that they know of which are not provided in the list. Guide participants to appropriately classify their responses under the categories provided. For example a respondent who mentions Musama Disco Christo Church should be identified as 'Other Christian' whose code is 05. This code should be recorded (Refer to page 55 of the Enumerators Manual).

13.12 Marital status (P10)

Inform participants that question P10 is to be answered by only household members who are 12 YEARS or OLDER. Make participants aware that this question is seeking for the CURRENT marital status of the respondents. Take participants through each of the six response options given and their codes. Ensure participants understand each response option by asking relevant questions. For example,

How will you consider a respondent whose first wife lives in another town and the second wife also died a week before census night?

Through these exercises, guide participants to be able to appropriately write the codes in the boxes provided (Refer to pages 55 and 56 of the Enumerator's Manual).

13.13 Summary

In the module we learned how to elicit the right information on the demographic and social characteristics of respondents such as age, nationality, marital status, etc.

We also learned how to fill the census questionnaire correctly using the information collected on the demographic and social characteristics of the respondents.

13.14 Assessment

1. An old lady tells an enumerator that she is only five years old. She gives additional information that she was told by her mother that she was crawling at the time of Yaa Asantewaa's war.
 - a. Explain how you will guide this old lady to estimate her age.
Ans: Enumerator should use the calendar of events to estimate that the Yaa Asantewaa war took place about 110 years ago. S/he should be able to say that at the time of the war, the old lady was about 1 year old (crawling); the old lady must, therefore, be about 111 years old.
 - b. What year would you possibly indicate in question P02 for this old lady?
(Ans: 99)
2. Which groups of respondents are to answer the following questions?
 - P03 Ans: All respondents
 - P06 Ans: All respondents who answer NO in question P05
 - P10 Ans: All persons aged 12 years or older
3. An enumerator, in discharging his duty, enumerated Structure Number PHC 0054. In this house, there are four occupants forming a household: Kofi, 64 years, is the head and Adwoa, the spouse, was born on 5th October 1960. Georgina, a 15 year-old Yaa Asantewa Girls SHS student and Esi Mansa, who was born 5 and a half months ago are also members of this house.

Use the above information to answer questions P01, P02, and P03 for each individual.

Note: Census Night is 26th September 2010.

Materials required:

1. Flip chart
2. Markers
3. Lap top
4. Projector
5. Black pens
6. Questionnaire

Lesson Fourteen: How to Record Individual Entries: Literacy and Educational Characteristics (P11 – P 12)

14.1 Introduction [5 minutes]

Introduce participants to the session and request them to state their expectations from the lesson. With these expectations, list on a flip chart/power point the objective(s) of the lesson.

14.2 Objectives

By the end of the lesson, participants should be able to:-

1. Explain the concepts of literacy, school attendance, educational attainment and educational level completed
2. Record response on P11 of the questionnaire correctly for persons 11 years and above
3. Record responses on P12a (school attendance) for persons 3 years and above.
4. Record responses on P12b (highest level of school attended or attending) for persons who are 3 years and above.
5. Record responses on P12c (highest grade completed) for those currently attending or attended school.

14.3 Main sections of the lesson [20 minutes]

1. Record responses of persons 11 years and older who can read and write Local language, English, French and any others with understanding
2. Record responses for school attendance for persons who are 3 years and older
3. Trainees should be told that questions P12b and P12c are to be answered by those who have ever attended school and currently attending in P12a.
4. Record responses for highest educational level for those currently attending or ever attended school
5. Record responses for highest educational grade completed for persons currently attending or ever attended school.

14.4 Recording responses for persons 11 years and older who can read and write in any local language, English, French and any others with understanding.

In this section, ask participants to define literacy. Discuss the responses and stress that a literate **person should be able to read and write a simple statement with understanding in any language.**

- *Ask the participants how they will classify*
 - *a respondent who can only read but cannot write, or can only write but cannot read.*
 - *a person who was literate sometime ago but cannot read and write with understanding at the time of the interview.*
- *Ask participants to refer to the enumerator's manual (section 12.3 P11). Take participants through the categories of literacy.*

Read the following scenario and use the content to complete P11 of your questionnaire

- Mr. Mensah attended school but can no longer read or write.
- Mrs. Mensah never attended school but can read and write in the local language with understanding.
- Kwame 11, is in school (primary 6) can read but cannot write.
- Afua who is 12 years and completed primary school can write but cannot read.
- Ms. Mensah, a teacher, can read and write in both English and local language.

The correct responses are as follows

Name	Code
Mr. Mensah	1
Mrs. Mensah	3
Kwame, 11	1
Afua, 12	1
Ms Mensah	4

14.5 Educational Characteristics

Facilitator uses flip chart with The **Kofi Mensah Household Educational Characteristics** to fill in P12 (P12a - school attendance, P12b - highest level attending/attended & P12c - highest educational grade completed).

The Educational Characteristics of household members of Kofi Mensah are presented in the table below. Ask participants to use the information provided to fill the extracts on P12a to P12c of the questionnaire. You have entered a household of ten persons with the following educational characteristics:

Educational Characteristics of Kofi Mensah's Household

Person ID	Person	Relationship	Educational level
01	Kofi Mensah	Head of household	Completed MSLC
02	Mrs. Mensah	Wife	Never attended school
03	Miss Ama Mensah	First daughter	3 year Post Sec teacher
04	Miss Adjoa Mensah	Second daughter (on holiday)	4 th Year engineering student
05	Master Emmanuel Mensah	First son (on visit)	MSc in ICT
06	Master Christian Mensah	Second son	3 rd year SHS student
07	Master Debrah	Nephew	Completed SHS
08	Miss Debrah	Niece	Completed JHS
09	Kwame, 11 years	Grandson	Primary 6
10	Kodjo, 4 years	Grandson	Kindergarten 1
11	Afua, 12 year	Grand daughter	Completed primary

14.6 How to record responses on school attendance for persons 3 years and older

Use the information provided to answer the question on school attendance. For example, has Mrs. Mensah ever attended school? Is Kwame attending school now?

Explain to participants that this question refers to full time education in an educational institution, where the person spends at least four (4) hours a day receiving general education in which emphasis is not on trade training. Refer the participants to section P12a of the Enumerator's Manual. Explain the three options of: NEVER, NOW, PAST as responses to this question. Explain why it is necessary that only one of the three options is applicable to each person.

P.12a

Participants should use the information on the flip chart to record responses.

The expected responses are listed below

01	3
02	1
03	3
04	2
05	2
06	3
07	3
08	3
09	2
10	2

11	3
----	---

14.7 Obtaining the right response for those currently attending or ever attended school and highest level of education (options 01 to 12).

Refer participants to questionnaire item P12b and Enumerator’s manual section P12b. Discuss with participants the 12 levels that have been identified.

14.8 Use the table above on educational characteristics of Mr. Mensah’s Household to record responses on the highest level of school attending or attended.

Ask participants to indicate the correct response on a marker board or on flip chart as the case may be.

The expected responses are listed below

Person ID	CODE
01	05
02	
03	09
04	11
05	12
06	06
07	06
08	04
09	03
10	02
11	03

14.9 How to record on the questionnaire the corresponding grade (class/form/year) completed for respondent either attending or attended.

Refer participant to section P12c. Let one of them explain what the question P12 means

Notes for the facilitator:

Explain what is meant by educational grade

E.g. Ms. Ama Mensah is Certificate “A” 3 year Post Secondary, therefore the level is 3 and Christian Mensah a 3rd year SHS and his grade will be 2.

Take participants back to the table on Kofi Mensah’s household’s educational characteristics and ask participants to indicate the appropriate grades.

The suggested entries based on the table provided is below

Personal ID	Code
01	4
02	
03	3
04	3
05	2
06	2
07	3
08	3
09	5
10	0
11	6

14.10 Summary

In this lesson we have developed the skills of how to record responses on

1. Literacy (P11)
2. Educational characteristics in P12a through to P12c

14.11 Assessment

Ask participants the following questions to ensure consolidation on the skill of filling the elements of the questionnaire correctly.

1. What will be the highest grade reached by Kwame who is in JHS 3?
2. Musah attended a Night school in Kumbungu. Indicate Musah's school attendance (P12a).
3. The household head completed JSS but cannot read or write. Record appropriate responses for P11, P12a, P12b and P12c.
4. Participants should now use the household characteristics provided in the lesson to fill in P12 a-P12c in the questionnaire.

Lesson Fifteen: How to Record Individual Entries: Economic Activity (P13)

15.1 Introduction

Introduce participants to the section by informing them that in this lesson we are going to learn how to record the activity status of respondent aged 5 years and older during the 7 days preceding Census Night (P13a to P13c)

Emphasize to participants that respondents are classified as working if they engaged in any activity for at least 1 hour for pay, profit or family gain during the last 7 days before Census Night. Explain to participants that by economic activity we imply that the person would have worked for pay or profit or family gain either in cash or in kind, including helping in the family business, farm, street vending etc.

15.2 Objectives

By the end of the lesson, participants will be able to:

1. Distinguish between persons who worked and those who did not work
2. Ascertain how those who did not work were engaged.
3. Determine the different categories of persons who did not work and did not seek work.
4. Practice how to complete the relevant sections of the questionnaire.

15.3 Main sections

15.3.1 Persons who worked during the last 7 days preceding the Census Night

These refer to the respondents for whom the YES circle is shaded in P13a.

Request participants to give examples of persons who should be classified as having worked during the last 7 days before Census Night.

For the purpose of this Census, the following categories of persons must be regarded as working and a YES circle shaded.

1. Persons in regular employment, paid in cash or in kind
2. Persons who worked for at least one hour for pay, profit or family gain.
3. Persons who worked on their farms, went out to fish, or went out for trading.
4. Domestic employees paid for their work in cash or in kind.
5. Apprentices who worked for at least one hour during the reference period
6. Contributing family workers (reference: Enumerators Manual section P13a)

Inform participants that for those who answer YES in P13a skip P13b and P13c to P14 and for those answer NO in P13a ask P13b.

15.3.2 *Persons who did not work during the last 7 days preceding Census Night.* These are the respondents for whom the NO circle was shaded.

Discuss with participants the category of persons who should answer No in P13a. Also the trainer should tell the participants that those who answered No in P13a should answer P13b.

Trainer should tell participants the category of persons who did not work as follows:

1. Did not work but had jobs to go back to (e.g. on leave with or without pay, off-season, temporary ill without pay, on strike or lock out, temporarily lay off, bad weather etc) For the above category of workers write 1 in the box and skip to P14.
2. Unemployed, worked before, seeking work and available for work. For this category of persons write 2 in the box and skip to P14.
3. Unemployed, seeking work for the first time and available for work. For this category of persons write 3 in the box and skip to P18.
4. Did not work and not seeking work. For this category of persons write 4 in the box and go to P13c.

15.3.3 *Persons who did not work and did not seek work*

Discuss with participants which persons they will ask P13c

- Those whose response was 4 in P13b

Discuss with participants those who fall under this category.

1. Did voluntary work without pay.
2. Did home duties (household chores) full time homemaker.
3. In full time education/student.
4. Pensioner/retired.
5. Disabled/too sick to work.
6. Too old/too young to work.(as determined by the parents or relatives)
7. Others specify (e.g. living on independent income – remittance, hospital patient and not returning to fixed job)

For all persons who answer P13c, skip to P18.

15.4 Group Work

Group participants to practice how to complete the questionnaire using the data below:

- A typical household has the following members whose particulars are shown in the table below.

Serial #	Name	Age	Remarks
1	Mary	38	Teaches in a Senior High School
2	Francis	15	Works on own farm daily except on Sundays.
3	John	45	Sells in a local market daily
4	Victor	69	Head of household and a retired public servant
5	Ali	04	Attends school and in kindergarten one
6	Albert	11	Unemployed and is not looking for work.
7	Anthony	58	Disabled and cannot work
8	Alice	55	Full time homemaker
9	Doris	05	Too young to work
10	Angela	53	A nurse and works in a private hospital

15.5 Summary

In this lesson, we have discussed that:

- People categorized as working include the following:-
 - persons in regular employment paid in cash or in kind;
 - persons who worked for at least an hour for pay, profit or family gain and
 - persons who worked on their farms, went to fish, or went out for trading.
- People who did not work include:-
 - Did not work but had job to go back to
 - Unemployed, worked before, seeking work and available for work.
 - Unemployed, seeking for work for the first time and available for work.
 - Did not work and not seeking for work
- For those who did not work and were not seeking work include the following:-
 - Did voluntary work without pay;
 - Did home duties (household chores) full time homemaker;
 - In full time education/student;
 - Pensioner/retired
 - Disabled/too sick to work
 - Too old /too young to work and
 - Other

15.6 Assessment

1. Give two examples of persons who you shaded YES in P13a
2. Which category of persons in P13b will you ask P13c?
3. If in P13b. a person said he /she was unemployed, seeking work for the first time and available for work, which question(s) s/he eligible to answer.

Materials needed

- Flip chart
- Markers
- Sample questionnaires

Lesson Sixteen: How to Record Individual Entries: Occupation and Industry

16.1 Occupation and Industry (P14 – P15)

16.2 Introduction [5 min]

Welcome participants to the lesson on occupation and industry. This lesson will explain to participants how to probe and record accurately respondents' different occupations and the corresponding industrial activity. These questions relate to persons aged 5-years or older who responded:

1. Yes in question P13a: respondent has engaged in some economic activity for at least one (1) hour in the last seven days prior to the census night.
2. 1 in question P13b: did not work, but had job to go to back to; and
3. 2 in question P13b: unemployed, worked before, seeking for work and available for work

16.3 Objectives

By the end of the session participants should be able to:

1. Explain occupation and industry
2. Demonstrate their ability to record detailed description of occupation
3. Demonstrate how to write precisely the name of establishment
4. Demonstrate their understanding of physical location of establishments
5. Demonstrate their ability to describe precisely the industrial activity (products or service) of the respondent's establishment.
6. Demonstrate how to assign codes to occupation and industry (only for Supervisors)

16.4 Main sections of the lesson

1. Concept of occupation and industry
2. detailed description of occupation
3. name of establishment
4. physical location of establishments
5. description of industrial activity (products made or services rendered)
6. assign occupation and industry codes

16.5 Concepts of occupation and industry (25 minutes)

16.5.1 Occupation

Let participants brainstorm on different occupations people are engaged in. Expected answers are maize farmer, construction carpenter, mason, primary school teacher, etc.

Explain to participants that occupation is the kind of work done by people.

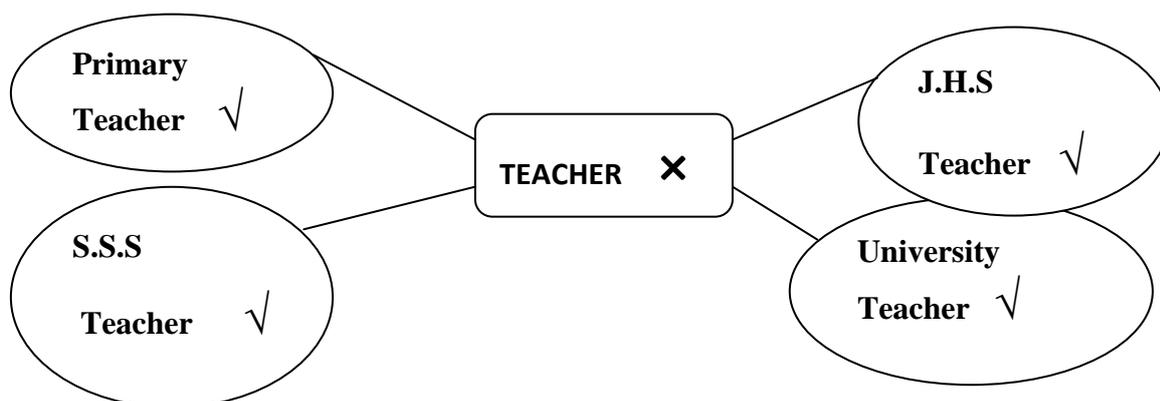
- This refers to the work actually done during the 7 days prior to the Census Night and not what respondents were trained to do.
- Emphasize that for those who worked and those who did not work but had jobs to go back to, you should record their current occupation.
- Emphasize that for the unemployed who had worked before, you should record their last occupation.
- In recording occupation you should provide detailed description of work done.

16.6 Detailed description of occupation (10 minutes)

In recording occupation the Enumerator should avoid vague words such as teacher and businessman. Instead the enumerator should state the exact work done by the respondent, e.g. Primary school teacher instead of teacher, A businessman could be a second hands cloths seller, cosmetic seller, goat seller, etc. Refer participants to Enumerator's manual chapter 12P14.

Use the flip chart to illustrate webbing of occupations. This is illustrated in Fig 17.1 below. Teacher in the box is vague. It should be specific as illustrated in the circles. We must describe all occupations in the same way.

FIG.17.1



16.7 Industry

Let participants brainstorm on different industrial activities (products made or services rendered).

Expected answers are fishing, construction of houses, wholesale trade in textiles and footwear, plantain farming, etc.

Industry refers to the main industrial activity that is the main product made or service of the establishment where the respondent works or if unemployed where he last worked. Refer to chapter 12P15a of Enumerator's manual.

16.8 Name of establishment [5 minutes]

Participants should be given the opportunity to name some common names of establishments they can recall. Please be precise and state the name of the establishment as it is known.

For example, Jojo Carpenter Shop, Sarah Construction Company, Darko Farms, Latex Foam, University of Ghana, etc.

Please write down the names of the establishments in cases 1-5 listed above.

16.9 Physical location of establishments [10 minutes]

Participants should attempt to mention some specific physical location of establishments that they know. Locations such as Accra, Kumasi or Ho are too broad and cannot be considered as exact location for the purposes of the census.

An example of exact location is Latex Foam Company; house number H/234, North Industrial area, Accra. Another example is adjacent to chief palace, or close by the public toilet, etc., could also be used.

Please avoid abbreviations that cannot be traced or are known and understood only in the areas concerned. Refer to chapter 12, section 15 of the Enumerator's manual.

In cases 15 in the scenario above, please write down the exact location of the establishments.

Note that you are to record the Name and the Physical Location of establishment together in P15

16.10 Description of industrial activity (products made or Services rendered) [15 mins]

In this session, we are expected to describe precisely the kinds of products made or services rendered by the establishment where the respondent worked. Mention a few industries and describe the products they produce or services they render. The most important thing to remember is to describe in detail the products produced or services rendered by the

establishment. Please take your note pads and do this. In addition to cases 1 -5 above, precisely describe the industry of the following activities:

- a. Oboshie prepares and sells kenkey;
- b. John washes bed sheets at the hospital.

16.11 Coding occupation and industry [25 minutes]

Occupational and industrial code lists would be used in coding occupations and industry. Enumerators are expected to provide detailed description of occupation and industry of respondents to enable the Supervisors to assign the right codes. Remind participants (Supervisors) that correct codes are extremely relevant in the processing of census data. Therefore Supervisors must be meticulous in assigning the codes. Supervisors must ensure that they write legibly.

Please open your code book and let us study how the codes and the descriptions look like. Take your note pads and assign the occupation and industry codes to cases 1-5 of the scenario above.

16.12 Summary

Remind participants of the importance of understanding occupation and industry, and the steps to be taken to ensure precision in the description on occupation and industry and the assignment of codes.

16.13 Assessment [30 minutes]

Scenarios

Case 1: Mr. Kumi works at the Ghana Statistical Service as the Volta Regional Statistician, in Ho, in the District Assembly building.

Please use the next 2 minutes to brainstorm on what his occupation and industry would be. The answer is Mr. Kumi's occupation is a Statistician and his industrial activity is Statistical Service.

Case 2: Mr. Sraha is a carpenter producing furniture at the road side in Nima, opposite the public toilet in the market and sells to the general public. Please use 2 minutes to brainstorm on what his occupation and industry would be.

The answer is Mr. Sraha's occupation is a carpenter (furniture), and his industry is production of furniture.

Case 3: Mr. Krakah is carpenter who works at the weekend for himself roofing people's houses, but he permanently works for "God is the Best furniture company", a company that produces beds for Korle-Bu Teaching Hospital, Accra.

In the next 2 minutes please brainstorm and write down Mr. Krakah's occupation and his industry. The answer is Mr. Krakah is a carpenter (furniture), and his industrial activity is furniture.

Case 4: Miss Elsie is a carpenter who produces coffins during her leisure period on weekends when she is not asked to come to work. During weekdays she works as a carpenter for "First light Company", a firm located at Domeabra, a village near Agona Swedru. First light Company is mainly engaged in roofing houses, but occasionally this company produces stool for the palace.

In the next 2 minutes, please state the occupation of Miss Elsie and her industry. The answer is Miss Elsie is a carpenter and her industry is housing construction.

Case 5: Mr. Owusu is a carpenter who is employed by Kpando Government Hospital fixing the wooden hospital beds when they get spoiled.

In the next 2 minutes please brainstorm and write down Mr. Owusu occupation and his industry. The answer is Mr. Owusu is a carpenter, and his industry is hospital services.

Case 6: Grace and the husband Kofi are both carpenters, but Grace recently got a job on 6th June 2010 at Barclays Bank, while the husband still works at Mr. Krakah Poultry farm. What codes will you assign for the occupation and industry of:

- *Grace?*
- *Kofi?*

Lesson Seventeen: How to Record Individual Entries: Employment Status and Employment Sector (P16 – P17)

17.1 Introduction [5 minutes]

Invite participants to discuss employment status and employment sector. In this lesson we will discuss employment status and employment sector. This session will explain to participants how to probe and record accurately the different employment status and the employment sector of respondents. Again these questions relate to household persons aged 5-years and older whose responses are:

1. Yes, worked in P13a:
2. Code '1' in P13b: did not work, but had job to go to back to;
3. Code '2' in P13b: unemployed, worked before, seeking for work and available for work
4. Code '4' in P13b; Did voluntary work without pay.

17.2 Objectives

By the end of the session, participants should be able to identify the various categories of:

1. Employment status
2. Employment sector

17.3 Main sections of the lesson

- Employment status
- Employment sector

17.4 Employment status [15 minutes]

Here we want to discuss the employment status of respondents and classify the respondents accordingly. In this census the following are the categories of employment status:

1. Employee
2. Self-employed without employees
3. Self-employed with employees
4. Casual worker
5. Contributing family worker
6. Apprentice
7. Domestic employee (House help)
8. Others

Refer to chapter 12, section P16 of the Enumerator's manual.

17.5 Employee

In groups of five, brainstorm on what you understand by who an employee is. For the purpose of the census a person who works for a public or private employer and is paid by this employer (any person or institution or firm who pays a person for work done) is an employee. Please take your pens and write down five different categories of employees that you can recall. Examples of employees are the primary school teacher, a nurse working in a village clinic, etc.

17.6 Self-employed without employees

Brainstorm on what you understand by a self-employed without employees. For the purpose of the census, a person who operates his/her own enterprise and who DOES NOT EMPLOY anybody to work for him/her in the operation of his/her enterprise (except perhaps apprentices or contributing family workers) are self-employed without employees. For instance, a farmer who works on his own farm and does not employ and pay any farm hand to work for him/her, a Kenkey seller who cooks and sells himself/herself and does not employ and pay any person to assist in the preparation or sales of the kenkey.

17.7 Self-employed with employees

Brainstorm on what you understand by a self-employed without employees. For the purpose of the census a person who operates his/her own enterprise directly or through another person and who for the operation of this enterprise **HIRES ONE OR MORE EMPLOYEES**. For example, a farmer who works on his own farm and employs and pay any farm hand to work for him/her, a Kenkey maker/seller who prepares and sells kenkey and employs and pays persons to assist in the preparation and sale of the kenkey..

17.8 Casual worker

Brainstorm on what you understand by a casual worker. For the purpose of the census, a casual worker is any person who provides labour or services under an irregular or informal working arrangement for a short period of time (usually less than 6 months). For example a farm hand who works by day.

17.9 Contributing family worker

Brainstorm on what you understand by a Contributing Family Worker. For the purpose of the census a person who helps in running an economic enterprise operated by a member of his/her family without payment of wages or salary is a Contributing Family Worker. For

example is a Kojo living with the Mother's sister who assists in selling at the shop, and is not paid for working at the shop but is being fed by Mother's sister is a Contributing Family Worker.

17.10 Apprentice

Brainstorm on what you understand by an apprentice. For the purpose of the census any person who is learning a trade and who normally works under the supervision of a qualified worker, and does not get any allowance is an apprentice. An example is a driver mate who does not get paid any allowance or salary but is learning how to drive from the driver.

17.11 Domestic employee

Brainstorm on what you understand by a domestic employee. For the purpose of the census, any person who is engaged to render household service and is either paid or not paid is a domestic employee. For example, a house help who is fed and would be given a sewing machine after her tenure of stay can be classified as a domestic employee.

Others

This category includes all persons not captured above.

17.12 Employment sector [15 minutes]

In this session we will discuss the different categories of employment sectors where respondents are known to have done some economic activity within the last seven days prior to the census night. Write down any five employment sectors you recall. In this session, we will discuss the following sectors:

1. Public
2. Private formal
3. Private informal
4. Semi-Public/Parastatal
5. NGO's (local and international)
6. International organizations
7. others

17.13 Public

Participants are asked to brainstorm for 5 minutes and write down at least 4 establishments in the public sector. Examples of establishments in the public sector are Ministry of Finance and Economic Planning, Ghana Education Service, East Mamprusi District Assembly, Ghana

Police Service, etc. In this census a public sector is made up of establishments that are largely regulated, owned or controlled by the central or local government.

17.14 Private formal

Participants are asked to brainstorm for 5 minutes and write down at least 4 names of private sector establishments. In this census, establishments in the private formal are those that are controlled by a private person or a private firm which have establishment procedures for keeping records, recruitments, promotions and dismissals, e.g. Darko farms, TV 3 Co. Ltd., etc.

17.15 Private informal

Participants are to be brainstorm on respondents who worked in establishments owned and controlled by private person(s). They are informal in the sense that they have no establishment procedures for keeping records, recruitments, promotions and dismissals, e.g., Kumasi magazine garages, Abossey Okai spare parts shop, table top shops, etc.

17.16 Semi-Public/Parastatal

Participants are asked to brainstorm for 5 minutes and write down at least names of 4 Semi-Public/Parastatal establishments. Examples of establishments or institutions in this category are ECG, VRA, GBC, etc. In this census Semi-Public/Parastatal establishments are corporations and boards that are partly or fully owned by the government.

17.17 NGOs (local and international)

Participants are asked to brainstorm for 5 minutes and write down at least names of 4 NGOs. Examples of establishments or institutions in this category are Ghana Society for the Blind, ADRA, WaterAid, Save the Children, etc. In this census, NGOs are organizations that do not work for profit when providing services or assistance or facilities to governments and communities.

17.17.1 International organizations

These organizations include UNFPA, UNDP, UN, WHO, CIDA, JICA, etc.

17.17.2 Others

This category refers to all other establishments not classified above, eg. Religious organizations, whose work places do not belong to the above.

17.18 Summary [5 minutes]

The lesson looked at the different categories of employment status as

1. Employee
2. Self-employed without employees
3. Self-employed with employees
4. Casual worker
5. Contributing family worker
6. Apprentice
7. Domestic employee (House-help)

And employment sectors as

1. Public
2. Private`
3. Semi-Public/Parastatal
4. NGO's (local and international)
5. International organizations
6. others

17.19 Assessment [15 minutes]

Study this scenario and answer the question that follows:

Akos is fishmonger who prepares her fish over the weekend in Tema Newtown. But throughout the week she cooks Kenkey and sells at the Agboghloshie market in Accra, a trade she has done over the years. She employs James and Yaa, who assist her in both trade, but Yaa has been involved in selling the fried fish than in the Kenkey business, while James is more into the Kenkey business. Identify the employment status and sector of:

- 1 Akos
- 2 James
- 3 Yaa

Use the matrix below to answer questions on the scenario above.

Name	Employment Status	Employment Sector
Akos		
James		
Yaa		

Lesson Eighteen: Disability, Fertility, Mortality and ICT

18.1 Introduction

In this session we would look first how to record the following individual entries:

1. Disability
2. Information Communication Technology (ICT) – Individual
3. Fertility
 - a .Children ever born,
 - b. Children surviving
 - c. Children born in the last 12 months

Secondly, we would look at how to record household entries for the following:

2. Mortality
3. Information Communication Technology (ICT) – Household

18.2 Objectives

By the end of the lesson participants will be able to:

1. Explain the concept of disability, fertility and mortality
2. Elicit responses from respondents
3. Record responses correctly

18.3 Main sections of the lesson are as follows:

1. Disability (P18)
2. Information Communication Technology (ICT) – Individual (P19a and P19b)
3. Fertility (P20a, P20b and P20c)
4. Mortality (M01 and M02)
5. Information Communication Technology (ICT) – Household (C01 and C02)

18.4 Disability

Let participants brainstorm on their understanding of disability. Ask participants to list the various types of disability they know. Based on the responses given, the facilitator explains the concept of disability to the participants as those persons who are at greater risk than the general population because they experience restrictions in performing specific tasks or participating in role activities. The facilitator should explain further that for the purpose of the census, disability means limitation of an individual to participate fully in life activities such as education, work, social life, etc.

The facilitator discusses the various forms of disability with the participants by referring to the Enumerator's manual in Chapter 12 section P18.

The disability question has to be asked of all household members.

Q.P18 Does (Name) have any disability that limits his/her full participation in life activities (such as education, work, social life, etc)?

Let the participants note that this is a multiple response question. This means that there should be a response for all the disability categories for each person. The responses should either be 'Yes' or 'No'. For example hearing impairment and blind.

18.5 Information Communication Technology (ICT) – Individual

Let the participants understand that the purpose of this question is to collect data on the number of persons aged 12 years and older who own mobile phones and use internet facility.

Q.P19a: Does (NAME) own a mobile phone?

The question refers to persons who own a mobile phone. It is not seeking for the number of mobile phones owned by each person. If a person owns a mobile phone, shade the Yes circle, otherwise shade 'No'. Refer to chapter 12, section P19 of the Enumerator's manual.

Q.P19b: Does (NAME) use internet facility (at home, internet cafe, on phone, other mobile device, etc.)?

This question seeks to know the if persons aged 12 years and older have access to internet facility at home, internet cafe, on phone, other mobile device, etc

18.6 Fertility (Children ever born and surviving)

Ask participants the following questions

1. The number of children they have ever had
2. The number of children their parent have ever had
3. How many are boys/girls
4. How many are surviving
5. The number of children they have had in the last 12 months

Relate the responses given by participants to the fertility questions:

1. Children ever born (P20a)
2. Children surviving (P20b)
3. Number of children born alive in the last 12 months (P20c)

Emphasize that Questions P20a and P20b are to be asked of females aged 12 years and older. Question P20c is to be asked for females aged 12-54 years.

Record the number of all live births of the female concerned by sex and in 2 digits (e.g. “01”, “02” etc). If the female has not had any live birth during her life time, you should record 00 in the boxes provided and go to the next eligible female. Refer to the Enumerator’s manual (chapter 12 section P20) for a detailed explanation.

18.7 Mortality

Go through the questionnaire with participants. Let them know that this section seeks to identify all household members who have died within a specified time period i.e. 12 months before Census Night.

If the response to Q.M01 is “Yes”, information should be collected on the following (QM02):

- Name
- Sex
- Age at death and
- Incident leading to death (accident, violence, homicide, suicide, etc.)

Note: Age at death should be recorded in completed years. For children less than 1 year at the time of death, record “00”. Also note that QM02e is meant for only deceased females aged 12-54 years.

The Enumerator is to find out whether at the time of death the deceased was:

- Pregnant
- Giving birth or
- Died within 6 weeks (42 days) after the end of pregnancy or childbirth.

Refer to the Enumerator’s manual, chapter 12 section M01.

18.8 Information Communication Technology (ICT) – Household level

Through discussions let participants understand what a fixed telephone line is. Explain to participants that a fixed telephone line refers to a telephone line connecting a customer’s terminal equipment (e.g. telephone set, facsimile machine) to the public switch telephone network. Tell them to note that the telephone set or facsimile machine must be in the dwelling of the household.

If the household has a fixed line the “Yes” circle should be shaded and if the household does not have a fixed line shade the “No” circle.

For C02, Inform participants that this question seeks to find out whether the household or any member of the household owns a personal computer or laptop.

Note: A desktop computer here includes key board, monitor and CPU but does not include equipment with embedded computing abilities such as mobile cellular phones, personal digital assistance or TV sets.

If the household has a desktop/laptop computer the “Yes” circle should be shaded and if the household does not have any of these, shade the “No” circle.

18.9 Summary

In summary the following have been looked at:

- 1 The concept of Disability ,Information Communication Technology (ICT) Fertility, Emigration, Mortality
- 2 How to elicit information from respondents on those questions and to correctly record the responses.

18.10 Assessment

- 1 In your view, what would you do to win the cooperation of people living with disability who are unwilling to respond to this exercise?
- 2 A woman begins to cry because she has never had a child. As an enumerator, how would you sympathize with her in order to carry out the exercise?
- 3 In a certain society, one is not permitted to talk about persons who die mysteriously. What would you do in order to get good responses?

Lesson Nineteen: Agricultural Activity

19.1 Introduction: 3 min

Discuss with participants the types of occupations carried out by the persons in their communities.

Emphasis should be put on members of the household who cultivated crops or tree growing, rear livestock or breed fish for sale or family gain.

19.2 Objectives

By the end of this lesson, participants should be able to:

- 1 Mention the different types of agricultural activities engaged in by the households.
- 2 Identify the types of cropping and livestock rearing activities.
- 3 Estimate the size of a given piece of land cultivated by households (farmers)
- 4 Record the responses given by respondents in the appropriate boxes in the questionnaire

19.3 Main sections of the lesson

Take participants through the following dialogue

- 1 What are the main jobs that people in our rural settlements do?
(Answers expected: farming, fishing, trading, etc)
- 2 Name the types of crops they cultivate.
(Answers expected: - maize, rice, cocoa, yam etc)
- 3 Do some of the farmers cultivate more than one crop?
(Answers expected: yes/no)
- 4 Apart from the crop cultivation or farming, what other activities do members of the household engaged in?
(Answer expected: rearing of cattle, sheep, poultry keeping etc)

Display an extract from the questionnaire (section G01 to G03)) on a screen, explain carefully what is expected to be done in the respective boxes. Refer to section G of chapter 12 of the Enumerator's manual for detailed explanation on agricultural activity.

19.4 Summary

In this session, the following have been learnt; namely

1. The responses expected on types of Agricultural activities during the Census are crops cultivation, livestock, fisheries and forestry
2. Systems of farming and types of crops cultivated

3. Codes for various crops, livestock and fishing
4. Completing agricultural section (Section G) correctly.

Refer participants to page 72, GO1. Explain to participants who are to be enumerated.

Lesson Twenty: Housing Condition

20.1 Introduction

Tell participants that in this lesson, we shall be going through how to complete the part of the questionnaire on housing conditions (you may use a chalk board or flip chart). Inform participants that this section is for the entire house hold. Refer participants to chapter 13 of the enumerator's Manual and page 12 of the questionnaire.

20.2 Objectives

By the end of this lesson, participants should be able to:

1. Identify the types of dwelling
2. Identify the types of materials used in constructing dwellings of households (e.g., types of wall, floor, roof)
3. Explain the concept of tenure of the dwelling, ownership and the number of rooms the household occupies.
4. Identify the facilities in a dwelling (lighting, water supply, cooking fuel, kitchen space, bathing facilities, and toilet facilities,)
5. Complete correctly the section of the questionnaire on Housing Conditions.

20.3 Main Sections

- i. Completing the questionnaire on Housing Conditions
- ii. Types of dwelling
- iii. Construction materials
- iv. Tenure, ownership type and rooms occupied by households
- v. Facilities and Disposal of waste

20.4 How to complete the housing condition section

Guide participants to complete the appropriate sections of the questionnaire alongside the presentation, using the questionnaire, as learning material. Participants should be taught to shade the circle or write in the boxes provided, the appropriate responses.

20.5 Types of dwelling

Ask participants to brainstorm on what they understand by types of dwelling. Using their responses guide them to understand the various types of dwelling units in H01 with the aid of the diagrams and pictures on section 6.4 of the enumerators manual.

20.6 Construction Materials

1. *Outer Wall*

Lead participants to distinguish between the wall of the dwelling and the fencing of the dwelling. H02 refers to the wall of the dwelling, and not the fencing.

Remind participants to always ask about the main construction material used for the outer wall of the dwelling. Lead participants to differentiate between the various categories of the construction materials used for the outer walls of dwelling as in question H02.

2. *Floor*

Ask participants to give examples of the construction materials used for finishing the floor. Possible responses of the materials used for the floor are as outlined in question H03. Tell participants that in the case of more than one construction materials used for the floor of the dwelling, they should choose the main construction material for the floor.

3. *Roof*

Ask participants to give examples of the main materials used for the roof of the dwelling. Types of material used for roofing are outlined in question H04. Tell participants that in case more than one material is used for roofing the dominant material should be selected.

20.7 Tenure, Ownership Type and Room Occupied by households

1. *Tenure/Holding Arrangement*

Explain and discuss with participants the meaning of tenure/holding arrangement. Tenure/Holding Arrangement is the arrangement under which the household occupies the current dwelling.

Note: Tenure/holding arrangement is not the same as ownership. Tenure/holding owes some obligation to the owner of the dwelling.

Lead participants to discuss the categories of tenure/holding arrangements as indicated in question H05

2. *Ownership Type*

Lead participants to explain various types of ownership of dwelling. Ownership type refers to the dwelling or the living quarters themselves.

Explain the categories of ownership type in question H06 to participants.

3. *Rooms occupied by households*

1. Number of Rooms (H07a)

Explain to participants number of rooms occupied by household include living rooms, bedrooms, dining rooms. Bathrooms, toilets and kitchens are excluded.

A room is the space enclosed by walls, reaching from the floor to the roof covering a size large enough to hold a bed for an adult.

2. Sleeping Rooms (H07b)

Tell participants that sleeping rooms include all rooms currently used as sleeping rooms irrespective of their original purpose. Emphasize that sleeping rooms exclude bathrooms, toilet rooms, passage ways, verandas, and lobbies.

Explain to participants that in a situation where a person or a household sleeps in a room which is also used for business purposes, that room should be counted as a sleeping room and appropriate correction made in question H01 (category 9). In the same way if a bathroom/kitchen has been converted into a sleeping room and make the appropriate corrections

3. Shared Sleeping Room (H07c)

Remind participants that if the total number of sleeping rooms is one then they should find out how many households share this one room.

4. Number of households sharing this one room

Explain to participants that what is required here is the number of households (including the respondent's household) that share this one room.

20.8 Facilities and Disposal of Waste

1. *Lighting*

Explain to participants the main sources of lighting (electricity, kerosene, gas, solar lamp, flash light, candle, etc. Reference: categories of H08).

2. *Water Supply (H09)*

Ask participants to mention the various uses of water in a household. Explain to participants that the same source of water used for drinking in the household may not always be the source of water used for other purposes.

- Drinking Water (H09a)

This refers to the source of drinking water used by the household

Explain to participants that drinking water is water that the household use for drinking. Other Domestic Uses of Water (H09b)

Explain to participants that in this question what is required is the source of water used for other domestic purposes, e.g. cooking, bathing, washing etc.

3. *Cooking Fuel*

Explain to participants the various types of fuel used for cooking by the household. Refer to question H10 for responses.

4. *Cooking Space*

Explain to participants the various types of space used for cooking. The responses are in H11.

5. *Bathing Facilities*

Explain to participants the various bathing facilities used by households. The responses are in H12.

6. *Toilet Facilities*

Explain to participants the various types of toilet facilities used by households. The responses are in H13. Remind participants of the skip pattern. If the type of facility used in the household is category 2, 3, 4, 5 the enumerator should continue to H13b and H13c, otherwise skip to H14.

Explain to participants what shared toilet facilities mean (H13b). If shared, how many households share the facility? Discuss H13b and H13c with participants as in Enumerator's manual, Chapter 13 section H13.

7. *Solid Waste Disposal*

Explain to participants that solid waste is rubbish/refuse which a household disposes off. Ask participants to mention various ways of disposing solid waste. The responses are in H14 of the questionnaire.

8. *Liquid Waste Disposal*

Explain to participants that liquid waste is waste - water from kitchen, bathroom and washing of clothes, that is not solid waste. Let participants to mention various ways of disposing liquid waste. The responses are as in H15.

20.9 Summary

1. Recap as follows: This session has looked at the following: Types of dwelling which include :
 - Detached houses, flats/apartment, semi-detached houses, compound houses (with rooms), hut/buildings, Tent, improvised house (kiosk, container, etc.) living quarters, uncompleted building.
2. Construction Materials for:
 - Outer wall of a dwelling; mud bricks/earth, wood, metal sheets or slate/asbestos, stone, etc.
 - Material used for finished floor
 - Roof of the dwelling
3. Tenure/ownership type and rooms occupied by households
 - Tenure/Holding Arrangement is the arrangement under which the household occupies the current dwelling.
 - Ownership type.
 - Rooms (i.e. Number of rooms, sleeping rooms, shared sleeping room).
4. Facilities and disposal of Waste
 - Facilities include;
 - a. Lighting
 - b. Water supply (ie. Drinking water, other domestic uses of water)
 - c. Cooking fuel
 - d. Cooking space
 - e. Bathing facilities
 - f. Toilet facilities
5. In completing the questionnaire participants should be told to shade the circle against the appropriate response, and specify what “other “ refers to in the space provided if “other category” is selected.

20.10 Assessment

In groups of five, complete the questionnaire on Housing Conditions for the household described below.

A man and his three wives live in a big compound house fenced with sticks and flower hedges. The man and his first wife stay in a part of the house built with mud and roofed with

thatch. She has a kitchen and uses charcoal as cooking fuel. She shares toilet facilities with her rivals, (second and third wives).

The second and third wives live in the part of the house built with block and roofed with zinc. Their apartments have separate halls, kitchens, toilet facilities and store rooms. Both women use either gas or charcoal as cooking fuel, and have two house-help who sleep in one of the halls.

Both houses are connected to electricity. There is a pit latrine and a borehole outside the compound which the family uses. The entire family deposit their solid waste at the community waste disposal site.

Lesson Twenty-one: What to do After Enumeration

21.1 Introduction (5 minutes)

Welcome participants to this session. Inform the Participants that it is important to carrying out the Census activities diligently. Review participants' understanding of the enumeration and the documents used in enumeration. Let Participants state their expectations for the lesson. Outline the objectives and the main sections of this lesson. (Use PowerPoint presentation or flip chart where applicable)

21.2 Objectives

By the end of the lesson, participants should be able to:

1. Review entries in Enumerator's Visitation Record (EVR)Book
2. Complete the summary page of the Enumerator's Visitation Record (EVR) book
3. Complete EA population information (2010 PHC Enumerated) column on the PHC2 form
4. Complete the population information on the PHC3 form
5. Complete the PHC4 form
6. Edit PHC1 forms
7. Arrange all the completed questionnaires from the Enumeration Area (EA) serially
8. Complete the Enumerator's Material Receipt form
9. Package returnable items for submission
10. List materials for submission to your immediate Supervisor

21.3 Main sections

1. Reviewing entries in the Enumerator's Visitation Record (EVR) book
2. Completing the Summary page of the Enumerator's Visitation Record (EVR) book
3. Completing the 2010 population information on the PHC2 form
4. Completing the population information on the PHC3 form
5. Completing the PHC4 forms
6. Editing PHC1 questionnaires
7. Arranging completed PHC1 questionnaires
8. Completing the Enumerator's Material Receipt form
9. Packing returnable items for submission

21.4 Content

Lead participants to discuss the use of the EVR.

Then ask participants to bring out the following forms and discuss their uses and how to complete them: For example

PHC1 - Household questionnaire

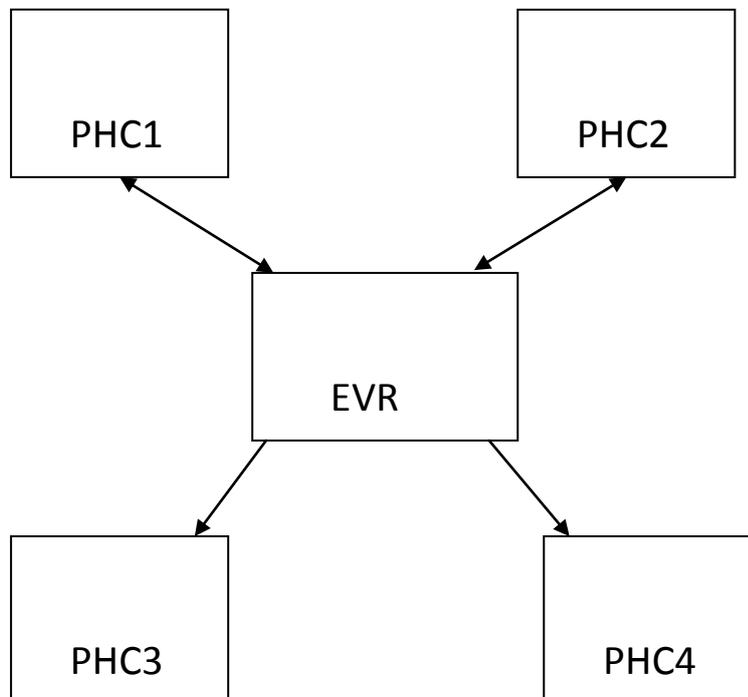
PHC2 – EA Map description

PHC3 - Summary result sheet, number of localities and population for each EA

PHC4 – Summary sheet for each locality, population and facility in each locality

Note: Facilitator should project the diagram for explanation and discussions

Diagram below shows how you will take information from PHC 1 and PHC 2 to complete relevant columns of the EVR and how information from the EVR is used to complete PHC 3 and 4



Take participants through the diagram of 5 boxes above, i.e.,

- Information from Boxes numbered PHC 1 and PHC 2 are recorded in the box EVR.
- Information from the first and second columns of the EVR feed into A10 and A06a of PHC 1 respectively
- The sum of all information on households in a structure and/or group quarters from A 20 on PHC 1 is posted onto the EVR (Col 5-8)
- Information from box (EVR) is used to fill box (PHC 3) and box (PHC 4)

Explain that in completing the EVR, PHC 3 and PHC 4, there will be the three scenarios of:

- (a) Many localities to one EA;
- (b) One locality to one EA; and
- (c) One locality to many EAs (see page 7 regarding the relationship of localities to enumeration areas).

21.5 Reviewing entries in the Enumerator’s Visitation Record (EVR) book questionnaires and other forms

Ask Participants to take their EVR, PHC1 questionnaire and other forms. Then state that in order to properly review the EVR, Enumerators should follow some steps. Use power point and flip chart to outline the required steps as follows:

The Enumerator should:

1. Go through the EVR page by page and make sure all entries are properly completed
2. Check and verify that all call backs have been honoured and also that the necessary actions have been taken on all remarks made in column 11
3. Sum up separately columns 4 to 9 and record the answers in the row marked “Total” for each locality, including new localities not listed on the PHC2 form.
4. For each structure in the EA, reconcile EVR entries in columns 5 to 8 with the completed PHC1
5. Correct any errors and repeat these steps to ensure that the EVR is correctly filled

Remind participants that this information would be used in filling the summary page of the EVR.

21.6 Completing the Summary page of the Enumerator’s Visitation Record (EVR) book

Ask participants to mention some of the items on the summary sheet in the EVR. List these on a flip chart, a white or blackboard. Lead participants to note the following items and ensure that all the items in the summary page are completed: e.g.

- 1.Name of locality
- 2.Total number of houses or compound
- 3.Number of persons enumerated in households and group quarters
- 4.Total number of PHC1 questionnaires used
- 5.Type of post and telecommunication facilities
- 6.Type of health facility
- 7.Type of educational facility
- 8.Public toilet facility

Discuss the differences in filling the columns e.g.

- Column (3) - total number of households: add the number of households in each house or structure in column 4 on the preceding pages for each locality

- Column (9) – type of post and telecommunication facilities: write PO+T+I, if Post Office, Telephone and Internet Café are available in the locality

Lead Participants to complete the summary page of the EVR using the information on the page 88 section 22.5.

21.7 Completing the 2010 population information on the PHC2 form

Ask Participants to take their PHC2 form. Lead Participants to discuss the relationship between the summary sheet of EVR and the PHC2 form. Then state the relation between the summary sheet in the EVR and the PHC2 form as follows:

- Each row on the summary sheet of the EVR represents a locality and each row in table on the PHC2 form also represents a locality
- Each locality within the EA has a unique number and name
- The Summary sheet and PHC2 have column for locality level population information

Core points

- Ensure that the locality information including number, names and population on the EVR conform to that of PHC2
- If there are differences go through the EVR to correct the error
- Check that the number of localities in the EVR is the same as that of the PHC2
- For each locality on the summary sheet in the EVR, sum the population in columns 4 to 7 and transfer the result to the appropriate locality on the PHC2 form
- Check that new localities identified during enumeration are recorded on both the PHC2 and EVR.

21.8 Completing the population information on the PHC3

Ask participants to take their PHC3 and mention some of the items on the form. Ensure that the following items are mentioned:

- Item- 9 i.e. number of localities in the EA
- Total number of persons enumerated by sex

Core points

1. Use the information on the PHC2 to complete the following information on the PHC 3:
 - Region Name
 - District name
 - District Type
 - Sub-district Name
 - Base Locality Name

- 3 digit EA Number
 - The 10 digit EA Code – write the appropriate codes in the boxes provided
 - EA type – write the appropriate codes in the boxes provided
 - Base locality number-write the appropriate codes in the boxes provided
2. Use the Summary sheet of the EVR to complete items 9 and 10 as follows (items 9 and 10):
- If an EA has only one locality, then write the three digit number 001 in the header code of item 9 and write the appropriate codes in the boxes provided
 - If the EA has more than one locality, write the total number of localities in a three digit format and write the appropriate codes in the boxes provided
 - Add the totals of columns 4 and 6 for males and columns 5 and 7 for females and enter the results as a 4 digit code respectively for item 10. – write the appropriate codes in the boxes provided
3. Inform Enumerators to duplicate each of the filled PHC 3 forms and give a copy to the Supervisor for onward transmission to the district office.

21.9 Completing the PHC 4

Tell participants that the PHC 4 is used to:

- Record the total number of persons enumerated in each locality within an EA
- Collect information on the availability of selected community facilities
- Record the distance to the nearest facility where the specific facility is not available in the community
- Publish locality level information for the country

At this stage, with the help of the EVR engage participants to complete the PHC 4.

1. Use the information on the PHC 2 to complete the following (items A1 to A8):
- Region Name
 - District name
 - EA Base name
 - digit EA Number
 - Name of locality
 - The 10 digit EA Code – write the appropriate codes in the boxes provided
 - EA type – write the appropriate codes in the boxes provided
 - Base locality number-write the appropriate codes in the boxes provided
2. Use the relevant information from the summary page of the EVR to fill B1 to C4 and write the appropriate codes in the boxes provided

3. Inform Enumerators to duplicate each of the filled PHC4 and a copy submitted to the Supervisor for onward transmission to the district Census office and the other one added to the satchel.

21.10 Editing PHC1A & PHC 1B questionnaires

Ask participants what is involved in editing. The facilitator should expect the following: That editing involves critical examination of the questionnaire to ensure that there are no omissions and the responses are consistent. Group participants and let them come out with what to look out for when editing PHC 1A & PHC 1B questionnaires.

Provide each participant with completed field practice PHC 1A & PHC 1B for the participatory activity

Take Participants through sections 14.6 of the Enumerators manual by leading them to read and discuss each of the items in the section.

21.11 Key points

Ensure that the Household and Institution identifications are filled on each page of the PHC 1A & PHC 1B, i.e.

- 1 REG - Region code
- 2 DIST – District number
- 3 SUBDIST – Sub-district number
- 4 EA.NO – EA number
- 5 STRUCTURE – Structure number
- 6 HH NO. – Household number

Ensure that Household and Institution identifications are filled on each page of additional PHC 1A or PHC 1B

21.12 Arranging completed PHC 1A and PHC 1B questionnaires

Arrange PHC 1A and PHC 1B questionnaires serially first by structure and within the structure by households

21.13 Completing the Enumerator's Material Receipt Form

Discuss with Participants the Enumerator's materials which are returnable and the ones which are not (Refer to 14.8 of Enumerator's manual).

21.14 Packing returnable items for submission

Inform Participants that the following materials are returnable and should be prepared for submission:

- 1 PHC 3 Duplicate
- 2 PHC 4 Duplicate
- 3 All PHC 1A and PHC 1B (questionnaires), completed, spoiled, cancelled and unused.
Note that the total number of returned questionnaires must be equal to the total number received and signed for
- 4 EVR
- 5 EA Map
- 6 PHC 2 form
- 7 Identity Card
- 8 All unused call-back cards
- 9 Enumerator's Manual
- 10 All unused clips
- 11 Clip board

Note: Let them know that the questionnaires should be packed in the satchels.

21.15 Summary

Inform Participants that in this lesson we have learnt how to:

- 1 review entries in the EVR
- 2 complete the summary page of the Enumerator's Visitation Record (EVR) book
- 3 complete EA population information (2010 PHC Enumerated) column on the PHC2 form
- 4 complete the population information on the PHC3 form
- 5 complete the PHC4 form
- 6 edit completed PHC1A and PHC 1B forms
- 7 arrange all the completed questionnaires from the Enumeration Area (EA)
- 8 complete the Enumerator's Material Receipt Form
- 9 package returnable items for submission

21.16 Assessment

- 1 Which documents should be considered when making summary entries?
- 2 What are some of the uses of the EVR?
- 3 How are the PHC3 and PHC4 forms completed?

State some of the returnable items.

Lesson Twenty Two: Duties of Supervisors

22.1 Introduction

Inform to participants that their main task will be the supervision of a number of Enumerators, who will work directly under them during the Census. An Enumerators' main assignment is to enumerate, during the Census period, all persons alive on Census Night in their EAs. It is your task as a supervisor, to ensure that he/she comes out on this assignment efficiently. You will also assist the trainers in the training of the Enumerators.

22.2 Objectives

By the end of this lesson, participants would have been able to demonstrate the behaviour and play the role of a Supervisor:

- Before enumeration
- During enumeration
- After enumeration

Lead participants to discuss some of the roles they play at home, offices, social group, etc. as leaders. Based on their responses, identify some of the roles expected of a leader (Ability to advice, encourage people to work ensure reliable and accurate result etc.)

Main Session

22.3 Behaviour of the supervisor

Together with the participants, identify some of the behaviour expected of a leader:

(i) Your Behaviour Matters a lot

You are to lead a group of about six Enumerators into the field to conduct an operation which is of vital national importance. You must always try to set good examples to these Enumerators. In particular, be seen to be caring and encouraging so that they can give of their best. Some of the Enumerators may be of the same educational level as you are so you need to give them the necessary respect as co worker. This is a joint exercise do not give them any cause to grumble about your leadership.

(ii) Give Correct Directives to the Enumerator

Enumerators will be instructed on how they should conduct the enumeration. As a supervisor, ensure that you give correct directives. Whenever you are in doubt, obtain the necessary explanation from your District Census Officer (DCO) through the

Senior Field Supervisor (SFS). It is always useful to ensure that you offer accurate information.

(iii) You Must Co-operate with the Enumerators

Throughout the census enumeration, you must co-operate with the Enumerators working under you. Remember that you are working as a team. As a team you need to work together to achieve the objective of collecting accurate and reliable data. It means that you need to succeed for all.

(iv) Enumeration Period and Working Hours

You and your Enumerators will have to work outside the normal office hours during the enumeration. You should work as hard as you can to complete your assignment during the Census Enumeration Period. If you cannot finish on time report the matter as soon as possible to your DCO through the SFS. **But under no circumstance should you stop before completing enumeration in the whole Supervision Area.** Working hours will not be fixed for you because, in many cases, you will have to work at very odd periods. Remember that you are performing an invaluable national service. Ask each of your Enumerators to produce his/her best.

A Population and Housing Census take place once in ten years. Help to make this one a success and you will feel proud thereafter that you made a worthwhile contribution to the 2010 Population and Housing Census of Ghana.

(v) Replacement of Enumerators when they fall sick

The District will have a number of reserve Enumerators. If during the enumeration period any of your Enumerators falls sick, you should contact your DCO through your SFS for immediate replacement.

(vi) Replacement of Inefficient Enumerators

Every effort has been made to ensure that only Enumerators who are efficient are engaged to conduct the enumeration. You must keep a close watch on the work of all Enumerators during the training period and during the Census period. Go through all the completed questionnaires and their Enumerator's Visitation Records (EVR). If you detect any sign of inefficiency and you feel that an Enumerator is not working satisfactorily, report it to your DCO through the SFS immediately. Ensure that you retrieve all census materials, including logistics, from the Enumerator who is being replaced.

22.4 Duties of Supervisor before enumeration

- (i) Checking of enumeration area boundaries with Enumerators. Supervisors should accompany their Enumerators to canvass their EAs to identify all their boundaries.
- (ii) Allocation of EAs to Enumerators. You may find that a few EAs may be too big or too small to be handled by one Enumerator. It is your duty to ensure that these EAs are allocated to the Enumerators. Refer to chapter 2 sections 2.5 and 2.6 of the Enumerators manual.
- (iii) Assist in the training of Enumerators. Supervisors will assist with the training of Enumerators when necessary.
- (iv) Listing of institutions and location of outdoor sleepers: supervisors should ensure that each enumerator has the list of institutions and locations of outdoor sleepers with their estimated population in their supervisory area prior to the enumeration period. They should also make arrangement for the enumeration of inmates of institutions and outdoor sleepers.
- (v) Publicity/ contacting of Opinion Leaders: Supervisors must contact and work hand-in-hand with chiefs and opinion leaders of their localities in publicising the census.
- (vi) Distribution of materials: Supervisors should distribute materials collected from the District Census Officers (DCO) to their Enumerators immediately after training of Enumerators. They must also make sure that their Enumerators leave their assigned EAs on time.
- (vii) Preparation of Itinerary: It is the duty of the Supervisor to make sure that each Enumerator especially those in the rural EAs prepares an itinerary of how enumeration will be done in agreement with Chief and Assembly man/woman or unit committee member in his/her EA and gives copy to you. This will help to keep track of the movement of the enumerator.
- (viii) Listing of Structures: Supervisors should supervise Enumerators during listing operation. Refer to chapter 2 section 2.9 of the Supervisor's manual
- (ix) Field Supervisor's Material Record Form: You must complete the appropriate part of the Field Supervisor's Materials Record Form whenever you receive any material from your DCO/SFS and do same whenever you hand over any materials to him.

22.5 Role of Supervisor during the Enumeration

The Supervisor has to perform the following duties during enumeration

- (i) Always keep in touch with your Enumerators: To ensure a successful and complete enumeration, you should keep in constant touch with your enumerators so that you check their work and at the same time help them to solve problems they may have.

- (ii) Maintain effective control over Enumeration: Procedures for ensuring effective control over your enumerators have been laid down in the Field Supervisor's Record Book. You must follow these instructions strictly.
- (iii) Checking Enumerators questionnaires during field visits: At your field visits, you must check questionnaires of the enumerators. You must check for coverage and consistency.
- (iv) How to deal with difficult cases: Refer to chapter 2 section 3.4 of the Supervisors Manual.
- (v) New localities discovered by Enumerators: Each enumerator working in a rural area will be given a list of the localities which fall within his/her EA. It is anticipated that Enumerators will occasionally discover new localities and hamlets which have not been listed on the form and they are required to list them accordingly.
- (vi) Action to be taken after Enumerator's third unsuccessful visit: Refer to chapter 3 sections 3.6 of the Supervisor's manual.
- (vii) You are expected to randomly select 5 households in each EA and conduct re-enumeration and compare the information collected by each Enumerator on those household
- (viii) Provision of Interpreters: Every effort will be made to ensure that Enumerators are assigned areas where they understand

22.6 Supervisor's duties after Enumeration

- (i) Dispatch of EA Enumeration Result Sheet (PHC) and Final Summary Sheet
Make sure the EA Enumeration Result Sheet (PHC 3) gets to the DCO/SFS latest three days after completion.
- (ii) Checking PHC 2
 1. You should compare the 2010 Enumerated Population of the EA with both the 2010 Field estimated population and the 2000 Population. If there are wide discrepancies you should investigate this in the field with Enumerator and also inform your SFS/DCO.
 2. Taking over Census Documents and materials from each Enumerator. It will be our duty to collect all the Questionnaires (completed, spoiled and cancelled, and unused) from the Enumerators and hand them over to your DCO/SFS.
 3. Coding of Occupation (P14) and Main Product or Service of Establishment (P15c): - You should use the occupational code list (ISCO) to code occupation and the Industrial Code list (ISIC) for the industrial activity in each EA.
 4. Editing the completed Questionnaires you should check for the following:
 - This is the last opportunity for you to correct any serious errors which may have been committed by the Enumerator, and to send the Enumerator back to the field for corrections

Check for the following:

- (a) Check that the number of Questionnaires completed for each locality tallies with the entries in the summaries of the EVR.
- (b) Check that the number of persons (males and females) enumerated in each locality tally with the entries for the localities in the EVR.

Also make a thorough check of all entries of the questionnaire.

Lesson Twenty-three: Supervisor's Training

23.1 Introduction [5mins]

This lesson focuses on the essential aspect of the supervisors training, which covers the following sections:

1. Purpose of Supervisor's record book
2. Check of coverage
3. Check of questionnaire during field visits
4. Final check after enumeration and
5. Filling out of field supervisor's scrutiny report form

23.2 Objectives:

By the end of the lesson, participants will be able to:

- 1 Explain the purpose of the Supervisor's record book
- 2 List the steps involved in checking for both coverage and content.
- 3 Explain five key areas the supervisor will cross check during field visits
- 4 Explain two things the supervisor will be looking for during the final check after enumeration
- 5 Demonstrate how the field supervisor scrutiny report form will be filled

23.3 Field Supervisor's Record Book [10mins]

Provides participants with copies of the Field Supervisor's Record Book and allow them time (5mins.) to go through the books. Discuss with the participants their understanding of the Field Supervisor's Record Book. The expected responses may focus on:

- It is a record of the Supervisor's work and the summary of work of the Enumerators under his/her charge (Refer to field Supervisor's Record book pg.2).

23.4 The purpose of the Field Supervisors Record Book [5mins]

Inform participants of the relevance of the Field Supervisor's record book also refer participants to the Field Supervisor's record book pg.2.

23.5 The Usage of the Field Supervisor's Record Book [10mins]

Put participants into groups of five to discuss the usage of the Field Supervisor's Record Book. Write out the group responses on a flip chart and discuss with them in a plenary session. Discuss the column headings of the forms in the Field Supervisor's Record Book (e.g. check for coverage, Field Supervisor's scrutiny report form etc) with participants.

23.6 Check of coverage [10mins]

Explain coverage as the proportion of Enumerated Area (EA) duly enumerated. Put participants in groups to suggest steps to take during checking of coverage. Record the responses from group members on a flip chart.

Expected responses may include,

- Random sampling of questionnaire on households for cross checking of coverage
- Actual visitation of community to interview community members whether or not they have been enumerated especially in areas where enumerators claim they have completed enumeration.

Discuss with participants the things you can do as a supervisor to check for coverage.

- Look into the Record Book for Field Supervisors, where you have entered names of all persons in houses/structures (3 in rural EA and 3 in urban EA) for each Enumerator.
- Check these names with those entered in the respective questionnaire with the same address to verify whether all persons have been enumerated. If you find any discrepancy, either your Enumerator or you yourself are wrong.
- Go back to the field and find out the facts.

23.7 Check of Questionnaire during field Supervisor's visit [15minutes]

Discuss key areas on the questionnaire which you cross check during field visits use Power Point to show the following:

1. Front page of the questionnaire (because vital information such as the following are found)
 - Serial Number of house/structure and marking of boxes (A10).
 - Serial numbers of households within house (A11).
2. Inside the Questionnaire
 - Missing and wrong entries on age and sex (A16a and P02).
 - Missing entries on birthplace (P06).
 - Missing entries on nationality (P03).
 - Vague description of occupation (P14).
 - Vague description of address of establishment (P15).
 - Vague description of product or service of establishment (P15a).
3. Last page of the questionnaire (this contains information which confirm the validity of information on the questionnaire e.g. Names, signature of Enumerator and Supervisor, declaration by the Supervisor and Enumerator). Refer to 14.6 of the Enumerator's Manual.

23.8 Completing the field Supervisor's Scrutiny report form [30mins]

The field supervisor's scrutiny form (PHC 5) is a document that provides a summary of work done by each Enumerator under a particular Supervisor.

- 1 Display the field Supervisor's scrutiny report form (PHC 5) on a flip chart or power point.
- 2 Let participants bring out their copies of the field Supervisor's scrutiny report form (PHC 5).
- 3 Discuss with participants what the various column headings mean.
- 4 Using hypothetical data, fill some of the rows as they may apply.

23.9 Final Check after Enumeration [10mins]

Solicit from participants some of the things they will be looking for during the final check of enumeration. Responses are likely to include:

- Entries on the questionnaire
- The number of questionnaire each enumerator is expected to return
- Other census materials which Enumerators are expected to return (maps, bags, etc).

Discuss with participants the importance of undertaking final check after enumeration in spite of previous checks:

1. Correct wrong entries if any.
2. Identify missing data, if any, and insert expected information.
3. Compile all completed and uncompleted forms as well as other census materials which should be returned.

23.10 Summary: [2minutes]

This lesson has provided us with

- The purposes of the Field Supervisor's manual as showing the summary of the record of the work of the Field Supervisor and the work of the Enumerators under his/her charge.
- The uses of the various forms e.g. the Field Supervisor's scrutiny form
- Checking for coverage
- Final check after enumeration are used for cross check coverage
- Work done and entries in the census questionnaire.

23.11 Assessment: [18minutes]

1. State and explain three purposes of the Supervisor's report book
2. List three steps involved in checking for complete coverage

3. Put down five areas you will cross check in the questionnaire during field visits. Give two reasons for your answers
4. Write down two things you will look for during final check after enumeration
5. Using the information given, fill the field supervisor's scrutiny report form.

23.12 Materials Needed

- 1 Copies of field Supervisor's scrutiny report form (PHC 5).
- 2 Projector
- 3 Laptop
- 4 A4 sheets
- 5 Black Pens
- 6 Sample of census questionnaire
- 7 List of materials that the Enumerator is to return to the Supervisor