

1. INTRODUCTION

Traditional concepts and theories related to the measurement of economies mainly consider the market economy and remunerated work, offering limited guidance for policies to promote women's empowerment and gender justice. Unpaid and less visible women's work has been identified as a key area of policy intervention by the United Nations in the Beijing Platform for Action (PFA). The PFA has called for the development of a ***“suitable statistical means to recognize and make visible the full extent of the work of women and all their contributions to the national economy including their contribution in the unremunerated and domestic sectors...”***

The Economic Commission for Africa (ECA) convened an international conference on 'African Women and Economic Development: Investing in Our Future' in 1998. This conference brought together more than one thousand women and men representing African governments, civil society, and the private sector to discuss the economic contribution of African women and how to eliminate gender discrimination. One of the key actions proposed by the conference was ***“to include a gender perspective in national accounting systems and other data for example, by conducting time use surveys which produce information on time use across formal, informal and unpaid reproductive sectors for women, men and girls and boys in different contexts, particularly in areas of high poverty prevalence”***.

Following this recommendation, the African Centre for Gender and Development (ACGD) of the ECA developed a conceptual and analytical framework for integrating a gender perspective and, in particular, women's non-market work (unpaid work) into national accounting systems and national budgets. One of the major outputs of this framework was an Africa-specific ***‘Guidebook for mainstreaming gender perspectives and household production into national statistics, budgets and policies in Africa’***. This guidebook is a compendium of methodologies and tools, which use Time Use Surveys (TUS), national accounts and national budgets as entry points to improve the skills of statisticians, national accountants and policy analysts in engendering national planning instruments.

1.1 What is a Time Use Survey?

Time use surveys record the *activities* done by different individuals from a representative selection of households, and the *time* spent on each activity. The time spent on an activity is measured in terms of the number of minutes or hours in a specified period, such as a 24-hour day.

Eating, travelling (walking, driving or riding in a motor vehicle), unpaid child care (for example, supervising, feeding), working in a formal sector job (whether as employee or employer, in the public or private sector), doing unpaid 'economic' work (such as fetching water or collecting firewood, or working unpaid in the family business), and housework are typical examples of activities on which a person may spend time during the course of a day.

Basic statistics on time use take the form of estimates of the time spent on different categories of activities in an average day by people from a particular group. The group could be men and women in a certain age group, from rural or urban areas, employed and unemployed, and so on. To arrive at an accurate average, time use data should cover weekends and weekdays, as well as different seasons of the year.

The Ghana Time Use Survey (GTUS) 2009 is designed to collect data on activities done by different individuals from a representative selection of households, and the time spent on each activity. The time spent on an activity is captured with a diary divided into 24 one-hour slots from 4.00 o'clock in the morning prior to the interview to 4 o'clock in the morning of the day of the interview.

Eating, travelling (walking, driving or riding in a motor vehicle), unpaid child care, working in a formal sector job (whether as employee or employer, in the private or public sector) doing unpaid economic work (such as fetching water and collecting firewood or working unpaid in the family business) and households are typical examples of activities on which a person may spend time during the course of the day.

A household questionnaire that collects demographic and other basic information on households and a diary that solicits detailed information on individuals (10 years and older) activities will be administered in each of the selected households.

You are being trained as an interviewer for GTUS. The training course will last for 5 days after which selected interviewers will be working in teams, going to different parts of the country to interview households and members who are 10years or older in these households. The field work may last for about 60 days.

During the training course, you will listen to lectures about how to fill in the questionnaires correctly. You will conduct mock interviews with other trainees. You will be given periodic tests. You should study this manual since this will facilitate the work of the trainers.

1.2 SURVEY OBJECTIVES

The GTUS is the first step for the development of a gender aware macroeconomic model for Ghana. The objective is to address gender issues in macroeconomic and poverty reduction policies and strategies in Ghana.

The GTUS project is designed to:

- Assist the country in understanding Time Use Surveys
- Prepare National Scientific Accounts on Household Production
- Improve concepts, methodology and measurement of all types of work and work-related activities
- Feed information into policy making with a particular focus on gender equity.

1.3 GHANA TIME USE SURVEY SAMPLE

One of the ways of gathering information is through a complete enumeration. Population census is an example of this type of information gathering. Another way to collect information is through a sample survey. When it is not necessary to know the exact total numbers, a sample survey can collect information about people much more quickly and cheaply.

The sampling procedure allows us to collect data on a small number of people and draw conclusions that are valid for the whole country. The 2009 Ghana Time Use Survey is made up of a sample of 300 clusters (EAs) throughout the country. The households in each of these clusters have been listed already. A sample of 4,800 household was scientifically selected from the 300 clusters. 16 households were selected from each of the clusters. Each of these households will be visited to obtain information about the household, using the household questionnaire. In each of the selected households, an Individual Diary Questionnaire will be administered to members who are 10 years and older.

1.4 GHANA TIME USE SURVEY ORGANISATION

The GTUS is being organised by the Ghana Statistical Service (GSS) with technical and financial support from UNECA and government of Ghana.

Staff from the GSS will be responsible for overseeing the day-to day technical operations including recruitment and training of field and data processing staff and the supervision of the office and field operations.

During the GTUS field work, you will work in a team consisting of 4 interviewers, a supervisor and a driver. The specific duties of the supervisor and the interviewer and the survey regulations are described in detail in sub-sections 1.5, 1.6 and 1.7 respectively.

In the central office, there will be a team of coordinators responsible for supervising field teams. They will ensure regular progress of data collection in the clusters and monitor d

1.5 SURVEY QUESTIONNAIRES

There are two main questionnaires

- a. The household questionnaire that provides information about members of household such as age, sex education etc It also provides information on housing and living conditions of households. The household questionnaire permits the interviewer to identify the eligible household members (10 years and over) for the individual interview.
- b. The individual diary is for recording information on the individual's (10 years and over) main and secondary activities, the duration and the location of these activities.

1.6 SUPERVISOR'S ROLE

Training is a continuous process. Observation and supervision throughout the fieldwork are a part of the training and data collection process. The team supervisor will play a very important role in continuing the training of his interviewers and has the primary responsibility in ensuring that quality data are collected for the GTUS. As a team leader the specific tasks include the following:

- Spot check some of the addresses to be interviewed to ensure that interviewers interview correct households and correct respondents.
- Review each questionnaire to be sure it is complete and consistent.
- Observe some interviews to ensure that interviewers are asking the questions in the right manner and recording the answers correctly.
- Meet with interviewers on daily basis to discuss performance and give out future work assignments.
- Help resolve any problems that the interviewer must have including finding the assigned households, understanding the questionnaire and dealing with difficult respondents
- Responsible for coding of the occupations and activities.

- The supervisor will assign an interviewer to make the first contact with each of the households selected for the GTUS. Any capable adult member of the household is a suitable respondent for the household interview. If at least one eligible person is identified in the Household Questionnaire, the interviewer will go on to complete an Individual Diary Questionnaire.

1.7 INTERVIEWER'S ROLE

Interviewers are supposed to carry out the following tasks:

- Read all survey materials and understand the contents.
- Ensure that all fieldwork materials are brought to field for interviews.
- Visit each of the selected households: if you do not get a response at the first visit for any part of the questionnaire, visit the household at least three times at different times and try again. Report all failures to locate respondents to your supervisor. No substitution is allowed.
- Carefully complete all relevant parts of the cover page of the questionnaire for each visit.

- At the first visit, complete the household part of the questionnaire with the head of household or another knowledgeable adult.
- Use the information from the household questionnaire to identify all members aged 7 years and above.
- Administer the time use diaries immediately if any of these members are present at the household. If any are absent, ask what will be the best time to find them. Go back at that time to complete the diaries.
- Check all the completed questionnaires the same evening after the interview. Write notes about any difficulties you may have had with administering the questionnaires on the back of the questionnaires.
- Submit all completed questionnaires to your field supervisor.
- Ensure that all questionnaires and other survey materials are kept safe and confidential at all times.

1.8 Ghana TUS Regulations

The survey director may terminate the service of any interviewer who is not performing at the level necessary to produce the high-quality data required to make the GTUS a success.

For the workload to be equally divided and the support equally shared, the following survey regulations have been established and will be strictly enforced:

1. Except for illnesses, any person who is absent from duty during any part of the training or any part of the fieldwork (whether it is a whole day or part of a day) without prior approval from his/her supervisor may be dismissed from the survey.
2. The selection of the survey team members is competitive; it is based on performance, ability, and testing results during the training. Therefore, any person found offering assistance to or receiving assistance from another person during tests will be dismissed from the survey.
3. Throughout the survey training and the fieldwork period, you are representing Ghana Statistical Service. Your conduct must be professional and your behaviour must be congenial in dealing with the public. We must always be aware of the fact that we are only able to do our work with the good will and cooperation of the people we interview. Therefore, any team member who is consistently overly aggressive, abrupt, or disrespectful to the people in the field may be dismissed from the survey team.
4. For the survey to succeed, each team must work closely together, sharing in the difficulties and cooperating and supporting each other. We will attempt to make team assignments in a way that enhances the cooperation and good will of the team. However, any team member who in the judgement of the survey director creates a disruptive influence on the team may be asked to transfer to another team or may be dismissed from the survey.
5. It is critical that the data gathered during the fieldwork be both accurate and valid. To control for inaccurate or invalid data, spot checks will be conducted. Interviewers may

be dismissed at any time during the fieldwork if their performance is not considered adequate for the high quality standard this survey demands.

6. Vehicles and gasoline are provided for the survey for official use only. Any person using the vehicle for an unauthorized personal reason will be dismissed from the survey.
7. GTUS data are confidential. **They should not be discussed with anyone, including your fellow interviewers.** Under no circumstances should confidential information be passed on to third parties. In keeping with this policy, it is also important that you never interview anyone you may know in the survey. Persons breaking these rules, and therefore the confidence placed in them, will be dismissed.

1.9 DEFINITION OF CONCEPTS

a. Household

The household consists of a person or a group of people whether related or not, living together in the same housing unit (dwelling), who generally eat together and share resources to meet their vital needs (e.g. housing, clothing, education, food)

b. Head of Household

The head of household is the person whose authority is recognised by all other members of the household. Only one person may be considered as the head of a household

c. Structure

A structure is a free standing building for a residential or commercial purpose. It may have one or more rooms in which people live; it may be an apartment building, a house, or a thatched hut for instance.

d. Dwelling

A dwelling is a room or a group of rooms occupied by one or more households. For instance, there would be one dwelling unit in a thatched hut, but there may be about 20 dwelling units in an apartment building or six dwelling units in a compound. It may be distinguished from the next dwelling unit by a separate entrance.

2. CONDUCTING AN INTERVIEW

Successful interviewing is an art and should not be treated as a mechanical process. Each interview is a new source of information, so make it interesting and pleasant. The act of interviewing develops with practice but there are certain basic principles that are followed by every successful interviewer. In this section you will find a number of general guidelines on how to build rapport with respondent and conduct a successful interview.

Before You Start

In some areas you will need to be introduced to the area as a whole before you can approach individual households. In this case, your supervisor will go with you to visit the local authorities (Chiefs, Assemblymen, etc) to explain what the survey is about and to introduce you.

You need to take the following materials with you for all interviews:

- This manual;
- The household questionnaire and diary forms;
- ISIC and ISCO code books (for supervisors)
- Your identification card; and
- Introductory letters.

2.1 BUILDING RAPPORT WITH THE RESPONDENT

As an interviewer, your first responsibility is to establish a good rapport with a respondent. At the beginning of an interview, you and the respondent are strangers to each other. The respondent's first impression of you will influence their willingness to participate in the survey. Be sure that your manner is friendly as you introduce yourself. Before you start to work in an area, your supervisor would have informed the local leaders, who in turn would have informed selected households in the area that you will be coming to interview them. You will also be given a letter and an identification badge that states that you are working with the Ghana Statistical Service

2.2 INTERVIEWING TECHNIQUES

The basic rules below can help guide you to have a successful interview:

- **Make a good first impression.** Dress neatly (but not to the extreme); when you arrive at the household, do your best to make the respondent feel at ease. With a few well-chosen words, you can put the respondent in the right frame of mind for the interview. Be friendly, polite and respectful; open the interview with a smile and greeting such as "good morning" and then proceed with your introduction. Speak slowly and clearly, and use simple words so that respondents can understand you easily.
- **Introduce yourself and explain your mission.** Mention your name, where you come from and which organisation you are working for. You will have a letter to show that you are working for Ghana Statistical Service and to explain that the work you are doing is

important for the country. Also, an introduction to the interview will give the respondent an idea of what the study is all about and why they should give up their time to participate.

➤ **Obtain respondent(s) consent to be interviewed.**

You must obtain a respondent's informed consent for participation in the survey before you begin an interview. Special statements are included at the beginning of the Household Questionnaire and the Individual Questionnaires. The statements explain the purpose of the survey. They assure a respondent that participation in the survey is completely voluntary and that it is their right to refuse to answer any questions or stop the interview at any point. Be sure to read the informed consent statement exactly as it is written before asking a respondent to participate in a household or individual interview.

➤ **Explain how the respondent was selected:** their area and their household were selected at random and that all other areas and households were given had an equal chance of being selected. Explain that those who have been selected in the area will represent the whole area (you may use salt and soup as an example to explain this)

➤ **Have a positive approach.** Do not start the interview by asking: "Are you too busy?" as this question invites a refusal before you start. Instead say: "I would like to ask you some questions."

➤ **Emphasise confidentiality.** If the respondent hesitates to answer questions, or asks what the information will be used for, explain that the information will be used for statistical purposes only and will be kept completely confidential. All the information from respondents will be put in one pool so that it will be impossible to detect what any particular household or individual has said.

➤ **Practise confidentiality.** Do not mention anyone else's answers while you are interviewing. Do not show other household's completed questionnaires to the respondents.

If other people are present during the interview, the respondent may not give honest answers to all the questions. Politely ask all other people to excuse you and the respondent. If there are small children present, they may interrupt the interview. For the diaries, try to interview people in private. If this is not possible, politely discourage any other people who are present from answering the questions. Listen to what the respondent says.

➤ **Use the language of the respondent.**

Conduct the interview in the language in which the respondent is most comfortable. In some cases different people in the household may prefer to speak different languages. So, before you start interviewing the household respondents, you must ask which language they are most comfortable in. If the person wants to be interviewed in a

language which you do not know well, contact your supervisor. Your supervisor will try to find an interviewer who knows the language. If this is not possible, ask if there is someone else in the household or nearby who can help by interpreting.

➤ **Answer any questions from the respondent frankly.**

Before agreeing to be interviewed, the respondent may ask you some questions about the survey or how he or she was selected to be interviewed. Be direct and pleasant when you answer.

The respondent may also be concerned about the length of the interview. If they ask, tell the respondents that the interview usually takes about 35 minutes for the Household Questionnaire and 30 minutes for the Individual Diary. Indicate your willingness to return at another time if it is inconvenient for the respondent to answer questions there and then.

Respondents may ask questions or want to talk further about the topics you bring up during the interview. It is important not to interrupt the flow of the interview so tell them that you will be happy to answer their questions or to talk further after the interview.

➤ **Be patient.** Emphasise that the respondent must answer as accurately as they can. Stress that there is no hurry, and that they can take time to think about answers. Accuracy is more important than speed. Tell them to ask you to repeat or explain if any question or instruction is unclear.

➤ **Ask if you do not understand an answer.** If you are unclear about the respondent's answer, ask the respondent to tell you again, or explain some more. Ask in a neutral way, without prompting. Do not ask: "Do you mean this?" as many respondents will then agree with you even if you are wrong.

➤ **Do not change the wording or order of questions.** If the respondent does not understand a question, repeat it again clearly and slowly. If the respondent still does not understand, you can try to explain. Look in the manual to see if that helps you with an explanation. Make your explanation as short and clear as possible.

➤ **Be neutral.** Many respondents will try to give the answers they think you want to hear. So it is important that you do not show in any way what you feel about the questions and their answers. You must not show your reactions by what you say, by your tone of voice, or by your facial expression. You must not suggest the answers. For example, you must not say: "You are married, aren't you?" You must ask the questions exactly as they are written even if you think you know the answer. If the respondent gives an ambiguous answer, try to probe in a neutral way, asking questions such as the following:

"Can you explain a little more?"

"I did not quite hear you; could you please tell me again?"

“There is no hurry. Take a moment to think about it.”

➤ **Do not make assumptions or form expectations about the respondent.**

You must not form expectations of the ability and knowledge of the respondent. For example, do not assume women and men from rural areas or those who are less educated or illiterate do not know for example about things like microwave, DVD/VCD, satellite dish, etc. or that they will be doing unskilled work because they have little formal education. Again, for example, do not assume that a person will be unmarried because they are of young age, or that they will not have children because they are not married,

➤ **Be tactful and sensitive.** Some respondents will find questions such as those on marital status, employment and expenditure uncomfortable and embarrassing. Some respondents will worry why you are asking these questions. Be sensitive, but explain again that the answers are confidential. If the respondent is giving long, irrelevant answers do not stop him or her rudely. Listen to what they are saying. Then try to direct them back to your questions. To sustain their interest tell them when you finish one section and are about to start another and mention what that new section is about.

➤ **Handle hesitant respondents tactfully.**

There will be situations where the respondents simply say, “I don’t know,” give an irrelevant answer, act very bored or detached, or contradict something he/she have already said. In these cases, you must try to engage them in a conversation. For example, if you sense that they are shy or afraid, try to remove their shyness or fear before asking the next question. Spend a few moments talking about things unrelated to the interview (for example, their town or village, the weather, their daily activities, etc.).

If the respondents are giving irrelevant or elaborate answers, do not stop them abruptly or rudely, but listen to what they have to say. Then try to steer them gently back to the original question. A good atmosphere must be maintained throughout the interview. The best atmosphere for an interview is one in which the respondent sees the interviewer as a friendly, sympathetic, and responsive person who does not intimidate them and to whom they can say anything without feeling shy or embarrassed. As indicated earlier, a major problem in gaining the respondent’s confidence may be one of privacy. This problem can be prevented if you are able to obtain a private area in which to conduct the interview.

If the respondent is reluctant or unwilling to answer a question, explain once again that the same question is being asked of women or men all over Ghana and that the answers will all be merged together. If the respondent is still reluctant, simply write REFUSED next to the question and proceed as if nothing had happened. Remember, the respondent cannot be forced to give an answer. Inform your supervisor later.

➤ **Do not hurry the interview.**

Ask the questions slowly to ensure the respondent understands what is being asked. After you have asked a question, pause and give the respondent time to think. If the respondent feels hurried or is not allowed to formulate their own opinion, they may respond with “I don’t know” or give an inaccurate answer. If you feel the respondent is answering without thinking just to speed up the interview, say to the respondent, “There is no hurry. Your opinion is very important, so consider your answers carefully.”

2.4 COLLECTING AND RECORDING THE DATA

It is always essential to interview a well-informed person in the household. While the head of the household may be the best respondent for most questions, they will not always be present. It will be up to you to determine who a well-informed person is. In certain cases, you will have to interview several persons in the same household. In other cases, you will not find anybody who can give you all the information you need. You will therefore be obliged to set up an appointment and return to the household later.

Always write legibly and carefully. If the questionnaire is not filled out legibly, scanning will be difficult. Make sure to obtain responses for all the questions. If the respondent is unable to give you a precise answer, always try to obtain at least the most reliable estimate possible.

2.5 INFORMED CONSENT

Good..... My name is..... and I am here on behalf of the Ghana Statistical Service. We are working on a nationwide survey concerned with how individuals in households spend or allocate their time over a specified period – typically over the 24 hours of a day. The interview will take about 35 minutes. All the information we obtain will remain strictly confidential and your answers will never be identified. During this time I would speak with the head of the household and all other members of the household 10 years and older on how they spend their time.

3. HOUSEHOLD QUESTIONNAIRE

3.1 SECTION A: IDENTIFICATION OF THE HOUSEHOLD

This section collects information on the household to be surveyed. Fill out the lines and boxes dealing with the region, district, locality, enumeration area, structure and household numbers. The coordinator will provide this information to you.

Write your name, the date of the survey (day, month, and year) and start time of the survey (hour, minute). If two or more visits are required for the survey, enter the corresponding dates.

The total number of household members eligible (10 years +) and total number of diaries completed will be recorded after the final list of members of the household has been established.

The “result” code, the code for the language in which the interview was conducted and the total number of visits should be recorded at the end of the interview.

3.2 SECTION B: COMPOSITION & SOCIO-ECONOMIC CHARACTERISTICS OF MEMBERS OF THE HOUSEHOLD

B01 Household Identification

Questions B02 and B03: Usual members and relationship to head of household

Your first task will be to establish carefully the full list of members of the household, which will be used during the survey. This list will remind you of the names of the persons about whom you have to collect information. In this regard, you should pay attention to the criteria that determine whether a person belongs to a household or not. It is not enough to ask the head of the household to give you the names of the members of the household. It is up to you to establish whether a person is a member of a household or not.

Who are the members of the household?

The ‘household’ is a collection of people, whether related or not, living in the dwelling visited, who generally eat together and share resources to meet their vital needs (e.g. housing, clothing, education, food).

Only persons living in the same dwelling for at least the past six months or who intend to live in the same dwelling for at least six months are members of a household.

Persons living in the same dwelling but who do not usually eat together DO NOT constitute one household, but many households.

A household may be composed of a person living alone.

The 'head of the household' is the person whose authority is recognised by all other members. Only one person may be considered the head of a household.

In what order should questions B02 and B03 be recorded?

First record the 'head of the household', to whom you should assign the order number 01 (20 order numbers have been set aside for recording members of the household).

Next, record the spouse, followed by the children in a descending order of age. If the head of the household is polygamous, enter the first wife, followed by her children, then the second wife followed by her children, and so on until the last wife. Record the names of the children only if they are members of the household.

Next, record all the other relatives who are members of the household (e.g. grandchildren, nephews and nieces, parents, brothers and sisters, sisters-in-law and brothers-in-law, parents-in-law).

Lastly, record non-relatives who are members of the household, such as domestic workers living in the household.

Assign a sequential number to all persons who are members of the household. The head of the household will be given number 01, followed by number 02, then 03, etc.

Next, ask how each person is related to the head of the household and record the corresponding code. For the wife of the head of the household, assign code "02". The responses you will be given will not always appear on the prepared list of terms or codes. For example, if the head of the household tells you that a member of his household is the son of his brother, record code "04" = nephew. If a person is the husband of the daughter of the head of the household, record code "10" = other relationship.

Question B04: Sex

Record the sex of each member of the household in the 'Sex' column. Shade (bubble) code "1" if the person is a male and code "2" if the person is a female.

Question B05: Age

Enter the person's age in the 'Age' column. The age is calculated by subtracting the year of birth from the year of the survey, if the month of birth is known, it must be taken into account. That is the birthday of the household members. If the survey takes place in 2005, someone born in 1968 would be 37 years of age (2005-1968). There is generally a strong attraction for round ages (10, 15, 20, 25, 30, etc.). You should always insist on getting the real age each time. For children less than one year of age, enter "00". *The age chart (Figure 1 at the last page) can also be used as a guide.*

Question B06: Nationality

Ask for the current or official nationality of each member of the household.

Question B07: Religion

Ask of the religious affiliation of each member of the household

Question B08: Marital status

This question concerns only persons 12 years of age and over.

Questions B09: Type of Marriage**Questions B10: Literacy**

This question is applicable to persons 15 years and older. Ask whether the person can read and write a simple sentence in English or any Ghanaian language.

Questions B11, B12, B13 and B14: Level of education and current school attendance

These questions concern only persons 3 years of age and over. For each person concerned, ask whether s/he is attending school or had attended school in the past.

If the person is presently attending or ever attended school shade (bubble) “YES”, then ask about the highest level of school attended (or completed) by the person. After this you ask of the highest grade completed at that level by the person.

Question B15 and B16: Employment status during the last 14 days

Ask about the person’s employment status during the last 14 days. First ask whether the person was working during the past 14 days. If the person had been engaged in paid work or unpaid work, whether in the formal or in the informal sector, whether full time or part time, whether the person was learning a trade while working in an establishment or for an individual without collecting any pay, shade (bubble) “YES” and then proceed to the next question.

If the person did not work even for one hour during the past month, find out about the person’s actual situation and classify him or her under one of the following categories:

- Had a job but did not work
- ‘Unemployed who had once worked’: these are people who are of working age and who held a paid job before, but who are no longer working, who cannot survive on their pension alone, who are looking for work and are available to work. Encircle code “2”.
- ‘Unemployed who had never worked’: these are people who are of working age and who, during the past month, were looking for work and were available to work but were not

included in any of the categories described below and who had never held any paid job. Write “3” in the box provided.

- ‘Homemaker’: these are people who perform household tasks and who, during the past month, did not hold a paid job. Write “4” in the box provided.
- ‘Retiree/Pensioner’: these are people who are too old to work or who earn a retirement pension. Write “5” in the box provided.
- ‘Pupil/Student’: Write “6” in the box provided.
- ‘Disabled’: these are people who cannot work because disability or illness. Write “7” in the box provided.
- Too young/too old: Write “8” in the box provided.
- ‘Other’: before writing “9” in the box provided, make sure that there is no other appropriate category. Specify what the ‘other’ is.

If the person is an ‘Unemployed who had once worked’, ‘Unemployed who had never worked during the past’, ‘Homemaker’, ‘Retiree/Pensioner’, ‘Annuitant’, ‘Pupil/Student’, ‘Disabled’ or ‘Other’, go to section 2 of the questionnaire.

Question B17: Employment status:

For QB17 if the person is recorded as “employed” in response to question B15, ask about the person’s situation in his or her main job.

To know the person’s situation in his or her main job, ask if he or she was working in the public sector (public administration, police, army, etc.). If the person was working in the public sector during the past month, write “1” in the box provided. If the person was working in the private sector, ask if he or she was working as a salaried employee, or as a business owner or self-employed person. A person who was self-employed and had no employees is ‘Independent’. A person who owned a business and had paid employees is an ‘Employer’. A person who is working in a subsistence (non-commercial) activity is in subsistence work (self employed).

For persons working as salaried employees in the private sector, ask if their job entitles them to paid holidays and a retirement. If so, find out the type of sector in which the person works. If it is the formal private sector, write “2” in the box provided. If it is for international organizations or for embassies, write “4” in the box provided. If the person is not entitled to holidays or to a retirement, note that the person was “a salaried employee in the informal private sector” and write “3” in the box provided. If the person was neither a salaried employee nor an independent nor an employer, ask if the person works as a family aid, meaning that the person works for a relative without being paid.

Questions B18 and B19: Professional occupation or trade

Ask what trade, profession, or task the person usually performed during the past month.

A person may hold several jobs simultaneously. First find out about the main job, which is the job to which the person has devoted most of the time. Indicate precisely the person's trade or profession. Write the corresponding code in the boxes provided using the professions classification. If the person says he or she has a second job, ask what trade or profession or task the person performed in the second job. Indicate the trade or profession precisely and write the corresponding code in the boxes provided.

Question B20: Industry

For the persons who worked during the 14 days, indicate the industry in which they mainly work

3.3 SECTION 2: HOUSEHOLD CHARACTERISTICS

Preferably, the questions in sections 2, 3 and 4 should be responded to by the head of the household. If the head of the household is absent, make sure that the person who responds is well informed. For example, the spouse of the head of the household will often be a qualified respondent. Conversely, children or adolescents will not be sufficiently informed to provide you with reliable information.

Question S201: Type of dwelling

Specify the type of dwelling occupied by the household.

Question S202: Who owns this dwelling?

Question S203: How many rooms does the household occupy? (count living rooms, dining)

Question S204: Main source of energy for lighting

Ask about the main source of energy for lighting currently being used by the household.

If the household uses electrical power for lighting, (shade "1"). If it uses kerosene, shade (bubble) "2", and if it uses a generator, shade (bubble) "6".

If the means of lighting used is not included among the terms provided, enter the source of lighting on the "other specify" and shade (bubble) code "8". However, if the household does not use any means of lighting, shade (bubble) "7".

Questions S205, S206, S207 and S208: Main cooking fuel: Ask about the main cooking fuel that the household usually uses and shade the corresponding code. If the cooking fuel used is

not included among the terms provided, enter the type of fuel on the “other” line and shade code “10”.

If the household uses wood for cooking and/or lighting, ask which members of the household mostly have the task of procuring or collecting wood (these would be the members of the household who perform this task most often).

Questions S209 and S210: Main source of drinking water

If the household has running water, ask whether it has its own hook-up (shade “1”).

Ask whether the source is from any of the broad sources like piped water, dug well and water from spring and specifically find out whether it is from the piped water to the yard or protected well or unprotected spring.

Question S211: Ownership of capital goods

Ask whether the household owns the listed capital goods in its dwelling.

3.4 SECTION 3A: ASSETS OF THE HOUSEHOLD

Question S301, S301A and S301B: Assets of the household

Ask whether the household or any of its members owns, controls (i.e. power to dispose off) any of the assets or properties mentioned.

3.5 SECTION 3B: USE OF SOCIAL SERVICES

Question S302: Use of the nearest primary school

You have already been informed about the members of the household who attend primary school. Ask whether this primary school is the nearest one to the dwelling. If no member of the household attends primary school, enter shade (bubble) code “3” for “No member attends primary school”.

Question S303: Distance of the nearest primary school: Ask and record the distance of the nearest primary school in kilometres

Question S304: Use of the nearest secondary school: You have already been informed about the members of the household who attend secondary school. Ask whether this secondary school is the nearest one to the dwelling. If no member of the household attends secondary school, enter code “3” for “No member attends secondary school”.

Question S305: Distance of the nearest secondary school

Ask and record the distance of the nearest secondary school in kilometres

Question S306: Use of the nearest health centre

Ask the household whether; in case of illness or injury, it uses the health centre nearest to its dwelling (the use of health facility concerns all households).

Question S307: Distance of the nearest health facility

Ask and record the distance of the nearest health facility in kilometres

Question S308: Person who usually takes the sick to the nearest health facility

Ask and record the person who usually takes the sick to the health facility

Question S309: Use of the nearest market

Ask the household whether it usually goes to the market nearest to its dwelling to purchase its regular consumer (food) items (the use of a market concerns all households). Market refers to the place where the entire community identify as their market. This does not include an individual who sells foodstuff on a table or under a tree in a community.

Question S310: Distance of the nearest market

Ask and record the distance of the market in kilometres

Question S311: Person who usually obtain household supplies from market

Record the person who usually undertake for this activity.

NOTE: For distances less than 1 kilometre record '1km'

3.6 SECTION 4: HOUSEHOLD EXPENDITURE:

This section will deal with the expenditures made by the household. Preferably, the questions should be responded to by the head of the household. If the head of the household is absent or is otherwise unavailable, make sure that the person responding is properly informed.

Question S401: Main expenditures

The specific items under the expenditure groups have been listed below

| | |
|--|---|
| <p>1. Food & Non Alcoholic beverage Bread and cereals Meat Fish and sea food Milk, Cheese and Eggs Oils and fats Fruits Vegetables Sugar, Jam, Honey, Chocolate Food products n.e.c. Non Alcoholic Beverages</p> | <p>7. Transport Operation of personal transport equipment Transport Services</p> |
| <p>2. Alcoholic Beverage & Tobacco Alcoholic Beverages Tobacco</p> | <p>8. Communication Postal Services Telephone and Telefax Equipment Telephone and Telefax Services</p> |
| <p>3. Clothing & Footwear Clothing Materials Footwear</p> | <p>9. Recreation & Culture Audio Visual, Photographic and Information equipment Other Major durables for recreation and Culture(e.g. Funeral) Other Articles and equipment of luxury Recreational and Cultural Services Newspapers, Books and stationery Packaged Holidays Game (lottery)</p> |
| <p>4. Housing, Water, Electricity & Gas Actual Rental for housing Maintenance and repair of dwelling Water supply and miscellaneous services to the dwelling Electricity , Gas and other fuels</p> | <p>10. Education Education</p> |
| <p>5. Furnishings,Househo equipment & Maintenance Furniture and furnishings, Carpets and floor coverings Household Textiles Household Appliances Glassware , Tableware and Household utensils Tools and equipment for house and garden Goods and Services for routine household maintenance</p> | <p>11. Restaurants & Hotels Catering services</p> |
| <p>6. Health Medical products, appliances and equipment Out-patient services Hospital Services</p> | <p>12 Miscellaneous. Goods & Services - Personal care e.g. saloon -Personal effects n.e.c. e.g. clock, watch, jewelry -Social protection -Insurance -Financial services n.e.c. e.g. loans</p> |

Question S402: Find out who mostly pay for the individual items listed. We have for household member **male** or **female** or **both** and non-household member **male** and **female** and **not applicable** as options for this section

Question S403.

How much the household usually expend monthly. The amount should be quoted in Ghana cedis (GH¢)

4. INDIVIDUAL DIARY QUESTIONNAIRE

4.1 SECTION 1A: IDENTIFICATION OF THE HOUSEHOLD ON THE COVER PAGE

A time use form must be completed for all members of the household aged 10 years and above. You may have to go back to section B to find out the number of household members aged 10 years and above. After having administered the form to each member aged 10 years and above, write down the number of people for whom, a form was completed at the cover page of the household questionnaire. The person interviewed must be the person concerned. You cannot complete the questionnaire by interviewing another person.

An important point: It is imperative to administer the time use form to domestic staff and other non-relatives of the age 10 years and above years who live in the household and who are included as members of the household.

From Section B of the household questionnaire, obtain the code number given to the household, the code given to each person interviewed. This information is required in order to be able to link the individual questionnaire to the household questionnaire.

4.2 SECTION 1B: RESPONDENTS BACKGROUND

Question B101-B106: Time of Interview, Sex and Age

Record the time the interview started as well as the sex and age of the respondent then mark the day, month, and year that the time use form was administered. It is possible that the time use forms are not administered on the same day for all members of household.

Finally, write down the day for which the activities are recorded, which the day is preceding the day that the form was administered.

4.3 SECTION 2: TIME USE DIARY

Questions 1, 2, and 3: Activity Description (ask, “What were you doing yesterday morning between 4 and 5 am?”)

This question and the following five questions are repeated 24 times - for each hour of the day. You must begin at 4 a.m. of the previous day, and proceed through the day hour by hour. Write down the description of each activity while you are with the respondent. The supervisor will be responsible for editing all the codes provided for the activities.

When recording information about activities consider the following important points:

- Do not record activities that take up time that is too short to be noticeable. For example, “arriving” at a place is not an activity. If the respondent names this as an activity, ask whether s/he arrived at the beginning, middle or end of that hour and what s/he did before and after arriving.
- Especially for people who have regular routines (such as school children, or people in formal jobs), check that they are telling you what they did yesterday and not what they usually do.
- If the respondent does not mention eating at times corresponding roughly with breakfast, lunch and supper, check that they have not forgotten to mention this activity. If they mention cooking, but don’t talk about eating, check if it is true that they did not eat.
- If the respondent mentions going somewhere, but does not mention travel, check how far away the place is and how long it took to get there. If the person mentions travel in one direction (e.g. going to a place), but not in the other direction, check why both directions were not mentioned.
- When a person mentions travel, ask about the purpose – why they were travelling. The purpose is usually what they were planning to do at the end of the journey. There are several travel codes and you need to know why the person was travelling to be able to choose the correct code.

Question 4: Activity code:

Go the manual and look out for the activity code and record in the boxes given

Question 5: Duration of Activity

This must be stated in minutes

Question 6: Whom did you do this (activity) for?

The possible responses are Self, Household, Work, Friend, Charity, Community, Child, Other
Choose one.

Question 7: Simultaneous Activity, (ask, “What other activities were you doing in the same period?”) You must fill in at least one activity for every hour. The first activity must be written on the first line for that hour. You do not need to fill in activities on the second, third,

fourth and fifth lines for a particular hour if there are no further activities in that period. This question is used to prompt the respondent to tell if they carried out more than one activity in a particular hour. If more than five activities were carried out in one hour, and two of the activities were very similar, you can consider them as one activity. You can also ask the respondent which activities took up the most time in that hour and write those in the lines.

If the activities were done simultaneously or they were done one after the other ask **“Were you doing these activities simultaneously or one after the other?”**

This question will give the answers for the additional columns (whether the activity was done at the same time as another activity, and the two location codes) for each activity.

If you shade “1” (yes) for question 7 for one activity in any hour, there must be at least one other activity also marked as “1” (yes) for the same time period. If two activities occur at the same time, the location codes for the activities should be the same.

Question 8 and 9: Location 1 and Location 2 (ask, “Where were you when you were doing these activities?”)

Questions 8 and 9 will give you the answer for the two location codes. The two location codes work together. If Question 8 is code “6” (travelling), then Question 9 must be answered. If Question 8 is not “6”, then Question 9 must not be answered.

If a person uses several different modes for a journey – for example, she walked to the bus stop and then took a bus – code both of these travel activities (under Question 4), and provide the appropriate codes for Questions 8 and 9.

Travelling (for example, walking) in connection with fetching fuel or water is regarded as part of the fetching. It is not a separate activity.

Sometimes two different location codes will seem to apply to a particular activity. For example, a teacher when working could be coded both as “3” (at school) and “4” (at a workplace outside the home). When two codes apply, you must choose the one that is higher on the list. So for the example of the teacher you would choose code “3”. For a domestic worker you would choose code “2” (at someone else’s house) if they do not live with the family for whom they work, and “1” (household) if they do live with the family for whom they work.

SECTION 3: TIME USE SPECIAL ACTIVITIES

Question S301: Did you spend any time during the day looking after children?

People often forget to mention childcare. This question is to check whether the respondent remembered to mention all childcare activities. Ask this question of everybody. It must be asked whether or not they have already mentioned some childcare activity and whether or not they have children.

If the person answers “yes” to this question, but they did not mention childcare activities in the time use diary, ask them when they performed the childcare activities and write the new child care activities into the diary. Put an asterisk next to the activities to record that they were only mentioned after asking this question.

Question S302: Did you spend any time during the day taking care of adult persons?

This question is to check whether the respondent remembered to mention all care given to adults. Ask this question of everybody. It must be asked whether or not they have already mentioned some adult care activity.

If the person answers ‘yes’, but they did not mention adult care activities in the time use diary, ask them when they performed the adult care activities and write the new adult care activities into the diary. Put an asterisk next to the activities to record that they were only mentioned after asking this question.

Question S303: Was yesterday a typical day for you?

If the respondent answers ‘no’, that it was not a typical day (routine daily activities), ask for the reason and choose the option that matches. You must not read out, or suggest the reason, even if you think you know. We want the respondent’s feelings about the day, not yours. If none of the options (2-7) match the respondent’s reason, mark 8 and write in the reason.

Question S304: Do you have a watch or any other means of keeping time outside your home?

Question S305: Were there any other people present during the interview?

You do not need to ask this question as you will have seen if other people were present or not. Circle 1 (yes) even if the person was only present for part of the interview, or even if the other person was a child.

Question S306: Time

Record the time the interview ended using the twenty-four (24) hour clock cycle.

CODING

In addition to the supervisor’s role already provided in the manual, Supervisors are responsible for the editing of all codes for coding of occupations (questions B18 and B19) and industries (question B20). The discussion below explains the coding of activities.

1. How the activity codes work

The coding of activities should be performed soon after the interview has been conducted so that the interview is still fresh in the memory of the fieldworker in case some clarification is needed.

Mark all activity codes for which you are unsure with a 'hash' (#) in the right hand margin next to the particular hour and explain your difficulty at the back of the questionnaire.

You have two tools to assist you with the coding: the coding list and the coding index (see annexes 1 and 2).

- The coding list provides all activities in the order of numeric code. The activities are divided into 15 different categories, with subcategories in each. For example, category 01 refers to employment or work activities for establishments, categories 02 and 03 refer to work activities which are not for establishments, and category 09 refers to learning activities.

An 'establishment' is defined as a fixed structure (e.g. a shop, office, and factory), in which the production of goods and services is carried out on a regular basis. It includes commercial farms, and private households which employ domestic workers. Usually establishments will have regular employees working in them, while non-establishment work (categories 02 and 03) does not.

2. Travel

When coding travel, remember that most travel happens in a cycle – the person starts from one place (for example, home), goes to another (for example, work or school) and then later returns. Travel should be coded according to the purpose. Usually the return journey must be coded according to the purpose of the round trip. So, for example, travelling back from work in the formal sector will be coded as "01300". If the respondent stops on the way to work to drop off a child at the nursery, the journey from home to the nursery is "07200", the journey from the nursery to work is "01300", the journey back from work to the nursery is "01300", and the journey from the nursery to home is "07200". If the respondent does not stop at the nursery on the way home, the full journey home is coded as "01300" because the respondent will have spent longer at work than at the nursery so work can be taken as the main purpose of the travel circle.

FIGURE 1. AGE/BIRTH-DATE CONSISTENCY CHART FOR SURVEY IN 2009

| Current Age | Year of birth | | Current Age | Year of birth | |
|-------------|------------------------------|----------------------------------|-------------|------------------------------|----------------------------------|
| | Has not had birthday in 2009 | Has already had birthday in 2009 | | Has not had birthday in 2009 | Has already had birthday in 2009 |
| | Don't know | | | Don't know | |
| 0 | 2008 | -- | 31 | 1977 | 1978 |
| 1 | 2007 | 2008 | | | |
| 2 | 2006 | 2007 | 32 | 1976 | 1977 |
| 3 | 2005 | 2006 | 33 | 1975 | 1976 |
| 4 | 2004 | 2005 | 34 | 1974 | 1975 |
| 5 | 2003 | 2004 | 35 | 1973 | 1974 |
| | | | | | |
| 6 | 2002 | 2003 | 36 | 1972 | 1973 |
| 7 | 2001 | 2002 | 37 | 1971 | 1972 |
| 8 | 2000 | 2001 | 38 | 1970 | 1971 |
| 9 | 1999 | 2000 | 39 | 1969 | 1970 |
| 10 | 1998 | 1999 | 40 | 1968 | 1969 |
| | | | | | |
| 11 | 1997 | 1998 | 41 | 1967 | 1968 |
| 12 | 1996 | 1997 | 42 | 1966 | 1967 |
| 13 | 1995 | 1996 | 43 | 1965 | 1966 |
| 14 | 1994 | 1995 | 44 | 1964 | 1965 |
| 15 | 1993 | 1994 | 45 | 1963 | 1964 |
| | | | | | |
| 16 | 1992 | 1993 | 46 | 1962 | 1963 |
| 17 | 1991 | 1992 | 47 | 1961 | 1962 |
| 18 | 1990 | 1991 | 48 | 1960 | 1961 |
| 19 | 1989 | 1990 | 49 | 1959 | 1960 |
| 20 | 1988 | 1989 | 50 | 1958 | 1959 |
| | | | | | |
| 21 | 1987 | 1988 | 51 | 1957 | 1958 |
| 22 | 1986 | 1987 | 52 | 1956 | 1957 |
| 23 | 1985 | 1986 | 53 | 1955 | 1956 |
| 24 | 1984 | 1985 | 54 | 1954 | 1955 |
| 25 | 1983 | 1984 | 55 | 1953 | 1954 |
| | | | | | |
| 26 | 1982 | 1983 | 56 | 1952 | 1953 |
| 27 | 1981 | 1982 | 57 | 1951 | 1952 |
| 28 | 1980 | 1981 | 58 | 1950 | 1951 |
| 29 | 1979 | 1980 | 59 | 1949 | 1950 |
| 30 | 1978 | 1979 | 60 | 1948 | 1949 |