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&



**MONITORING EVALUATION AND TECHNICAL
SUPPORT SERVICES (METSS), GHANA**

**FEED THE FUTURE (FTF) POPULATION
BASED SURVEY IN NORTHERN GHANA**

ENUMERATORS' MANUAL

JUNE 2012

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LIST OF ACRONYMS

EA	Enumeration Area
FTF	Feed the Future
GSS	Ghana Statistical Service
ISSER	Institute of Statistical, Social and Economic Research
KSU	Kansas State University
METSS	Monitoring, Evaluation and Technical Support Services
UCC	University of Cape Coast
USAID	United States Agency for International Development
USDA	United States Department of Agriculture
WEIA	Women's Empowerment in Agriculture
ZOI	Zone of Influence

1. INTRODUCTION TO THE PROJECT

Ghana has been designated as a priority country for the United States Government's Feed the Future (FTF) initiative. This is an initiative that supports growth of the agricultural sector and promotes good nutrition to attain its key goal of sustainably reducing global hunger and poverty by first tackling the root causes and employing proven strategies for achieving large scale and lasting impact. The key indicators chosen to measure success in this initiative include the prevalence of poverty and the proportion of underweight and stunted children.

The FTF programme started in Ghana in mid-2011 and is being implemented in the three northernmost regions of Ghana namely: Upper West, Upper East, and Northern Region, as well as some selected areas in Brong Ahafo Region that lie above the 8th degree parallel. These areas are designated as the FTF Zone of Influence (FTF ZOI). USAID/Ghana's focus on these areas is based on national estimates that indicate that the incidence of poverty, malnutrition, and stunting among children less than five years of age is disproportionately high in these areas. Therefore, by focusing on these areas, the programme seeks to have greater impact than could be anticipated if the programme was thinly spread throughout the country.

To facilitate accurate monitoring and evaluation of the initiative's goal, USAID is funding a population-based baseline survey in selected districts of the ZOI to provide data that will be used as a means of accessing population level changes in selected key indicators within the ZOI between baseline and end-line. This survey is being implemented through the collaborative efforts of the USAID-Ghana Monitoring Evaluation and Technical Support Services (METSS) program, Kansas State University (KSU), University of Cape Coast (UCC), the Institute of Statistical, Social and Economic Research (ISSER) at the University of Ghana, and the Ghana Statistical Service (GSS). The US Department of Agriculture (USDA) and USAID are providing technical support.

The overall objective of the survey is to provide baseline data on the prevalence of poverty, per capita expenditures, nutritional status, women's empowerment, household hunger, dietary diversity and infant and young child feeding behaviours. To achieve this goal, data is being collected on the following key elements:

- Comprehensive household demographic information
- Dwelling characteristics
- Consumption expenditure
- Food Security (Household Hunger Scale)
- Women's Dietary Diversity
- Women's Anthropometry
- Women's Empowerment in Agriculture (WEA)
- Breastfeeding and Minimum adequate diet
- Children's Anthropometry

Specific modules on women's empowerment include:

- **Production issues:** Women and men's sole or joint decision making over food and cash-crop farming, livestock, and fisheries as well as autonomy in agricultural production;

- **Resource control:** Women and men's ownership, access to, and decision making power over productive resources such as land, livestock, agricultural equipment, consumer durables, and credit;
- **Leadership:** Women and men's membership in economic or social groups and comfort in speaking in public;
- **Time use:** Women and men's allocation of time to productive and domestic tasks and satisfaction with the available time for leisure activities.

Baseline data will be compared against mid-term and final evaluation data to capture statistically significant changes in the ZOI over time. This survey will also be used as a point of reference for further special studies as may be determined by USAID and the implementing partners (IPs).

This document sets forth to provide the necessary guidelines for field enumerators regarding field procedures, operational definition of key concepts, and the standards and conventions that are required of the enumerators.

2. METHOD OF DATA COLLECTION

The survey would adopt the Computer-Assisted Personal Interview (CAPI) approach to the data collection. By this, the enumerator would administer the questionnaire by reading the questions from the computer and entering the responses into the computer programme on the go. In the event that an interviewer cannot be conducted in this way, the Paper and Pencil Personal Interview (PAPI) would be used. This could happen as a result of a malfunction of the computer or lack/loss of power supply to the computer. It would be the responsibility of the enumerator who administers an interview in the PAPI mode to enter the details of the interview into the data capture database as soon as possible.

3. FIELDWORK PROCEDURES AND GUIDELINES

3.1 Organization of the fieldwork

Fieldworkers (enumerators) will be deployed in teams of five (5) members with each comprising of four (4) interviewers working under a supervisor. The team is expected to move and work together as a unit in each EA assigned. While interviewers would be assigned individual households to interview, they would be expected to work in pairs when it comes to the anthropometric measurements which require two trained personnel to undertake. Where possible, the team supervisor could pair with any of the enumerators for the anthropometric measurements in order to save time.

The fieldwork will be managed by a Field Coordinator from ISSER, who would liaise with the METSS survey Coordinator to roll out the survey. The supervisors will coordinate and oversee the activities of their team on a daily basis. The supervisors would also be responsible for the assignment of households to the interviewers, reviewing of completed household data files, doing call-backs on some selected households and compiling and sending of completed data files to METSS, KSU and ISSER. Scope and areas of work would be assigned prior to departure to the field. Fieldwork is expected to start on July 1st and end on August 17th. The actual number of days would however vary by team based on the assigned tasks.

Because of the length of the survey instruments, the modules were partitioned for two visits to the household: A first visit (Visit I) to complete modules 1 to 10; and a follow-up visit (Visit II) later the same day or on the following day, as may be arranged with the household, for Module 11. It is possible that a third visit is necessary to complete the interview for some household members and this must be arranged with the household.

In general, the responsibilities of the interviewer will include:

- Locating the structure and households in the sample that are assigned to them, and administering the questionnaires;
- Identifying all the eligible respondents in the household assigned to them;
- Obtaining informed consent from all the eligible respondents in the households assigned to them:
- Interviewing all the eligible respondents in the households assigned to them;
- Checking completed interviews to be sure that all questions were asked;
- Making call-backs to interview respondents who could not be interviewed during their first or second visit due to various reasons; and
- Ensuring that the information given is correct by keeping the respondent focused to the questions.

If an interviewer is unable to gain the cooperation of a selected household or an individual, the case has to be referred to the supervisor who will take steps to convert such cases to completed interviews. This should however not stop the entire interview. The enumerator should proceed with interviews with other consenting eligible household members or move on to other households assigned. Every single case of non-response at the household or individual level has to be endorsed by the supervisor.

It is required that all interviewers cooperate fully with their supervisors and take instructions accordingly. Additionally, interviewers are expected to observe the highest standards of professionalism in their duty. Interviewers should show respect to the respondents at all times in order to sustain their interest in participating in the survey. It must be noted that interviewers may be summarily dismissed from the field if they engage in inappropriate behaviour such as the use of illicit drugs, showing disrespect to the supervisor or respondents, or failure to complete all modules of the survey for no good reason.

3.2 Arrival in the Community

Each field team is expected to arrive in a designated Enumeration Area (EA) for work a day before the start of the survey in the EA. Accompanied by the interviewers, the supervisor of the team will visit the Chief, Assemblymen, Town Development Committee (TDC) members, or other prominent individuals to explain the purpose of the survey, and introduce the members of the team and discuss the survey program. This protocol arrangement is important to facilitate access to, and the cooperation of the households.

It must be noted that no demands for accommodation or feeding be made from such community leaders. The community leaders could assist with making such arrangements but the cost should be borne completely by the field team. Security of accommodation is vital due to the nature of equipment the team members would be carrying and care must be taken in the choice of place that the team members lodge.

3.3 Locating the households

Each enumerator would have a copy of the addresses of selected households to be interviewed within each EA. It is expected that each enumerator spends part of the first day in the EA to locate the addresses of all the households s/he has been assigned to conduct interviews. Each enumerator should look for the address given on the listing sheet and make sure that it is the household of the head indicated on the sample household sheet.

Sometimes you will have difficulties in finding a household. You may be unable to find either the dwelling or the household. The dwelling at the address may be abandoned or non-existent, the address given may not be a residential address at all, the listed household may have moved without being replaced by another, the household of the head whose name is on the listing sheet may have left and another household may be living in the dwelling. If any of these happens, you should immediately seek advice from your supervisor.

Where the listed household could be traced to their new location within the EA, then the household should be traced to their new location for the interview. If the household has moved outside of the EA, then the household should be skipped and reported as not found. It must be noted that the new household of the dwelling where the selected household used to live should not be interviewed as a substitute.

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

3.4 First contact with households

You should contact each of the heads of household to be interviewed a day before the interview. The purpose of this is to introduce yourself and the survey, explain the purpose of the survey, and confirm that the interview will take place the next day. At the same time you will be able to find out whether the two of you speak a common language in which the interview could be conducted. Where there is no common language spoken, this should be reported to the supervisor for reassignment of the household to another enumerator within the team, or to contact other nearby teams for possible reassignment. When this effort fails, then arrangements should be made for the use of an interpreter to conduct the survey.

We strongly recommend that the use of interpreter should be the last resort. When the use of an interpreter becomes inevitable, the following guidelines should be critically taken note of. If no one in the household speaks English well enough to do the interpretation, you must ask the household to choose someone (for instance, a friend, a neighbor or a relative) to interpret for the interviewer. This person should be someone who speaks English well and is trusted by the household, since some questions are confidential. You should be aware that in either case certain problems could arise from the use of an interpreter:

1. It is difficult to know how good the translation is. It is possible that the respondent's friend who speaks English does not speak it well enough to translate everything said during the interview, and he will not want to admit it. If you find that the responses do not correspond to the Questions, try tactfully to help the interpreter or replace him. You could for instance, suggest that interpreting is a very tiring job, and that the interpreter should take a rest while someone else carry on. Or you might say that you have already

taken up too much of his (interpreter's) time, and that the job should be shared among a number of people.

2. Another difficulty often encountered is that the interpreter is so familiar with the household that he starts to answer for the respondent without directing the Questions to him/her (respondent). In such a situation you must politely remind the interpreter that it is the respondent that has been chosen for the interview, and that it is only his/her answers that you can write in the Questionnaire.

3.5 Explanation of the Survey and obtaining informed consent

When you enter a household the first thing you should do is to greet every one, introduce yourself and say that you are working for ISSER, University of Ghana. Your interviewer's ID card should be visibly displayed at all items to ensure easy identification.

You must explain that:

- You are conducting a survey of Ghanaian and non-diplomatic households living in Ghana, and that the purpose is to find out about the present patterns of household consumption and expenditure, employment, living conditions, diet and nutritional status in some parts of the country. The survey is thus very important for planners to know how to improve the quality of people's living standards.
- The communities and the households that will be interviewed have been randomly selected. Other neighbouring communities and households have been selected in the same way.
- The survey is not concerned in any way with taxes, and all the information recorded will be regarded as confidential and covered by the obligation of statistical secrecy.
- You must further explain that the information obtained would be used to inform the implementation programmes and strategies of the FTF programme for which they **COULD** end up as beneficiaries.

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

Once the person agrees to participate in the survey, you should proceed to administer the content of the Informed Consent Form (see Appendix C). Two copies of the informed consent form should be signed and a copy should be kept with the respondent. This procedure of obtaining the informed consent should be applied to all eligible members in the household who agree to participate in the survey.

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

3.6 Equipment and Logistics for Fieldwork

Since the method of data collection is the CAPI, each enumerator will go to the field with a laptop together with a Trimble Juno SBs GPS. Anthropometric equipment including digital standing scales for children and adults, portable stadiometer (height measures) for adults as well as portable measuring boards for children will also be given for fieldworkers. Table 1 gives the full list of equipment and logistics that would be provided for the fieldwork.

All fieldworkers would be required to make an undertaking for the proper care and use of the equipment they would be provided with, and they would be responsible for any failures

arising out of negligence on the part of the fieldworker. In case of any equipment malfunction, this should immediately be reported to the supervisor for immediate action.

Table 1: List of equipment and logistics for the fieldwork

Description of Item	Notes
Trimble Juno SBs	Spatial referencing/GPS
Trimble Battery Charger	Power
Digital Standing Scale - Child & Adult (Seca 876) (weight measures)	Anthropometry
Adult portable Stadiometer (Height measures)	Anthropometry
Pair AA Duracel batteries (for scale)	Anthropometry
Portable Measuring boards for children	Anthropometry
DELL Laptops for data collection	Data Entry for Questionnaire
Hard copy of questionnaires (about 10 of sample)	To be used when necessary

3.7 Quality Control and Field Monitoring

The strategy for Data Quality Control for the PBS will involve a two-pronged approach, namely, Ex-Ante and Ex-Post procedures. The Ex-Ante strategy will include logical strings conditional clauses built into the programmed PBS software that ensures that appropriate responses are captured by enumerators in the field. As a quality control, the software will reject responses that are not appropriate in specific contexts and prompt enumerators to key in the acceptable data. The Ex-Post strategy should include broad discussions across teams, focusing on issues that emerged in the first days of fieldwork and coming up with concerted and well communicated solutions to the teams. This strategy will be a continuous process involving supervisors and their teams throughout the fieldwork phase of the PBS.

Field supervisors will pay regular unannounced visits to enumerators as they conduct interviews to ensure that they are engaging respondents appropriately and recording data accurately. A minimum of 10% of all interviews conducted by each interviewer will be scrutinized by the supervisor. This will involve returning to a respondent who will have been interviewed in order to re-interview and verify key points of the questionnaires. Field supervisors will not have the opportunity to change any data they review. They will flag the data and enumerators will need to update them per their recollection (e.g. transposed numbers for age of a child) or through a follow-up household visit.

Teams from METSS and ISSER will conduct spot checks of enumerators and field supervisors to ensure that data are being properly collected, recorded and stored. ISSER will ensure that at the start of the actual field work the first five (5) interviews completed by each field worker is thoroughly reviewed by a supervisor. This will be subsequently reviewed by the Field Coordinator and the ISSER team. In addition to this, there will be constant and random back-checking to make sure that the quality of the data is not compromised in any way.

3.8 Data Management

Every enumerator is required to review and edit each day's work before it is passed on to the supervisor. At the end of each day, field supervisors will download up-to date entries made

by enumerators on their laptop computers to a database. Field supervisors will create a back-up copy of the data on an external drive. On a daily basis, supervisors would ensure that questionnaires are complete and accurate, meeting basic data quality standards. They will review a portable document format (PDF) of the questionnaire where they can mark any discrepancies found and discuss their findings with enumerators before sending the data to the head field supervisor. The field supervisor will send the verified database, daily using an encrypted email attachment, to the METSS office in Accra. ISSER, METSS and KSU will review the data as they are presented to them, and flag any discrepancies not caught by the field supervisors for follow-up. A clean database should be available for analysis approximately one week after the end of each data collection period.

3.9 Procedures to Ensure Ethical Considerations

Field supervisors and enumerators are to ensure that all respondents read (read to as the case may be), sign (or endorse by thumbprint) and receive a copy of the informed consent forms for the general household questionnaire before starting the interview and before gathering height and weight data. If an interviewer is unable to gain the consent of selected participants, the case should be referred to the interviewer's immediate supervisor to address. If the supervisor fails to get the consent, then the interview should not be conducted.

Data files are to be password protected and shared only between the enumerators and their field supervisors and the survey team comprising ISSER, METSS and KSU. Data passing over the internet as email attachments should be encrypted. There will also be a password given from the METSS Program Specialist for Information and Knowledge Management to protect the database files.

3.10 Advice for households of severely acutely malnourished children

The World Health Organization (WHO) refers to a child as underweight, stunted or wasted if their weight-for-age, height-for-age or weight-for-height Z-score, respectively, falls below negative two standard deviations from the median score of each measure. The weight-for-height Z-score has been programmed into the devices so that a child will be flagged if a child is **severely acutely malnourished (weight-for-height <-3 Z-score)**.

Enumerators have a moral responsibility to advise the household of a child with this condition to take the child to the nearest health facility for attention.

3.11 Potential Problems and Mitigation Measures

Based on observations made during pilot studies in parts of the ZOI, the following challenges can be anticipated and the recommendations for minimizing their occurrence and dealing with them are outlined.

1. Inadequate power for electronic devices

The laptops and Trimble GPS devices could run out of power on the field and become unusable. This would greatly disrupt the survey and therefore have to be minimized to the barest minimum. Enumerators are therefore required to ensure that their laptop and Trimble batteries are fully charged before the start of each day's work. This is especially critical when the next day's work is going to be in an EA which has no electric power. All supervisors and enumerators are to **NOTE** that paper forms will have to be used in the event of non-functioning of the laptops for any reason including power outages. Everybody has to therefore pay keen attention on how to power the electronic device as well as using paper forms. Paper forms will ensure that data collection time is not lost if electronic devices cannot be recharged. Interviews conducted in the paper form should be

entered into the computer program on return to base that same day for onward transmission to the supervisor. Field supervisors are also required to keep spare batteries on hand. More importantly, enumerators should be quick to identify warning battery life for all equipment being used.

2. Internet outages

Field supervisors are to keep a copy of all data to be transmitted on a USB thumb drive for portability. This will be transported to Accra for onward transmission to data clerical unit. Field supervisors should also immediately call the METSS office to alert them of their inability to transmit data.

4. GENERAL INSTRUCTIONS ON ADMINISTERING THE QUESTIONNAIRES

Before starting the interview in each household, you are required to double check to ensure that:

- You have gained informed consent for the individual in the household questionnaire;
- You have sought to interview the individual in private or where other members of the household cannot overhear or contribute answers; and
- Remember to leave a copy of the signed informed consent form with the household with a telephone number they can call for follow-up questions or concerns.

Also note

- Do not attempt to make responses between the primary and secondary respondent for the WEAI module the same — in fact, it is ok for them to be different.
- Do not read the respondents the list of coded answers unless explicitly instructed to “READ.”
- Month should always be written in numbers from 1-12.
- Every effort should be made to ensure that individual respondents are interviewed separately, without other household members or outsiders present. It is NOT good for other household members to assist with recall for questions on the individual modules. These modules are:

Module 4: Women’s Dietary Diversity

Module 7: Anthropometry for women

Module 10: Women's Empowerment in Agriculture Index

For each of these modules, it is required that the woman concerned is interviewed alone with no other household members present. Similarly, interviews with Males for the Women in Agriculture Module should be conducted with the male respondent alone with no other household members present.

5. INSTRUCTIONS ON ADMINISTERING THE MODULES

MODULE 1: HOUSEHOLD IDENTIFICATION

Module 1 is very important for the successful completion of the other Modules. Some aspects of this Module would be pre-loaded and would not be completed by the enumerator. The particulars of the selected household will be provided beforehand, e.g. the name and number of the EA, the household number, household head name and the address of the house. You, however, need to still cross-check to ascertain accuracy. Having the correct household ID and individual ID is very important for the success of the survey and the evaluation process.

Within each Enumeration Area, you will interview 20 households. Locate and interview the list of 20 households given you. If after two attempts you are unsuccessful in obtaining audience, you are required in consultation with your supervisor to drop that household.

Filling out the consent form.

Individual consent must be obtained from all respondents. If members of the household agree to continue with the survey, proceed to complete the questionnaire until any respondent refuses to continue, then stop or move to the other respondent or module as the case may be. In the case of children, ensure that parents/caregivers consent to their being included in any of the modules that apply to children before proceeding with the module.

Filling out the questionnaire

Follow the skip/prompt functions of the electronic data collection device through each question appropriately. If appropriately and accurately done, you will notice that some portions of the questionnaire will be auto-filled after you have completed some modules or aspects of a module. If using the paper copy, this auto-fill function will not be available, so it is even more critical that close attention is paid to instructions on who are the respondents for each module, and to the skip patterns.

Questions 1.02 – 1.06 are about the region, district, community and EA identification of the household, all of which would be provided with the listing sheet for each EA.

Question 1.08 – 1.09 asks about the name of the primary and secondary respondents respectively. Enumerators are to note that not all households may have secondary respondents depending on the household structure. These two questions can only be answered after completing Module 2 which is the household demographics.

The primary respondent should ideally be the person with the most decision making authority in the household. In the majority of cases in Ghanaian households, and more so in the Northern parts of the country, this is a male adult. The secondary respondent is the person of opposite sex to the primary respondent who has the most decision making authority in the household in the absence of the primary respondent. The secondary respondent is not necessarily the person with the second most decision making authority if this person is of the same sex as the primary respondent. When the person with the most decision making authority in the household declines to participate in the survey, the person with the second most decision making authority becomes the primary respondent and the secondary respondent to this person should be assigned to the next person of opposite sex who has the most decision making authority in the household.

Question 1.10 asks about the type of household. Four codes are possible. In the computer based version, this question would automatically be filled once Module 2 is completed. When using the paper version, the following definitions apply:

1. Male and Female adult (**M & F**): Case where we have both a primary respondents and a secondary respondent of opposite sex.
2. Female adult only (**FNM**): Case with a primary respondent being female and with no adult male in the household.
3. Male adult only (**MNF**): Case with a primary respondent being male and with no adult female in the household.
4. Child only household (**CAN**): Case of a child-headed household with no adults.

We do not anticipate that there would be many cases with household type 4 and enumerators are strongly advised to probe carefully when they encounter such cases of child-headed households.

Question 1.11 asks about the main religion of the household. When there is a split in the religion of the household members, we would take the religion of the head of household as the main religion of the household.

Question 1.12 is about the main ethnic group of the household. The codes given represent the broad ethnic groupings in Ghana and the details of the sub-groups that fall under each of these broad groups is given in Appendix A of this manual.

Question 1.13 asks about the GPS coordinates of the household interviewed. Use of the GPS is described in Section 7 of this manual. In addition to the coordinates, the computer based version of the data collection requires that the file name used to save the household GPS coordinates on the Trimble machine should also be recorded. This file name should be the same as the Household ID automatically generated in the computer programme.

Question 1.14 tracks the dates and interview start and end times for each visit up to three visits. Note that the time should be recorded in 24 hour clock format.

Question 1.18 is a code for the supervisor to the team.

Question 1.19 asks about the final outcome of each interview. This should be recorded even if there is no contact at all with the selected household. This variable is essential for weighting purposes.

MODULE 2: HOUSEHOLD COMPOSITION/DEMOGRAPHICS

Ask this Module about all household members to the primary respondent or whoever is taken as most knowledgeable about the relevant characteristics (i.e. age, education, literacy, etc.) of the other household members. In that case the person selected must be a member of the household and capable of giving all the necessary information on all household members. However, other members of the household can help to answer Questions by adding information or details especially when the Questions are about them.

Purpose

This Module is to serve as a comprehensive roster of the household and is important for the accurate completion of all the other Modules. It identifies every person who is considered as a member of the household. The Module must be completed with the very greatest of attention to detail. This would ensure the quality of the data being collected.

Definition of a Household

A household consists of a person or group of related or unrelated persons, who live together in the same housing unit, who acknowledge one male or female as the head of the household, who share the same housekeeping and cooking arrangements, and are considered as one unit.

Remember that not all related persons living in a house form one household, and that more than one household may live in the same house but one household cannot live in two different houses. A group of people living together in the same house, but **each** with a separate eating arrangement should be counted as separate one-person households. Please, probe well to put every person in the right household.

It must be noted that by the FTF protocols, individuals who have been absent from the household for more than 6 months cannot be listed as household members. Guests or visitors who intend to stay for more than three (3) months are to be counted as household members, and individuals who have recently moved out with no intention of coming back in the next three (3) months (such as those who have recently married or migrated in search of permanent work) should not be counted as household members. Students in boarding school or hostel facilities who would return to the household on vacation are to be listed as household members.

The following examples can be helpful to put persons found in a house or compound into the right households:

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

6. If two or more unrelated persons live together in one room or apartment, they should be considered as separate single-person households if they do not share a common catering arrangement.
7. A lodger (or percher) who has stayed with the household for a period of 6 months or more and shares the same cooking and housekeeping arrangement with the household should in this sense be regarded as a member of the household. This should be the case even if the individual expresses an intention to leave soon or in the future.

Questions 2.01 to 2.05: These must be asked of every member of the household

Question 2.03: It is important to specify the relationship of every member to the primary respondent so as to contextualize the answers given and observe the distribution of resources, etc. within the household.

Questions 2.04 – 2.05: Age in numerical years and months (for members below 24 months). Official documents, such as a birth certificate, affidavit of birth, national identity card or passport, can be used to find or ascertain age. Use other local and historical events to also estimate the age of members where these documents do not exist.

Questions 2.06 to 2.10: These should not be asked to members below 3 years.

Question 2.06: PRESENT MARITAL STATUS applies to the day of the interview. Read out each category to the respondent to be sure that, for example, a woman who is “divorced” or “separated” does not answer “single”.

MARRIED includes all types of marriages, e.g. civil, traditional, or common law (a couple living together, several wives) recognized in that society. A CONSENSUAL UNION (Informal or Living together) is a co-habiting sexual relationship contracted by two consenting adults without civil or traditional recognition.

Questions 2.07: For this *Question* let the respondent read the FLASH CARD. Answer “Yes” if the person is able to read the phrase or simple sentence on the flash card.

Questions 2.08 & 2.09: School refers to formal schooling or attendance of either a Primary, Middle/JSS, Secondary school, Vocational/Technical, Professional school or Training, Polytechnic, or a University. Attendance at a Koranic school, for no matter how many years, is not to be included.

Question 2.09: This *Question* asks if the respondent has ever attended school. If *Question 2.08* which ask of current schooling is YES then *Question 2.09* should not be asked again

Question 2.10: The "highest qualification of education completed" means the highest level of formal schooling completed. If someone dropped out of school at a level it means he/she has not completed that level and so it should not be recorded as the highest. For instance, a drop out from secondary school form three during the second term will have his/her highest educational level completed to be probably the MSLC/JHS level since he could not finish the secondary school.

Note

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

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

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

MODULE 3A: HOUSEHOLD HUNGER SCALE

Purpose

The purpose of this module is to, among other things, assess the food security situation in a country or region, to provide evidence for the development and implementation of policies and programs that address food insecurity and hunger; monitor and evaluate the impact of anti-hunger policies and programs; provide information for early warning or nutrition and food insecurity and hunger; and inform standardized food security/humanitarian phase classifications. The Module ultimately establishes food deprivation or inadequacy in the household over the past 4 weeks. This Module should be administered to the primary person responsible for Household Food Preparation.

Q3.01 asks whether over the past 4 weeks, there ever was no food to eat of any kind in the house because of lack of resources to get food. Respondents who answer “No” to this question should skip to Q3.03. Those who answer “Yes” proceed to Q3.02. It is important to note that this is different from somebody skipping a meal due to illness, lack of taste, etc. It refers to one, some or all members of the household skipping or failing to get food to eat due to insufficiency or unavailability. The reference period is the past 4 weeks prior to this interview.

Although there are pre-coded response options, these should be read only for the first HHS question, as suggested response options. The respondent should be allowed to answer in his or her own words. The enumerator will then select the most appropriate response option based on the respondent’s reply. If the respondent has difficulty replying, then the interviewer can encourage a response by listing the set of options again.”

Table 2 gives the intended meaning of key concepts in the questions that should be taken note. In case of translation into any local language, the enumerator should make sure that all the intended meaning is conveyed in the translation.

Table 2: Intended meaning of key concepts in the Household Hunger Module

HHS Question	Intended Meaning of HHS Question
No food of any kind in the house	This question asks about a situation in which there is no food to eat of any kind in the house because food was not available to household members through usual means (e.g. through purchase or barter, gifts from the garden or field, from storage structures)
Q2. Go to sleep hungry because there was not enough food	This question asks whether the respondent or other household members felt hungry at bedtime because they did not have enough food to eat during the day and evening.
Q3 Go a whole day or night without eating	This question asks whether any household member did not eat from the time they awoke in the morning to the time they awoke the following morning because there was not enough food. A person who chooses not to eat for a whole day for reasons other than lack of food (for example, if fasting or on a diet) should not respond affirmatively to Q3. This is particularly important as the annual Moslem month of fasting approaches among the many Moslem communities in the Northern parts of the country
Food (Q1, Q2, Q3)	The word "food" may be synonymous with the major staple food in some cultures. The use of the word "food" in the Household Hunger Scale, however, means all foods, i.e., anything that is edible, not just the staple starch. It may be possible that a household that is unable to get the staple 'Tuo Zaafi' may count that as not having eaten even if they are able to get some bread to eat.
House (Q1)	Q1 asks about the availability of food in structures belonging to the household (i.e., the house itself and any storage structures).
Lack of resources (Q1)	"Lack of resources" refers to the lack of money to buy food or the inability to produce or barter for food.
Hungry (Q2)	To be "hungry" is to have a compelling need or desire for food, to have a painful sensation, or to be in a state of weakness caused by the need for food. A hungry person is not necessarily one who has not eaten at all; food eaten may not have been enough to fill the belly.

MODULE 3B: CULTIVATION OF KEY CROPS

Module 3B is on household production of three key crops in the immediate past cropping season. The three crops under consideration are maize, rice and soya. For each of these crops cultivated, information is elicited on the land size cultivated, the quantity of the crop produced and the revenue from the sale of these crops if any.

MODULE 4: WOMEN'S DIETARY DIVERSITY

Ask these questions of each woman of reproductive age (15-49 years) in the household. Due to the fact that a current respondent may not be the same as the first respondent captured in Module 2, you will need to obtain consent from the woman to be interviewed if this has not already been done in Module 1. Make woman understand that participation in this Module is equally voluntary and she may stop at any time and that her responses will be kept confidential.

Purpose

This Module is used to collect information on the diet of all women of reproductive age (15 – 49 years).

Questions 4.01 to 4.04: Check that responses to these questions are consistent as earlier captured in Modules 2. Thus, the women should confirm that she is aged between 15-49 years at last birth date as there could be inconsistencies if the respondent to the household background information module does not know of the actual age of the woman. Where the woman's age falls outside of this range, refer back to the demographic characteristics of respondents and correct the age accordingly before proceeding.

Questions 4.06 to 4.26: Whilst woman tells you of the foods that she ate the whole day and night, mark each food group as a relevant food is mentioned. Allow woman to describe the foods and liquids that she ate or drank yesterday, during the day or night (from time of wake-up till went to bed) whether at home or outside the home. When dishes are mentioned, ask what the ingredients in the dish were so the appropriate food groups can be marked. It is only necessary to mark the food group the first time one of the applicable foods in the group is mentioned.

Note: *Questions 4.6 to 4.27:* The reference period to all these questions is **YESTERDAY** (The day and night before the interview). This should be asked separately for each woman **even if in the same** household.

MODULE 5: CHILDREN'S MINIMUM ACCEPTABLE DIET

This module is to be administered separately to the mother or caregiver of each child aged 6-23 months (6 months to <2 years) in the household. You have to be sure that consent to be interviewed has already been given on the cover sheet, or you must obtain permission from EACH woman/caregiver of the child. Let the respondent know that her/his participation is voluntary and you may stop at any time if she/he so feels. The target respondent of this module is the mother of the child, or in her absence, the primary caregiver. If there are two or more eligible children in the household and these children have different caregivers (or mothers), administer the module to each caregiver (or mother).

Purpose

The purpose of this module is to find out how and what the child is fed. Therefore, for the purpose of this module, the primary caregiver is the person who knows the most about how and what the child is fed. Usually (but not always) this will be the child's mother. The

primary caregiver for each eligible child is identified on the Household Roster and the caregiver's name is to be recorded in this module.

First, verify that you are speaking with the correct respondent. The respondent should be the primary caregiver (which is usually the mother) of the child listed in the information panel. If the respondent is not the person identified in the information panel, you should ask to speak with the correct respondent.

Questions 5.01 to 5.07B: Check that responses to these questions are consistent as earlier captured in Module 2. It should be confirmed that the child is aged between 6 and 23 months old. If not, then the information provided in the household demographics has to be corrected before moving on. You will begin the interview with questions about the child's date of birth and age. These are very important questions in the interview, since analysis of the data depends on the child's exact age.

We need to obtain accurate information on the child's *age in months*. You will collect this information by learning the child's date of birth. Later, the child's age in months will be calculated by comparing the child's date of birth to the date of the interview.

The questions on age and date of birth must be asked independently from similar questions on the household roster. You would have obtained the child's age (in months) in the household roster to consider him/her eligible for this module. Even in such cases, you must ask these questions again.

This is because often the household head is the respondent for the Household Roster. This person may not always know the exact age of children. The primary caregiver of the child (the respondent for this module) will usually be able to report the date of birth of the child with the most accuracy. That is why questions about age are asked again.

In Q5.04, the caregiver is asked the day, month, and year when the child was born.

- If the caregiver knows the exact birthdate, including the day, enter the day of birth.
- If she does not know the exact day of birth, you can enter "98", indicating "don't know" for day. You do not need to probe further for day of birth.
- Indicate the month of birth as a number with 01 representing January and 12 representing December. Note that you are **not** allowed to enter "don't know" for month or year of birth. *You have to obtain the month and year of the child's birth.* As a guide, interviewers should not that since the fieldwork is scheduled to take place between June and August of 2012, the year of birth cannot be earlier than 2010 and the month of birth cannot be earlier than May if the year is 2010.
- If the respondent is unable to provide the date of the child's birth, ask whether she has any documentation such as an identification card, health card, or a birth or baptismal certificate that might give the date of her last birth. Confirm with the respondent that the date of birth recorded on such documents is indeed correct.

Question 5.05 asks about the child's age in completed years and Q3 asks about the child's age in completed months.

Examples:

A child who will soon turn 3 years (36 months) would be recorded as being 2 years of age in Q2 and 35 months in Q3.

A child who is 2 weeks old would be recorded as being 0 years of age in Q2 and 0 months of age in Q3.

If the caregiver does not know the current age of the child, try asking “How many years ago was (NAME) born?” You may help the respondent by relating the child’s age to that of other children or to some important event or to the season of birth, by asking, for example, “How many wet seasons ago was (NAME) born?”; “In what season was (NAME) born?”.

After the respondent has answered Q5.04 – Q5.06, check that the age of the child in completed years (Q5.05) is correct based on the birthdate provided by the respondent (Q5.04). Also, check that the age of the child in completed months (Q5.06) is correct based on the birthdate provided by the respondent (Q5.04). If the responses to Q5.04 and Q5.05 are inconsistent, or the responses to Q5.04 and Q5.06 are inconsistent, you will need to determine the source of the inconsistency, and correct the responses, accordingly. If the birthdate was recorded from a health card or other documented source and the respondent confirms that the recorded information is accurate, this should generally be accepted as correct and the number of completed years (Q5.05) and number of completed months (Q5.06) should be adjusted.

If the child is 24 months (2.0 years) of age or older, you need to end the interview. Do this tactfully by thanking the respondent and asking her if she can find the next person you need to interview.

Q5.09: Child ever breastfed

Question 5.09 asks if the child has ever been breastfed. For this question it does not matter how long the respondent breastfed the child, only whether or not she ever gave the child the breast. If the respondent answers “Yes” to Q5.09, continue to Q5.10. If the respondent answers “no” or “don’t know” to Q6, skip to Q7a.

Q7: Child currently being breastfed

Question 5.10 asks if the child was breastfed in the day or night preceding the interview. If the respondent answers “No” or “Don’t know”, continue to Q5.11. If the respondent answers “Yes” to Q5.10, skip to Q5.12.

Q5.11: Alternative breast milk feeding question

Question 5.11 is only used if the respondent tells you either: 1) the child was never breastfed; 2) the child was not breastfed yesterday; or 3) the respondent does not know whether or not the child was breastfed.

Question 5.11 helps us find out if the child was given breast milk some other way, rather than being breastfed by the mother. Sometimes it is not possible for the mother herself to breastfeed her child and alternate feeding methods are used to provide breast milk to the child.

Question 5.11 asks whether the child received breast milk yesterday (day or night) in the following ways:

- Child was breastfed by someone other than the mother.
- Child was given breast milk expressed by the mother and fed by spoon, cup, or some other way.
- Child was given breast milk expressed by someone other than the mother (and fed by spoon, cup, etc.).

Questions 5.12-5.24: Medicines, liquids and foods given yesterday

The main purpose of Questions 5.12 through 5.24 is to learn if the child is being exclusively breastfed and to obtain a better picture of the diversity (number of different food groups) and quality of the child's diet. The reference period for these questions is the entire 24 hours of the day preceding the day of the interview. Questions 5.12 and 5.13 ask about vitamin/mineral or medicine drops, and about oral rehydration solutions. You will ask if the child consumed any of these the previous day.

Questions 5.14 to 5.24 ask about the different liquids that the child ate the previous day during the day or at night. It is extremely important to ask about all the different kinds of liquids listed. Read the question slowly and then read through each item in the list. Wait for the response after each item and record whether the child consumed the liquid or not. Although not always considered a liquid, yogurt is included in the list of liquids here because we want to ask about the frequency of feeding for certain milk-based liquids and foods in.

We ask separate for: infant formula; milk such as tinned, powdered, or fresh animal milk; and yogurt. For questions 5.15, 5.17 and 5.21, we probe further to ask the number of times the child was fed with such liquid if the answer to any of these questions is "Yes". You may need to use probes to help the caregiver remember all the times the child consumed each of the items yesterday.

Questions 5.25-5.44: Other liquids or foods given yesterday

These questions asks about the different types of foods the child ate the day before the interview. The approach used for collecting information about the child's diet is a 24-hour "free recall" by the respondent. Help the respondent to recall what the child ate the day before, as follows:

1. Begin with asking about the first food eaten by the child the previous day. Use neutral questions to help the respondent remember the child's activities on the previous day. Begin with the first events/activities in the morning and help the caregiver recall events in order through the day. This helps ensure that she remembers all of the foods the child ate at various times throughout the day and night.
2. You should **not** ask the respondent about specific meals (for example, do not ask – what did (*NAME*) eat for breakfast yesterday – or what did (*NAME*) eat yesterday morning) – as such questions assume that the child ate breakfast or ate in the morning. If you ask that way, the caregiver might feel like she should report something, even if the child did not eat.
3. As the respondent recalls the foods, answer "Yes" for each listed food group.
4. If foods are used in small amounts for seasoning or as a condiment, these should be included under the condiments food group. For example, if the respondent mentions that she used a few dried chilies to season a pot of stew fed to the child, the chilies would be included in the condiment food group, not the vegetables group.
5. If a food is not listed in any of the existing food groups, write the name of the food in the box labelled "other foods".
6. Probe for added foods in mixed dishes such as porridges, stews and sauces. If the caregiver says the child ate a mixed dish, ask about and indicate all the ingredients of the

dish using the probes. (“What ingredients were in that (*mixed dish*)?” *Probe*: “Anything else?” *until the respondent says* “nothing else”). Do not ask “leading questions” as this may result in biased results; for example, do **not** ask – “didn’t you add any meat to your sauce?” This may lead the caregiver to report cooking with meat, even if she did not have any.

7. Once the recall is finished, ask the respondent about the food groups remaining in the list no food has already not been answered. Answer “1” in the right hand column of the questionnaire if the respondent is reminded of a food in that group eaten by the child. Circle “No” in the right hand column of the questionnaire if she confirms that no foods in that group were eaten by the child yesterday. Circle “DK” in the right hand column if the respondent does not know if the child ate any food in that group.

Question 5.43 asks if the child ate any solid, semi-solid or soft food yesterday during the day or at night. This question is only asked if none of food groups A through Q are reported by the caregiver during the free recall. This question is used to verify that the child really had no such foods the previous day. If the caregiver responds “No” or “don’t know”, end the module. However, if the caregiver responds “Yes” this means that one or more foods were missed during the free recall. If she says “Yes”, probe for the type of food and go back and correct in Q5.25-5.42.

MODULE 6: EXCLUSIVE BREASTFEEDING

Ask about each child aged 0-5 months (up to end of five months old, less than six months) in the Household. The primary respondent for this Module is also the mother of the child or in her absence, the primary caregiver of the child. Module 5 and 6 appear the same, but check the PURPOSE and the AGE difference so that you do not take responses in Module 5 into Module 6.

Purpose

This Module is used to collect information on the prevalence of exclusive breastfeeding for children and consumption of both liquid and solid (semi-solid or soft foods).

Questions 6.0 to 6.07:

These questions are meant for identification and confirmation of the age of the child. Check for consistency in the date of birth and age and make any adjustments in the information recorded on the household roster if the need arises. The probes and guidelines given for administering Module 5 are equally applicable. Confirm that the child is aged between 0-5 months before proceeding with the interview.

Question 6.09: Establish whether the child has ever been breastfed at all.

Note: *Questions 6.10 to 6.42:* The reference period to all these questions is YESTERDAY (The day and night before the interview). This should be asked separately for each child in the household

Questions 6.14 to 6.19: List of liquid food items should be read and explained to the respondent to allow her answer appropriately.

Questions 6.22 to 6.38: Guide respondent to describe and confirm the solid food items the child ate YESTERDAY.

The method of verification and confirmation described for Module 5 also apply.

MODULE 7: ANTHROPOMETRY FOR WOMEN

Apply this module to each woman of reproductive age (15-49 years) in the Household.

Purpose

This Module is used to weigh and measure all women within the ages of 15 and 49 years in the household.

Enumerators

Ensure that the identities of all eligible women are recorded in the first column of this module under Woman's ID# as in the roster. Enumerators **MUST** explain to each woman that the measurements are important to compare across regions in Ghana and that these measurements will be kept confidential. If a woman refuses to be measured go to the next eligible woman or end Module if that is the last woman.

Question 7.6: Asks the woman being measured whether she is currently pregnant.

Measuring:

To do the measurement, have each woman ≥ 15 and ≤ 49 years be in standing position with both their arms hanging loosely to their sides (Picture 1 below). Tell the individual to relax their arm muscles.

MODULE 8: ANTHROPOMETRY FOR CHILDREN

Apply this to each child aged 0 – 59 months (< 5 years) in the Household

Purpose

This section is used to weigh and measure all children less than 5 years in the household. It is very important that enumerators accurately make the measurements using the included scales and rulers.

Enumerators

Ensure that the identities of all eligible children are recorded in the first column of this module under Child's ID# as in the roster. Enumerators **MUST** get the consent of a child's parent or caregiver before proceeding with the other aspects of the module. All attempts should be made to explain to parents that the measurements are important to compare children across regions in Ghana and that these measurements will be kept confidential. If a parent refuses to give the go ahead for the child's weight and height to be taken, the remaining aspects of the Module about that child should not be continued.

GENERAL INSTRUCTION ON MEASUREMENT OF WOMEN AND CHILDREN

WEIGHT MEASUREMENTS

Measuring the weights of eligible women and children in the survey will be done using a Seca 876 U Electronic scale. The Seca 876 U scale can be used in two ways:

1. Women and children can line up for weighing, stepping on the scale one after the other.
2. Babies and very small children can be weighed while being held in the arms of a mother or helper. This second method of weighing is called ‘tarred weighing’ and for this purpose the scale has a “mother-and-baby function”. “Tarring” involves first taking the weight of the mother or helper, and then resetting the reading on the scale to ‘0.0’ while the mother or helper is still standing on the scale.

The Seca 876U scale is powered exclusively by batteries and field teams must make sure to carry adequate supplies of batteries at all times. About 120,000 weighing operations can be performed with one set of batteries. The scale uses four type AA 1.5 V batteries that are easily replaceable.

The scale switches off automatically;

- after 20 seconds in normal mode
- after 2 minutes, if the mother-and-baby function is switched on

Preparing the SECA scale for weighing

1. Place the scale on a hard, level surface (wood, concrete or firm earth). Soft or uneven surfaces may cause small errors in weighing. Enumerators are encouraged to carry piece of wood to use if a hard and level surface is not readily available.
2. Carefully turn over the scale so that the base is accessible. Open the battery compartment and insert the supplied batteries. To activate the power supply, push the switch located in the battery compartment in position “On”. Make sure to turn the switch to “Off” after weighing in order to conserve battery life. Additionally, batteries should be removed and carried separately after the day’s work is complete.
3. *The scale will not function correctly if it becomes too warm or too cold.* It is best to use the scale in the shade, or indoors. If the scale becomes hot and does not work correctly, place it in a cooler area and wait 15 minutes before using it again. If it becomes too cold, place it in a warmer area.
4. The scale must adjust to changes in temperature. If the scale is moved to a new site with a different temperature, wait for 15 minutes before using it again.
5. Handle the scale carefully:
 - Do not drop or bump the scale.
 - Do not weigh loads totaling more than 150 kilograms.
 - Protect the scale from excess moisture or humidity.
 - Do not use the scale at temperatures below 10° C or above 40° C.

Cleaning the scale

To clean the scale, wipe surfaces with a damp cloth. *Never put the scale into water.*

Storing the scale

Do not store the scale in direct sunlight or other hot places.

Weighing older children and women

Older children and women should be weighed by having them stand on the scale themselves after the scale has been prepared. Enumerators should make sure that the scale reading is 0.0 before the child or woman steps on the scale. It is important to ensure that the persons to be weighed step on the scale with dry bare-foot, and that they only wear minimal clothing and do not carry any objects such as coins, mobile phone, purse, etc on them. For children, enumerators should check that the children are not wearing heavily soaked diapers which could add to the weight reading.

Both feet must be on the scale and the person must be relaxed and not deliberately exert any extra force to try and bolster the weight. While standing on the scale, make sure that the individual's head is upright, looking parallel to the surface. It is normal for the scale reading to be fluctuating once the person steps on the scale and it is important to wait for the scale reading to stabilize before recording the weight and asking the person to step off the scale.



Weighing an infant or young child held by the mother or other person who can help (tared weighing)

The mother-and-baby key enables the body weight of infants and young children to be determined. The child is held in the arms of an adult.

1. The scale is fitted with a vibration switch. Turn the scale on by gently tapping on the weighing platform.
2. Wait until the display shows 0.0 before stepping on the scale.
3. Ask your helper to stand on the scale. Your helper's weight will appear on the display.

NOTE:

The person being weighed must stand still on the scale.



Your helper's weight appears on the display.

4. With your helper standing still on the scale, press the mother-and-baby key. The display will read 0.0. This is the tared step.
5. The helper can now get off the scale to get the baby. Alternatively, the baby can be handed to her.

If the helper gets off the scale to get the baby, the display will show ----

6. After the helper steps back onto the scale and holds the baby, *only the weight of the baby will be displayed.*

Once the value is stable for about 3 seconds, the display is retained. This avoids the display jumping around as a result of the child's movements.

Record the baby's weight.



Now the helper can hold the baby and get back on the scale. Only the baby's weight will show on the display.

7. Repeat steps 5 and 6 to weigh another baby.
8. The mother-and-baby function remains switched on until
 - you press the mother-and-baby key again
 - the scale switches off automatically

Remember: The scale switches off automatically 2 minutes after the last weighing in mother-and-baby mode, and 20 seconds after the last weighing in normal mode. If this happens, follow the instructions to turn it on again.

Taring weights:

Important points

- The weight of the person who will hold the child must be displayed (and then tared) before the child is given to her for weighing.
- The same person whose weight is tared must also hold the child.
- The tare can be de-activated by pressing the mother-and-baby key again or by waiting until the scale switches off automatically.

HEIGHTS MEASUREMENTS

The heights of the children under five (5) years of age would be measured using the UNICEF approved standard measuring boards. For children under 2 years of age, we measure them in lying position (length measurement) while children between 2 and 5 years are measured in standing position (height measurement). Illustration 1 shows a demonstration of the procedure to be followed in measuring a child's height. The steps involved are as outlined below:

- (1) **Measurer or assistant:** Place the measuring board on a hard flat surface against a wall, table, tree, staircase, etc. Make sure the board is stable.
 - (2) **Measurer or assistant:** Ask the mother to remove the child's shoes and unbraid any hair that would interfere with the height measurement. Ask her to walk the child to the board and to kneel in front of the child (if she is not the assistant).
 - (3) **Assistant:** Place the questionnaire and pen on the ground (Arrow 1). Kneel with both knees on the right side of the child (Arrow 2).
 - (4) **Measurer:** Kneel on your right knee only, for maximum mobility, on the child's left side (Arrow 3).
 - (5) **Assistant:** Place the child's feet flat and together in the centre of and against the back and base of the board. Place your right hand just above the child's ankles on the shins (Arrow 4), your left hand on the child's knees (Arrow 5), and push against the board. Make sure the child's legs are straight and the heels and calves are against the board (Arrows 6 and 7). Tell the measurer when you have completed positioning the feet and legs.
 - (6) **Measurer:** Tell the child to look straight ahead at the mother if she is in front of the child. Make sure the child's line of sight is level with the ground (Arrow 8). Place your open left hand on the child's chin. Gradually close your hand (Arrow 9). Do not pinch the jaw. Do not cover the child's mouth or ears. Make sure the shoulders are level (Arrow 10), the hands are at the child's side (Arrow 11), and the head, shoulder blades and buttocks are against the board (Arrows 12, 13 and 14). With your right hand, lower the headpiece on top of the child's head. Make sure you push through the child's hair (Arrow 15).
 - (7) **Measurer and assistant:** Check the child's position (Arrow 1-15). Repeat any steps as necessary.
 - (8) **Measurer:** When the child's position is correct, read and call out the measurement to the nearest 0.1 centimetre. Remove the headpiece from the child's head, your left hand from the child's chin and support the child during the recording.
 - (9) **Assistant:** Immediately record the measurement and show it to the measurer. Alternatively, the assistant could call out the measurement and have the measurer confirm by repeating back.
- NOTE:** If the assistant is untrained, the measurer records the height.
- (10) **Measurer:** Check the recorded measurement on the questionnaire for accuracy and legibility. Instruct the assistant to cancel and correct any errors.

Illustration 1. Measuring a child's height

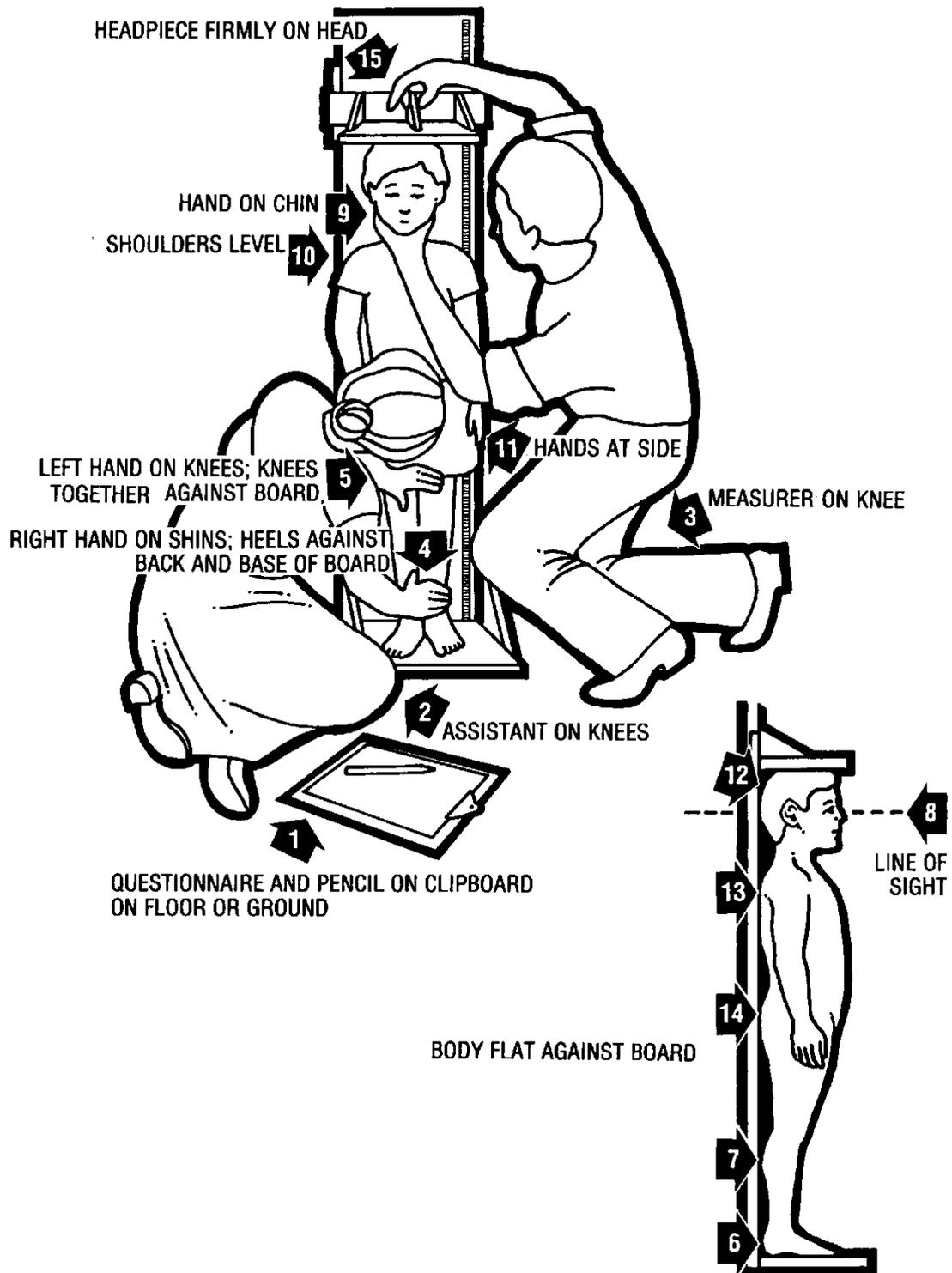


Illustration 2 shows a demonstration of the procedure to be followed in measuring a child's length. The steps involved are as outlined below:

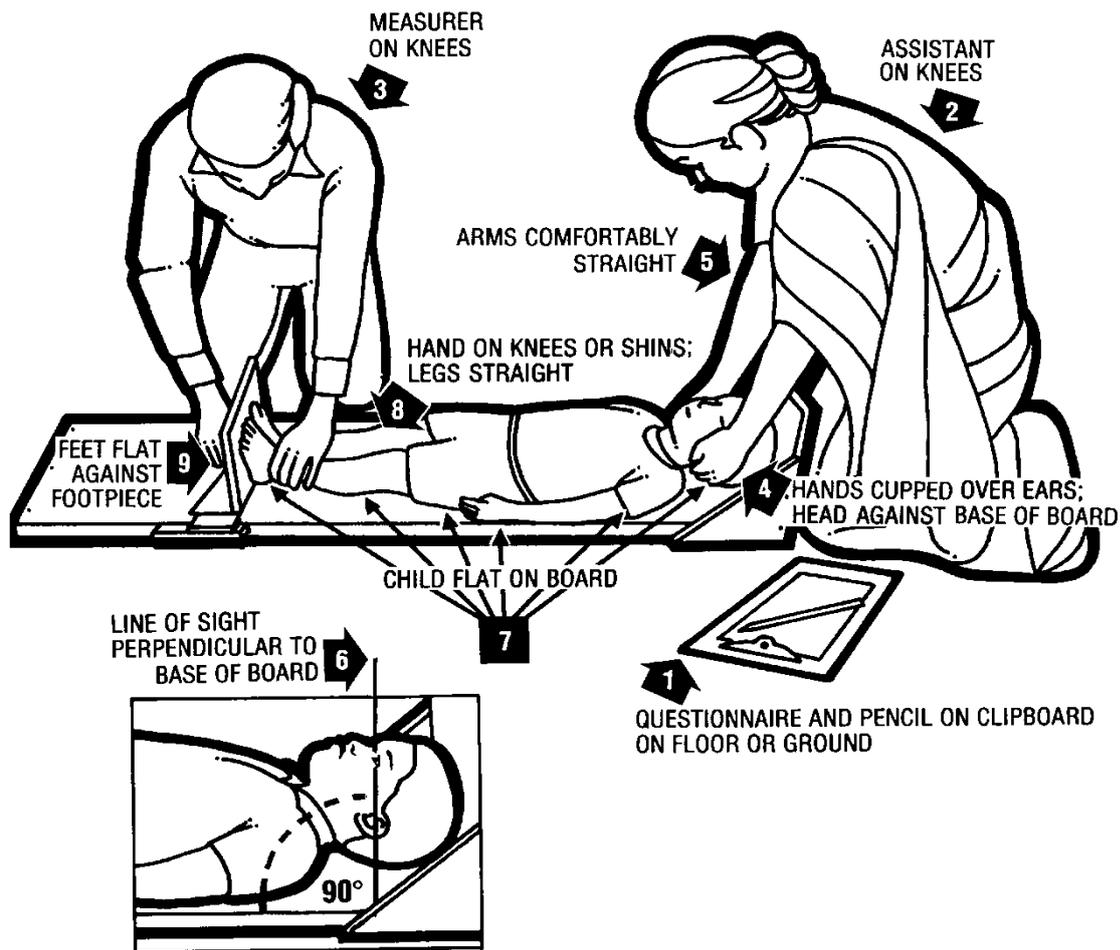
- (1) **Measurer or assistant:** Place the measuring board on a hard flat surface, such as the ground, floor or a steady table.
- (2) **Assistant:** Place the questionnaire and pen on the ground, floor or table (Arrow 1). Kneel with both knees behind the base of the board, if it is on the ground or floor (Arrow 2).
- (3) **Measurer:** Kneel on the right side of the child so that you can hold the footpiece with your right hand (Arrow 3).
- (4) **Measurer and assistant:** With the mother's help, lay the child on the board by doing the following:

Assistant: Support the back of the child's head with your hands and gradually lower the child onto the board.

Measurer: Support the child at the trunk of the body.
- (5) **Measurer or assistant:** If she is not the assistant, ask the mother to kneel on the opposite side of the board facing the measurer to help keep the child calm.
- (6) **Assistant:** Cup your hands over the child's ears (Arrow 4). With your arms comfortably straight (Arrow 5), place the child's head against the base of the board so that the child is looking straight up. The child's line of sight should be perpendicular to the ground (Arrow 6). Your head should be straight over the child's head. Look directly into the child's eyes.
- (7) **Measurer:** Make sure the child is lying flat and in the centre of the board (Arrow 7). Place your left hand on the child's shins (above the ankles) or on the knees (Arrow 8). Press them firmly against the board. With your right hand, place the footpiece firmly against the child's heels (Arrow 9).
- (8) **Measurer and assistant:** Check the child's position (Arrows 1-9). Repeat any steps as necessary.
- (9) **Measurer:** When the child's position is correct, read and call out the measurement to the nearest 0.1 centimetre. Remove the footpiece, release your left hand from the child's shins or knees and support the child during the recording.
- (10) **Assistant:** Immediately release the child's head, record the measurement and show it to the measurer. Alternatively, the assistant could call out the measurement and have the measurer confirm by repeating back.

NOTE: If the assistant is untrained, the measurer records the length on the questionnaire.
- (11) **Measurer:** Check the recorded measurement on the questionnaire for accuracy and legibility. Instruct the assistant to cancel and correct any errors.

Illustration 2. Measuring a child's length



The height of women should be measured by the use of microdots. The women should be made to stand in an upright position on a hard level ground against a wall, staircase or tree, with not footwear on. The measure should be stretched from the feet to the top of the head by the side. The person doing the reading should be taller than the woman, or should stand on a table or chair that ensures this.

Estimating Height/Length of "difficult to measure" persons

The procedures described above would not always work in some circumstances. For example, it is not feasible to directly measure the height of a cripple, or it may not be possible to ask for a woman to release a 2 month old child to be placed on the board for the length to be taking. In such a case, we can estimate the height/length by measuring the distance from the tip of the middle finger to the middle of the chest and multiply the value obtained by two to get the actual height. For example, if the distance from the tip of the middle finger to the middle of the chest is 44 cm, then the estimated height should be recorded as 88cm

ASSESSING OEDEMA IN CHILDREN

Oedema should be assessed after the weight and height/length measurements have been taken. Oedema is the retention of water in the tissues of the body. Nutritional Oedema always starts in both feet and extends upwards to other parts of the body. Bilateral (in both extremities) Oedema is a sign of severe acute malnutrition. Oedema in one foot is not caused by malnutrition.

Oedema is assessed by holding one foot in each hand and applying pressure with the thumbs to the tops of the feet for three seconds. If the child has bilateral Oedema, an impression or pitting will remain in both feet for a few seconds after the pressure is released. The child should only be recorded as having Oedema if both feet clearly show an impression or pitting.

MODULE 9: DWELLING CHARACTERISTICS

Ask these questions about the dwelling of the household

The purpose of this section is to measure the quality of housing occupied by the household. In this regard, it seeks information on the physical characteristics of the dwelling, the dwelling type, occupancy status of the household, as well as utilities and amenities in the dwelling.

Respondents

The respondent should be the person who is most knowledgeable about the dwelling characteristics and its ownership arrangement in the household.

Definitions

Dwelling: This includes all types of structures occupied by members of a household. These may consist of a house, a room inside a house, a group of houses, a multi-storeyed house, and a hut or group of huts.

Questions 9.01 to 9.04: You are to observe the house or the structure and record your observation. Even when the interview is conducted in a place outside of the household dwelling, the enumerator should visit the dwelling to make these observations. However, if the interview is conducted outside of the dwelling and there is no chance to observe the floor material, then this could be asked. Where different portions of the dwelling are constructed of different types of materials, the enumerator should record the dominant material for each of the questions.

Questions 9.09 to 9.19: These questions ask about the utilities and amenities of the household. *Question 9.06* asks about occupancy status whether the dwelling is rented, owned, borrowed or other. Borrowed here is used to mean that no rent is paid, either in cash or in kind, although the household does not own the dwelling.

Question 9.11: General use refers to all uses water is put to except for drinking.

Question 9.15 asks about access to electricity. This is irrespective of the source so far as there is power: whether connected to the national grid, powered by a generator or relies on solar panel power generation. However, a wired house with non-connected or disconnected power source should not be recorded as having access to electricity.

Question 9.17 asks about the main source of cooking fuel for the household. An option is provided for the case where no cooking is done in the household.

MODULE 10: WOMEN'S EMPOWERMENT IN AGRICULTURE INDEX

This module is to be administered separately to the primary and secondary respondents. This module would ideally be administered to the two respondents at the same time by one member of the team taking one respondent and the other team member taking the other.

Before the start of the interview, check to be sure that the consent form is completed as in Module 1 above. This module should be conducted strictly under private, where other members of the household cannot overhear or contribute answers. Do not attempt to make responses between a primary and secondary respondent the same. Ensure that you code the outcome of the interview at the end of interview for each target respondent under this module.

Purpose

The purpose of this module is to get an idea about men's and women's relative roles in decision making around income-generating activities. Do not attempt to ensure that responses are the same between the male and female respondent. It is okay for them to be different.

Module 10.1: Household Identification

The household identification should be as before and you will notice that some fields are auto-filled as soon as you get the identification right.

Question 10.1.05: Even though it is requested that this module is conducted under private conditions it is also recognized that sometimes it becomes extremely difficult to completely have that. This question seeks to establish that condition.

Module 10.2: Role in Household Decision-making around production and income generation

There are three basic questions in this module:

Question 10.2.01: Did you (singular) participate in [ACTIVITY] in the past 12 months (that is within the last [one/two] cropping seasons)?

Note the following:

In some languages there is a singular "you" and a plural YOU. The individual level question refers to the singular you (the person being interviewed, not the respondent together with his or her family). The respondent needs to understand that this applies to just him/her.

In some cases, for crop production related activities, it will be helpful to ask the respondent to think about the last cropping season or two cropping seasons if the area has a bi-annual crop season.

Questions 10.2.02 and Question 10.2.03: Asks about the respondent's contribution/role in making decisions concerning productive activity and income use.

Note that whilst *Questions 10.2.02* concerns decision about production, *Question 10.2.03:* relates to decisions on the use of income generated from the [ACTIVITY].

Also note that the two questions are answerable using the same codes.

Code 6 however should be entered in the case that the decision is not made. *Code 6* also fits a situation where crops have been lost in a cropping season so no income was generated or livestock/livestock products were not sold so income was not generated.

In some cases respondents will need more explanation about what certain categories contain. In this case the enumerator can use simple examples tailored to specific activities undertaken by households in the survey area to explain.

Examples can be:

Food crop farming: crops that are grown primarily for household food consumption: For example, did you have input into decisions about what crops to plant this year or in which plots they would be planted, or which seeds, fertilizer (other inputs) your family would buy?

Cash crop farming: crops that are grown primarily for sale in the market: For example, did you have input into decisions about how much of your family's land would be used for growing cash crops, or about the crops to be grown for sale, and the inputs to be used for those crops?

Livestock raising: For example, did you have input into decisions about the purchase, care, or sale of livestock?

Non-farm economic activities: Small business, self-employment, buy-and-sell: For example, did you have input into purchases made for a small business or goods sold?

Wage and salary employment: in-kind or monetary work both agriculture and other wage work: For example, did you have input into decisions about if you or other household members will work outside the home?

Fishing or fishpond culture: For example, did you have input into decisions about when to do fishing, or how to stock a fish pond, inputs for fish culture?

In the case that a crop is grown partially for food and partially for sale on the market, record that activity only once, in the category which the crop is primarily grown for (in terms of volume).

Module 10.3: Access to Productive Capital

The purpose of this module is to get an idea about men's and women's access to capital or assets and their ability to control use of the resource. Again, do not attempt to ensure that responses are the same between the male and female respondent.

The questions ask about men's and women's access to different types of assets (14 types of assets) and ask about different types of decisions on each type of asset, and who makes those decisions most of the time.

Question 10.3.01: It is most preferred that this question is asked for all assets before asking the remaining questions. In this way, respondents have no incentive to undercount assets because of the perception of having to answer the remaining Q10.3.01b-Q10.3.06 questions.

After *Question 10.3.01*, ask all the questions for one type of asset at a time before going to the next type of asset so that the respondent is consistent in answers across the types of decisions.

It is important not to double count assets into two categories when thinking about different asset categories. For example, it is important to distinguish between large livestock and small livestock; Farm equipment (non-mechanized), Farm equipment (mechanized) and Nonfarm business equipment; clearly beforehand so that respondents do not add all together and latter have to answer same for subsequent options.

Non-farm activities include any asset used for small businesses including solar panels (if used for recharging), sewing machine, brewing equipment, frying equipment, etc. The distinguishing factor between farm and nonfarm activities is the value addition to production (i.e. Brewing or processing like baking bread).

Note: Items which are not functioning at the time of interview are to be counted insofar as there is a resale value for the asset (i.e. it can be fixed or it can be sold to buy another productive asset or service).

Also **NOTE** that questions (Q10.3.02 – Q10.3.06) refers to “general” decisions or who takes decision on the items **MOST OF THE TIME**. The codes for all these questions are the same.

Module 10.3 Continued: Access to Credit

This module seeks to get an idea about men’s and women’s access to credit. Do not attempt to make responses from the two respondents the same.

The questions ask about men’s and women’s access to five sources of lending credit, who makes the decision to borrow or not to borrow from a particular source, and decision on the use of the credit.

Question 10.3.07: It is possible that other individuals in the household access credit that may not be known to the respondent. In that case the response 5 “Don’t know” can be entered.

Question 10.3.07: Even though there may be more than one reason for which the respondent is not able to borrow, the primary reason should be recorded here.

NOTE that the reference period for the module is the past 12 months.

Lending source names

Non-governmental organization (NGO): As known to the respondent. Where the category of the lending source is not clear, the enumerator should note this and discuss with the supervisor for verification.

Informal lender: This include any local money lender who charges interest on loans given

Formal lender (bank/financial institution): As known to the respondent

Friends or relatives: As known to the respondent

Group based micro-finance or lending including VSLAs¹/susu etc.: As known to the respondent.

Module 10.4: Individual leadership and influence in the community

The purpose of this module is to get an idea about men's and women's potential for leadership and influence in the communities where they live. Again, do not attempt to ensure that responses are the same between the male and female respondent.

Module 10.5: Motivation for Decision Making

The purpose of this module is to get additional information about decision making within households. These questions are different from the previous questions on decision making, because we are now asking whether the respondent is satisfied about decisions made, and motivations for making these decisions.

These questions are asked about 9 types of decisions between *Q10.5.01-Q10.5.06*. Codes here are a bit different from previous codes, so please pay attention.

Things to consider:

Question 10.5.01: When decisions are made regarding the following aspects of household life, who is it that normally takes the decision?

Question 10.5.02: To what extent do you feel you can make your own personal decisions regarding these aspects of household life if you want(ed) to?

NOTE that if the respondent indicates that they alone currently make the decision, then *Q10.5.02* is skipped—as it does not make sense to ask if someone could make the decision if they already have said they are the only person who makes that decision in their household.

Question 10.5.03 – 10.5.06 examine motivations for undertaking activities. Please emphasize that there are no right or wrong answers (do not rush the respondent to finish the interview). In some cases it will be helpful to give examples of these situations.

Question 10.5.03 – 10.5.06: Note that these questions are asked in reference to the family setting. So when you are talking about “getting in trouble” (*Q10.5.04*) or you are asking about if others will think badly about him/her (*Q10.5.05*) the question should be in reference to trouble or negative thinking from a family member(s).

Module 10. 6: Time Allocation

The purpose of this module is to get an idea about men's and women's time spent in both work and leisure activities and their satisfaction with their time use. Types of activities and their duration can be used in economic as well as in social analysis, e.g. women's contribution in economic activities; the value of home production and the informal sector; productivity; time poverty and others.

¹ VSLAs - Village savings and loans associations.

Question 10.6.01: Please record a log of the activities for the individual in the last complete 24 hours (starting yesterday morning at 4 am, finishing 3 am of the current day). For each item, the enumerator is expected to indicate the start time and end time of the activity and indicate whether the activity was a primary or secondary activity according to the definitions below.

Make sure that your marks are very clear. You should never mark a P or an S on the line between two boxes, rather they should be marked entirely in the center of the beginning box.

Primary means this is the activity they are most focused on and is the primary objective of what they are doing at that time; **Secondary** means any other activity they are engaged in, but is not the main objective of their time.

It is most helpful to fill this table as a conversation with the respondent, rather than asking them what they were doing at 4:15, 4:30, 4:45 and so on. For example, ask them when they got up in the morning and what they did first. Then after that, what they did next throughout the entire day.

Example: In the diagram below, we can see that the respondent was sleeping or resting up till 5:30 am. At 5:30 am they got up and ate breakfast for 15 min, followed by bathing and dressing themselves for 15 min. At 6:00 am they started working in a shop, which they continued for the next two hours. In addition, from 5:15 am to 6:00 am they were listening to the radio at the same time they were resting, eating breakfast and bathing, however this was a secondary activity, because it was not the main objective or focus of their time.

		Night					Morning					
Activity		4			5		6			7		
A	Sleeping and resting	P	—	—	—	●						
B	Eating and drinking						P					
C	Personal care							P				
D	Watching TV/Listening to radio					S	—	—	—	—	—	—
E	Work as employed								P	—	—	—

Determining Activities

The worksheet is very simple and therefore it might be that something that the respondent has done is not described among the activity categories. First think if the activity fits in any other of the pre-printed activities. If it does not, then use the category “Other”, specify. Draw the line in the grid and write in the empty space below what you did. Try to describe it as detailed as possible. If there are more than one “Other”, describe (ie both the primary and secondary activities fall into the “Other” category, then add this on an additional line below the table, do not attempt to combine them into one “Other” category).

Formal work and school override other activities. Personal care, eating, reading, travelling, etc. during working and school hours is always work/school. However, an official break is recorded as eating, travelling, shopping or whatever has been done. Many activities, like shopping, are linked with travels. If such travelling is the longest part of a 15 minutes period, it should be noted as travelling.

Activity	Specification
Sleeping	Includes resting, e.g. trying to sleep.
Eating	Includes drinking and eating at restaurants and friends. But eating just snacks at friends or when watching TV is not regarded as the main activity.
Personal care	Purchased services like haircutting are noted as shopping.
School	Personal care and shorter breaks during school hours are treated as school.
Work as employed	Includes personal care, eating, traveling, reading, etc. during the working hours which are part of your income generating activities (ie you are sent across town to attend a meeting, or you are reading for work purposes) but excludes commuting to and from work (which is recorded under “traveling and commuting.”)
Own business work	Includes own account work and household related businesses, except farming, fishing and textile work even for selling.
Farming/livestock/fishing	Includes small-scale food production in the garden for own consumption and selling. Includes fishing for own consumption and selling, but excludes fishing just for fun (record as “social activities and hobbies”).
Shopping/getting service (including health services)	Includes paid personal care, like haircutting, visit to the doctor or health facility (obtaining health services), car servicing and banking, etc. Any traveling linked to shopping will be noted as travels.
Weaving, sewing, textile care	Includes textile work for selling and own consumption, but excludes repairing of textiles (note as “domestic work”).
Domestic work	Includes all unpaid domestic work such as fetching water and firewood, cleaning and other household chores (excluding cooking). Paid domestic work is counted as “work as employed.”
Care for children/adults elderly	Includes unpaid care for all persons at home as well as outside home. Paid care is counted as “work as employed.”
Traveling and Commuting	Travels to and from work or school. Travel includes all travels, except commuting and travels on working hours. Includes even walking if the purpose is not exercising. Longer journeys will be separated by activities like eating, personal care, etc.
Watching TV/listening to the radio/reading	Is often a second activity, particularly outside home, but comes first if just eating snacks or drinking at the same time. Includes all kind of reading, except homework for school and reading at work.
Exercising	All kind of physical sport activities including walking, if the purpose was not moving from one place to another (travel)
Social activities and hobbies	This category captures any social activities, such as sitting with family, visiting friends, talking on the phone with friends, visiting a drinking spot with friends, going to watch sporting activities etc. This category also encompasses conjugal activities if they are not for paid work (otherwise can be captured as “work as employed” or “own business”). Also includes gardening, fishing and other production just for fun.
Religious activities	Include attending services, praying or other religious activities/ceremonies. Note that if the individual is a Pastor, Imam or other person that does this as their occupation/work, it should be counted in that category and not as a religious activity.

MODULE 11: HOUSEHOLD CONSUMPTION EXPENDITURE (FOR VISIT II)

This module seeks to elicit information on household expenditures on various categories of items over different time periods over the last 12 months. This module may be administered to the primary or secondary respondent, whoever is most knowledgeable about the food the household members have eaten in the past week, as well as any non-food items that household members have bought. It is possible to alternate the respondents for different sections of the module depending on who is identified to be the most knowledgeable on the section. A description of the subsections and the questions asked are as follows.

Module 11.1: Food Consumption over Past 7 Day

Module 11.1 covers food consumption over the PAST 7 DAYS. The consumption includes food eaten communally in the household as well as that eaten separately by individual household members, both inside and outside of the home. The food items are categorized under 11 broad groups namely:

- Cereals, Grains and Cereal Products
- Roots, Tubers and Plantains
- Nuts and Pulses
- Vegetables
- Meat, Fish and Animal Products
- Fruits
- Milk and Milk Products
- Sugar, fats and Oils
- Beverages
- Spices and Miscellaneous
- Cooked food from vendors
-

There are about 124 separate food items under these categories and interviewer is expected to ask about the consumption of each of the items separately. If the item is NOT consumed by the household, then the interviewer enters a '2' in question 11.1.01 then skips to ask about the next item in the list. Where the item was consumed by a member of the household over the past 7 days, then the interviewer should go ahead and ask a series of question concerning the consumption of that particular item. The questions are as follows:

Question 11.1.03: How much in total did your household eat in the past week?

This asks about the quantity of the food item consumed (*Q11.1.03a*) and the unit in which the quantity is specified (*Q11.1.03b*). Without the unit, the quantity is effectively meaningless.

Question 11.1.04: How much came from purchases?

This question asks about the portion of the item consumed that came from purchases. Here again, we specify the quantity (*Q11.1.04a*) and the unit (*Q11.1.04b*) of the consumption.

Question 11.1.05: How much did you spend on what was eaten last week?

This question asks about the monetary value (in Ghana cedis and pesewas) of the food that was consumed over the past 7 days. Where the household consumed part but not all of something they purchased, this question requires only an estimate of the value of the portion that was consumed.

Question 11.1.06: How much came from own production?

This question asks about the portion of the item consumed that came from own production (either in storage or from direct harvest). Here again, we specify the quantity (*Q11.1.06a*) and the unit (*Q11.1.06b*) of the consumption.

Question 11.1.07: How much came from gifts and other sources?

This question asks about the portion of the item consumed that came from gifts and other sources. Here again, we specify the quantity (*Q11.1.07a*) and the unit (*Q11.1.07b*) of the consumption.

Detailed lists of unit codes are provided for use with *Questions 11.1.03b, 11.1.04b, 11.1.06b and 11.1.07b*. While it would be ideal to try and express all the quantities in the same unit, this might not be practically possible and conversions are not allowed in circumstances where the interviewer is not absolutely sure about the conversion factor(s).

Module 11.2 to 11.4: Non-food Expenditures

For these sub-modules, we seek to elicit data on the detailed expenditures for each item for the reference period specified. The detailed expenditures help to provide accurate data and minimize the risk associated with underreporting when expenditures are reported for aggregates of such items.

Module 11.2 covers non-food expenditures for items whose purchases typically occur in one week or one month period. Items for which expenditures are relatively fluid are reported over a one-week recall period while items whose expenditures are less fluid are reported over a month's recall period.

Note: HEALTH EXPENDITURES include all expenditures made including those that receipts were given and those that receipts were not given. A non-prescription medicine includes those bought over the counter.

Module 11.3 covers non-food expenditures for items whose purchases occur over three months but less than a year. Because the recall period here is relatively long you need to adopt very innovative strategies to get or help the respondent provide answers that are close to expectations. Do not argumentatively contest the answers (be innovative and supportive).

Note: Lady's other clothing include ladies sanitary pads, etc.

The following definitions are to be adopted in defining a baby, an infant, boy, girl, men and ladies.

Infant: A person less than one year of age.

Baby: A person between the ages of 1 and 5 years of age.

Boy: A male aged between 5 and 17 years.

Men: A male 18 years or older

Girl: A female aged between 5 and 17 years

Ladies: A female aged 18 years or older.

Module 11.4 just like module 11.3 is very long – 12 months. Over here recall could be difficult. But again, you need to be innovative to get the respondent to provide answers that are close to expectations. Do not unnecessarily challenge the answers (be innovative and supportive).

Council rates include rates paid to local authorities for the use of items by the household. This could be rates paid for landed properties, pets, etc.

Note: Expenditures here refer to all expenditures reference in *Modules 11.2 and 11.3* and other times before but not exceeding a year.

The last part of module 11.4 (items 222-224) try to estimate use of items by the household which may not have been purchased directly by the household.

General notice for the module:

1. Purchase/use refer to all the items bought or used within the **reference period**
2. Do not argue with the respondent over the figures
3. If respondent indicates use of an item but this falls outside the reference period, the answer should be **No** and **2** should be coded.
4. There is no way answers referring to the same item or expenditure in module 11.4 will be less than answers in module 11.2 or 11.3. Similarly, there is no way answers referring to same item or expenditure in module 11.3 will be less than answers in module 11.2.

Module 11.5: Housing Expenditures

This module aims at measuring the ownership and value of the housing being occupied by the household.

Question 11.5.01 tries to capture the ownership structure of the dwelling.

FREE, AUTHORISED is someone occupying a dwelling with the expressed consent (verbal or written) of the original without paying any rent and FREE, NOT AUTHORISED has to do with someone occupying a structure without any expressed authorization to live there. *Question 11.5.04* is also being asked to them to try to estimate the price if they were renting these structures. Since they are not renting these structures *Question 11.5.05* will not apply to them.

Module 11.6: Durable Goods Expenditures

This module is designed to collect information on durable assets owned by the household.

A list of items, durable goods, is provided in column 1 with their corresponding codes in column 3 (11.6.02). The respondent is expected to answer *Question 11.6.01* for each item listed, and *Questions 11.6.03-11.6.07* if the response to *Question 11.6.07* is YES.

Question 11.6.04: Deals with the exact point in time that the item was acquired.

Question 11.6.05: Deals with current estimated value of the item if it was sold today

Question 11.6.06: Ask if the household paid anything for the item.

NOTE: Whilst for a gift the answer here could be NO, if the household paid anything of any sort to get the item it must be recorded as YES and the value of that recorded in *Question 11.6.07* which deals with the purchase or acquisition price of the item.

END OF INTERVIEW

At the end of the interview for the last visit (i.e. visit II) you should express your gratitude to the household interviewed before leaving. Thank them for their co-operation and assistance. Also inform them that you will return for re-interviews if you have challenges with some of the responses later.

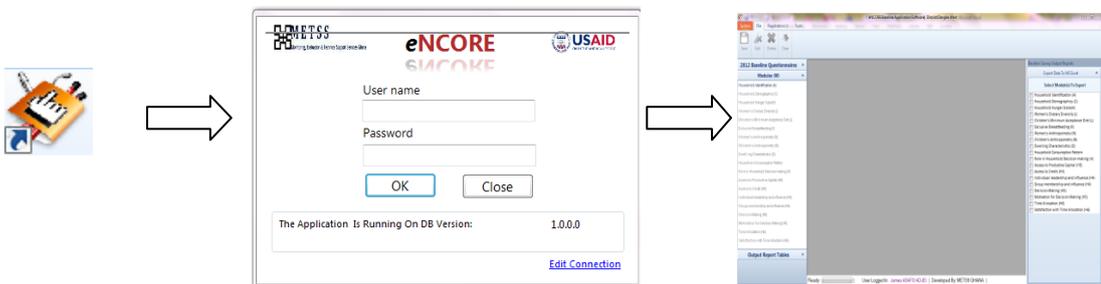
6. A GUIDE TO THE DATA CAPTURE APPLICATION

6.1 Introduction

The application software to be used for the METSS Population-based Survey (PBS) is referred to as **eNCORE**. It was designed according to the requirements of the PBS questionnaires. The program comprises of two major components:

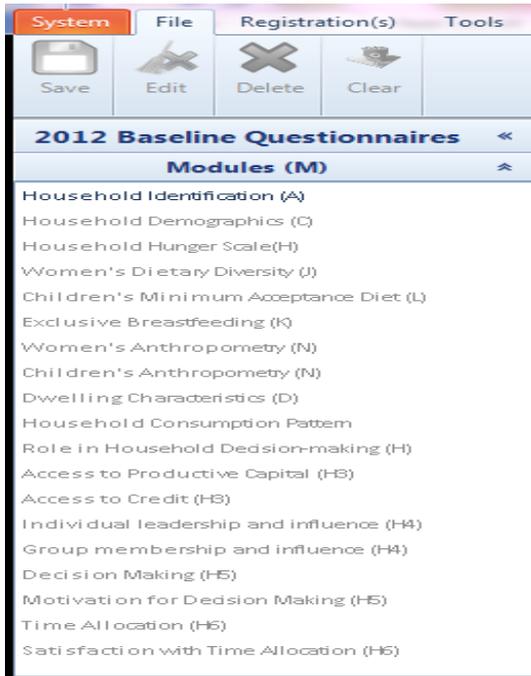
- a) The client application: This was built on .NET platform. It is the interface which interacts with the database
- b) The Back-end: This is the data repository of the client application. It relies on MS SQL Server 2005.

The program is installed on the Dell Laptop that each enumerator would receive. The programme can be launched by clicking on the eNCORE shortcut icon on the desktop, or from the eNCORE icon in the start menu. Upon double clicking on the icon, a dialog box would be displayed to ask for the enumerator user name and password. These details would be given to enumerators and would be unique to each enumerator to allow for tracking of individual output in the final database. When the user name and password combination is acceptable, the eNCORE client application would be displayed. The icon for the eNCORE program as well as the log in window and the client application display are as shown below.

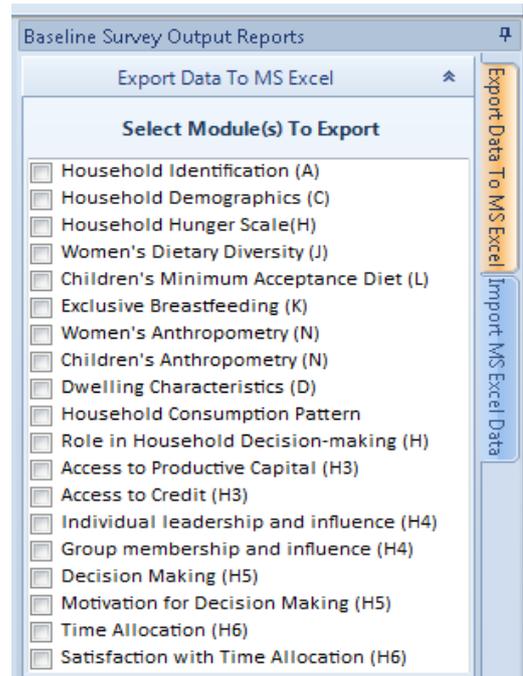


Launch application → Enter user name and password → Client Application display

The left panel of the eNCORE application contains a list of the modules to be administered starting from the household identification module. The right panel also has a list of the modules but this panel is used for previewing captured data and for export of the captured data to Microsoft Excel format. When the client application display is loaded, all the tabs in the left hand panel are disable except for the tab for the household identification module.



eNCORE client application – Left panel



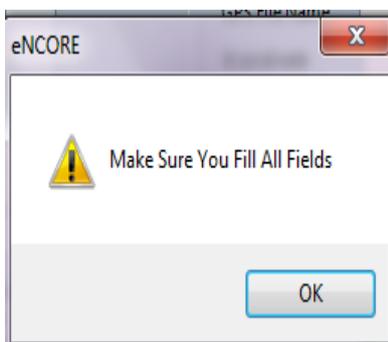
eNCORE client application – Right panel

6.2 Command buttons

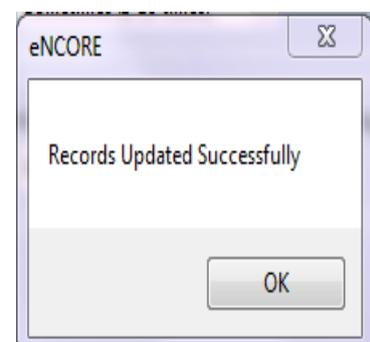
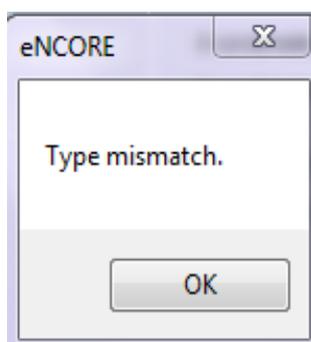
Four command buttons are seen on top of the left panel of the eNCORE client application with the following functionalities:

- | | | | |
|---|---|---|---|
| 1. Save | 2. Edit | 3. Delete | 4. Next |
|  |  |  |  |

The save button is used to save captured data, and to overwrite existing data when in edit mode. The save function is permitted only when there are no violations to the data captured in the active window. Otherwise, a warning pop-up display (such as the first two shown below) would show up. When the save is successful, the third icon below would show up.



1. Unsuccessful save attempts due to system error

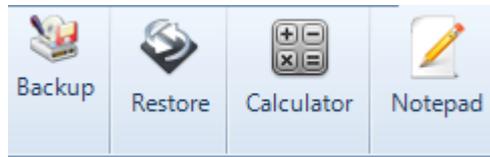


2. Display for successful save

The edit button is used to call data from memory for the purpose of making updates. The delete button is used to delete existing records in memory while the next button is used to move from the current window (Module) to the next module on the data entry path.

6.3 Tool buttons

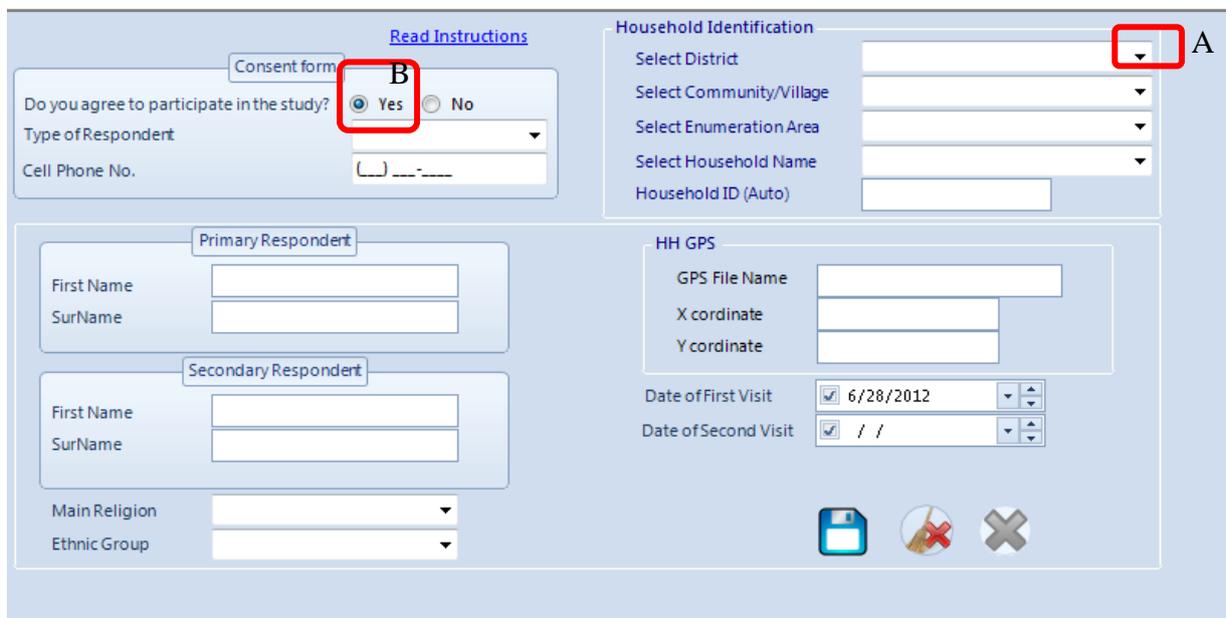
A number of tools have been provided in the eNCORE program to assist the enumerator. Tools provided include a notepad to keep notes, a calculator to help with computations and conversions, a backup tool to readily activate data backup and a restore tool to restore the database to a desired status at a particular point in time. The tool buttons are as shown in the display below.



Encore tool buttons.

6.3 Entering data for a household

Data can be added to the encore database by directly entering data into the forms on any active module. To begin data entry for any household, the household identification module must first be completed and saved. The household identification form can be activated by selecting the tab from the left panel of the eNCORE user display. The form for the household identification is as shown below:

A screenshot of the 'Household Identification' form. The form is divided into several sections. At the top left is a 'Consent form' section with a 'Read Instructions' link, a question 'Do you agree to participate in the study?' with 'Yes' (selected) and 'No' radio buttons, a 'Type of Respondent' dropdown, and a 'Cell Phone No.' field. To the right is the 'Household Identification' section with dropdowns for 'Select District', 'Select Community/Village', 'Select Enumeration Area', and 'Select Household Name', and a 'Household ID (Auto)' field. Below these are sections for 'Primary Respondent' and 'Secondary Respondent', each with 'First Name' and 'SurName' fields. To the right of these is the 'HH GPS' section with 'GPS File Name', 'X coordinate', and 'Y coordinate' fields. At the bottom right are 'Date of First Visit' and 'Date of Second Visit' fields with date pickers. At the bottom of the form are three icons: a floppy disk, a red 'X' over a floppy disk, and a grey 'X'.

The red rectangle to the right corner of the display (labeled A) shows a drop-down field. When any question has this feature, it implies that the possible entries for the field should be selected from the dropdown list. The red rectangle, labeled B, shows a radio button where all the possible responses to a question are displayed and the chosen answer is selected by clicking in the button against the choice of answer to activate it. Open fields without dropdown arrows are meant for direct keyboard inputting. A completed household identification page would look like the screen shown below. The GPS File Name should be identical to the Household ID automatically generated.

[Read Instructions](#)

Consent form

Do you agree to participate in the study? Yes No

Type of Respondent:

Cell Phone No.:

Primary Respondent

First Name:

SurName:

Secondary Respondent

First Name:

SurName:

Main Religion:

Ethnic Group:

Household Identification

HH GPS

Once the household identification page is successfully saved, the household demographics page is activated for the entry of data for the household members. Data entry into all the forms follows the same procedure described above. Fields with a dropdown are answered by selecting from the dropdown, while fields with radio buttons are answered by clicking in the appropriate option to activate the choice of answer.

Some fields have default answers provided and can be left untouched if the default answer is indeed the correct answer. For example, on the household demographics form, the questions “Are you currently attending school” has the default answer of “No” (see display below). For a person who is not currently in school, the enumerator has no work to do. When the person is in school, then the enumerator is expected to click on the box to change the answer to the question to “Yes”.

[Read Instruction](#)

Household Demographics

Respondent Type:

First Name:

SurName:

Gender:

Relationship:

Age: Unit:

Marital Status:

Can you read and write?

Are you currently attending school? **No**

Have you ever attended school? No

Highest Grade of education:

Default answer of 'No' to the question

Once information is provided for each member, the supporting database is displayed in the panel below the forms to provide the opportunity for quick review and referencing. When information for each person is provided, the case has to be saved before proceeding to enter data for the next person. When information has been entered for all household members, the enumerator can proceed to the next module by clicking on the next button. The display below shows the entry panel with information entered for three household members.

Household Demographics [Read Main Instruction](#)

Respondent Type:

First Name:

SurName:

Gender:

Relationship:

Age: Unit:

Marital Status:

Can you read and write?

Are you currently attending school? No

Have you ever attended school? No

Highest Grade of education:

Member Category	First Name	SurName	Gender	Age	Age Unit	Relationship To Primary Respondent	Marital Sta
Household member	JANE	MENSAH	Female	7	Months	Daughter in-law	
Primary	JAMES	ASAFO ADJEI	Male	23	Months	Primary respondent	Never marr
Secondary	EVELYN	NUNOO	Female	48	Years	Spouse (Husband)	Married

Skip patterns in the questionnaire have been automatically programmed such that once fields are not applicable based on previous answers, the affected fields become inactive. In the household demographics form, for example, once the age of a child is less than 3 years, the field on marital status and the questions on education become inactive since they are non-applicable for a child less than three years.

There are some in-built consistency checks as well, particularly between current age and date of birth. From the display below, the check icon  is shown when there is an inconsistency but the icon changes to  when the data entries being compared are consistent. It is important that enumerators keep this in mind so that they can enhance the quality of the data entered.

[Read Main Instruction](#) [Enumerator ask](#)

Select Respondent:

In what month and year were you born?

What was your age at last birthday

Milk such as tinned, powdered, or fresh animal milk?

Tea or coffee?

Any other liquids (juice, cocoa)?

Other Liquids (specify):

Bread, rice, noodles, or other foods made from grains (kenkey, banku, weanimix)?

Pumpkin, red or yellow yams, carrots, sweet potatoes that are yellow or orange inside?

White potatoes, yams, cassava, plantain, cocoyam, fufu any root and tuber foods?

Any dark green, leafy vegetables (kontomire, aleefu, ayoyo, kale, cassava leaves)?

Ripe mangoes, pawpaw?

Any other fruits or vegetables [e.g. bananas, avocados, tomatoes, oranges, apples]?

Liver, kidney, heart or other organ meats

Any meat, such as beef, pork, lamb, goat, chicken, or duck?

... (lobster)?

... (tits, nuts, or seeds)

... with any of these?

... sweets, candies, pastri

Comments for flavor, such as crimes, spices, herbs or fish po

Grubs, snails or insects

Foods made with red palm oil, red palm nut, or red palm nut

Write down other foods not specified here:

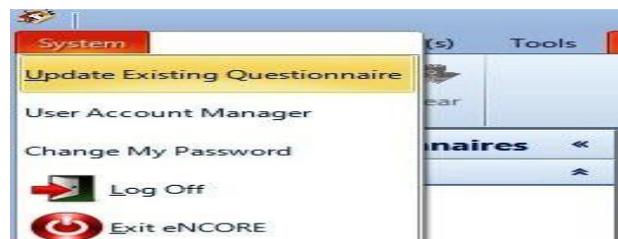
Check mark turns to  when age and date of birth are consistent

Two of the modules, namely Children’s Minimum Acceptable Diet and Exclusive Breastfeeding, have multiple pages displayed in tabs. For such forms, the save button is only available on the last page. It must be noted that the entries for each child is complete only after entering data into all the three forms.

The screenshot shows a web-based data entry form. On the left, a vertical tab bar is highlighted with a red box, containing three tabs: 'Page One', 'Page Two', and 'Page Three'. The main form area contains the following fields and questions:

- [Read Main Instruction](#)
- Select Mother/Care giver: [Dropdown]
- Select Child Name: [Dropdown]
- Gender: [Text Input]
- Child's DOB: 30/06/2012 [Calendar Icon] [Close Icon]
- How many months old is your child?: 1 [Spinners] [Close Icon]
- Has child ever been breastfed?: [Dropdown]
- Was child breastfed yesterday during the day or night?: [Dropdown]
- [Probe Instructions for question](#)
- Did child consume breast milk in any of these ways yesterday during the day or at night?: [Dropdown]
- [Probe Instructions for question](#)
- Was child given any vitamin drops or other medicines as drops yesterday during the day or at night?: [Dropdown]
- Was child given ORS yesterday during day or night?: [Dropdown]
- Plain water?: [Dropdown]
- Infant formula such as winning mix or commercially produced infant formula?: [Dropdown]
- Milk such as tinned, powdered, or fresh animal milk?: [Dropdown]
- Juice or juice drinks?: [Dropdown]

With the above details, every enumerator can navigate the data entry program until the end of the modules for the first visit. In case the interview is not completed, the case can be revisited by using the ‘Update Existing Questionnaire’ tab in the System menu located on the uppermost left corner of the application display. This same feature can be used to continue with the consumption module for the second visit.



6.3 Using the exclusion feature

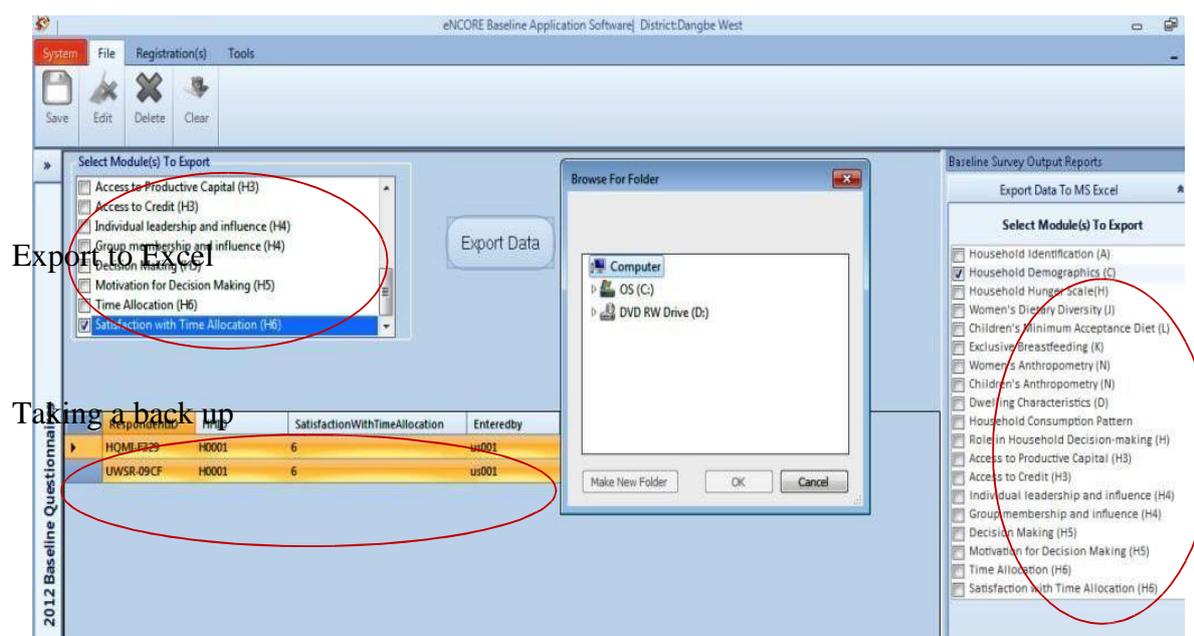
Since there are a number of individual level modules, it is possible that not all eligible individuals would be available at the time of enumeration, or some may even decline to participate in the survey. In this case, the enumerator can use the exclusion feature to by-pass the entry path and then to include the individuals later once they become available. If they do not become available for enumeration during the period of the fieldwork, they would remain excluded.

6.4 Exporting Data To Microsoft Excel

It is required that each supervisor exports all captured records from his/her team on a daily basis, export it to Microsoft Excel format, and then forward it to METSS/KSU/ISSER. The procedure to follow in exporting data to Microsoft Excel is as outlined below:

From the right panel

- Select the module to export data. This opens the export form;
- Click on (tick) all the modules to export data. This previews captured data;
- Click on the Export Data button to open a file location dialogue form;
- Browse to the location where you want file(s) to be exported; and
- Click on the OK button to export file(s).



6.4 Taking a data backup

It is recommended that each enumerator would take a backup of the work done, at least, on a weekly basis. There are two types of backup: a full backup which is the default backup on the first time, and then a differential backup to add only new records to an already existing backup. To back up data, the follow steps must be used.

From the program menu at the top:

- Select tools
- Click on backup.
- Create a folder for the backup location/browse to the location where you want to do the backup
- Now click backup to complete the process.

7. USING THE TRIMBLE FOR TAKING DWELLING GPS

A requirement for this survey is that the enumerator takes the GPS coordinates of the dwelling of each household interviewed. Only a point generic form is required and the Trimble Juno SBs has been provided for this purpose. The GPS device is activated and functional once the holder receives at least six (6) satellite communications.



To pick the GPS location of the dwelling visited, follow the following steps:

1. Boot the GPS using the power button;
2. Follow the following command structure using the stylus
Start → Terrasync → Status → Data → Create New Data file;
3. Create the file name: which should be identical to the household ID;
4. Go to dictionary name and select Generic;
5. Create – Confirm antenna height – Ok;
6. Select Point Generic;
7. Provide comment if desired; and
8. Select save to save.

This procedure would save the GPS file on the Trimble device and can only be read using the appropriate software. However, to view the coordinates and enter it into the program,

Go to Start → Maps and have the coordinates displayed.

9. APPENDICES

APPENDIX A: BROAD ETHNIC GROUPINGS IN GHANA

Akan	Mole-Dagbani
Agona	Builsa (Kangyaga or Kanjaga)
Ahafo	Dagarte (Dagaba), Lobi
Ahanta	Dagomba
Akuapem	Kusasi
Akwamu	Mamprusi
Akyem	Namnam (Nabdom)
Aowin	Nankani and Gurense
Asante	Nanumba
Asen (Assin)	Walba (Wala, Wali, Brifor, Dagaare)
Boron (Brong) [including Banda]	
Chokosi	Grussi
Denkyira	Kasena (Paga)
Evalue	Mo
Fante	Sisala
Kwahu	Vagala
Nzema	Other Grusi (eg. Lela, Templensi)
Sefwi	
Wasa	Mande
	Busanga
Ga-Dangbe	Wangara (Bambara, Dyula & Madingo)
Dangme (Ada, Krobo, Manya, Shai, Yilo)	
Ga	Gurma
	Bimoba
	Gruni (Frafra)/Talensi
Ewe	Kokomba
Ewe, Anlo	Kyamba (Tchamba)
	Pilapila
	Salfalba (Sabulaba)
Guan	Lobi
Akpafu, Bowiri, Buem, Likpe,Lolobi,Santrokofi	Other
Avatime, Logba, Nyongbo, Tafi	All other tribes originating from Ghana
Awutu, Efutu	All other tribes originating from other West Africa countries
Cherepong, Adukrom, Anum, Larteh	All other tribes originating from other African countries
Gonja, Nkonya	
Yefi, Achode, Krachi, Nawuni, Nchumuru	

APPENDIX B: LIST OF NATIONAL AND REGIONAL EVENTS FOR USE IN DATE ESTIMATION

This table below is to be used as a guide in estimating dates of events where the respondent cannot tell the date of the event, and there is no official documentation to provide this information. You can refer to the event in this list and ask if the respondent knows about that event. If the respondent knows about the event, then you proceed to ask what stage of life s/he was in when the event happened: e.g. child, adolescent, just leaving middle school, etc. You can then estimate the age by the combination of these two events.

For example, if a respondent says he was a child when Ghana gained independence, then we know that the person should be about 58 (54+4) years old. These estimates turn are ultimately more useful than ordinary guesses based on looks, and the use of this is mandatory.

EVENT	YEAR	NO. OF YEARS UP TO 2011
Overland Telegraph Opened in the Gold Coast	1887	124
Rev. T.B. Freeman died in Accra	1890	121
Commotion over proposed Crown Land Ordinance	1895	116
Gold Coast Aborigines Rights Protection Society Organised	1896	115
Invasion of Kumasi; King Prempeh taken Prisoner	1896	115
King Prempeh removed from Sierra Leone to the Seychelles Island	1900	111
Yaa Asantewaa War	1900	111
Capture of Yaa Asantewaa	1901	110
First World War	1914	97
West African Currency Notes introduced	1918	93
Armistice Day (End of 1 st World War)	1918	93
Prince of Wales visited Gold Coast	1925	86
First Aeroplane arrived in Accra	1926	85
Dr.J.E. Kwagyir Aggrey died	1927	84
Takoradi Harbour opened	1928	83
Introduction of Basic Rate	1936	75
Cocoa Hold-up	1938	73
Earthquake	1939	72
Second World War Started	1939	72
Eclipse of the Sun	1947	64
Looting in Various parts of the Country resulting from the Shooting of Sergeant Adjetey and Others	1948	63
Arrest of Six Leaders of the United Gold Coast Convention	1948	63
Founding of CPP by Kwame Nkrumah	1949	62
Positive Action Declared	1950	61
Kwame Nkrumah made Leader of Government Business	1951	60
Kwame Nkrumah made first Prime Minister of the Gold Coast	1952	59
Ghana's Independence Declared	1957	54
R.R. Amponsah and M.K. Apaloo (both opposition members arrested)	1958	53
Preventive Detention Act came into force	1958	53
French Togoland became Independent State	1960	51
Ghana Became a Republic	1960	51
Queen Elizabeth II visited Ghana	1961	50

EVENT	YEAR	NO. OF YEARS UP TO 2011
Murder of former Congo Premier Patrice Lumumba	1961	50
Railway Employees at Takoradi went on strike	1961	50
The Kulungugu bomb explosion	1962	49
Tema Harbour opened	1962	49
Detention of Ako Adjei, Tawiah Adamafio and H. Coffie Crabbe	1962	49
President Nkrumah dismissed Sir Arku Korsah from his Post as Chief Justice	1963	48
Flagstaff House shooting incident involving Ametewee	1964	47
Death of Dr. J.B. Danquah	1965	46
Formal Opening of Akosombo Dam	1965	46
O.A.U Summit Conference in Accra	1965	46
Introduction of Decimal Currency in Ghana (the Old Cedi and Old Pesewa)	1965	46
Military coup d'etat in Nigeria	1966	45
Overthrow of President Nkrumah by the Army and the Police	1966	45
Introduction of the New Cedis and New Pesewas	1967	44
Death of Lieutenant-General E.K. Kotoka	1967	44
Lifting of Ban on Political Activity in Ghana after the 1966 Coup	1969	42
Dr. K.A. Busia made Prime Minister of Ghana	1969	42
Death of Asantehene Nana Sir Osei Agyeman Prempeh II	1970	41
Formation of "Justice Party" by a merger of National Alliance of Liberals and three other Opposition Parties	1970	41
Overthrow of Dr. K.A Busia's Progress Party Government by Colonel I.K. Acheampong	1972	39
Students harvest Sugar Cane at Asutsuare and Komenda	1972	39
Operation Feed Yourself Programme launched	1972	39
Death of Dr. Kwame Nkrumah in Romania	1972	39
Arrival of Dr. Kwame Nkrumah corpse in Ghana from Guinea	1972	39
Ghana broke Diplomatic Relations with Israel	1973	38
Introduction of Right Hand Traffic	1974	37
J.H. Mensah and Two others Arrested on Sedition Charge	1975	36
Creation of Supreme Military Council (SMC 1)	1975	36
Appointment of Dr. Koranteng Addo's Adhoc Committee to gather information on how to implement a Union Government for Ghana	1977	34
Closure of the three Universities following demonstration by the Students against High Prices of Food	1977	34
Strike Action by members of Ghana Medical Association Demanding early re-opening of the closed Universities	1977	34
The Ghana Bar Association called on the SMC 1 Government To handover power to a Presidential Commission Pending a Return to Civilian rule	1977	34
Discovery of Oil Incommercial quantities offshore Saltpond by Agric-Petco Ghana Incorporated	1978	33
Referendum on Union Government	1978	33
Strike Action by the Ghana Bar Association	1978	33
Demonstration by University Students again the Union Government concept and the invasion of Legon Campus by		

EVENT	YEAR	NO. OF YEARS UP TO 2011
Police armoured Cars	1978	33
Formation of People's Movement for Freedom and Justice (PPMFJ) led by K.A. Gbedema, A.A. Afrifa and William Ofori-Atta	1978	33
Banning of PMFJ, the Front for the Prevention of Dictatorship And the Third Force by General Acheampong	1978	33
General Acheampong removed from Office and Lt.-General FWK Akuffo became Chairman of the reconstituted Supreme Military Council (SMC II)	1978	33
Dr. K. A. Busia died in London	1978	33
Appointment of Mr. Justice Amissah and Mrs Gloria Amon-Nikoi As Attorney General and Commissioner for Foreign Affairs respectively	1979	32
Currency Change Exercise	1979	32
An abortive uprising in which Flt. Lt. J.J. Rawlings was Arrested	1979	32
The Revolution that overthrew SMC II lead by J.J. Rawlings as Chairman of the Armed Forces Revolutionary Council (AFRC)	1979	32
Execution of General Acheampong, General Akuffo, Lt. General A.A. Afrifa, Maj. General Utuka and four other Senior Military Officers	1979	32
General Elections	1979	32
Major General Odartey Wellington given a state Burial	1979	32
Demolition of Makola No.1 Market	1979	32
Mr. Justice Akuffo-Addo died and was buried at Akropong	1979	32
Second Round of Presidential Election	1979	32
Handing Over of Power to the People's National Party (PNP) Administration by the AFRC	1979	32
Usher Fort Jail Break By Captain Koda, Captain Okaikoi and Three other military Personnel	1979	32
Pope John Paul II visited Ghana	1980	31
Head of Ahmadiyya Muslim visited Ghana	1980	31
Visit to Ghana by Archbishop of Canterbury (Head of the Anglican church)	1980	31
Commissioning of Ghana's first Satellite earth station at Nkuntunse	1981	30
Overthrow of PNP Administration by J.J. Rawlings as Chairman of PNDC	1981	30
Draught, Bush fires and Hunger (Rawlings chain)	1983	28
Voters Registration Exercise	1987	24
District Level Elections	1989	22
J.A. Kuffour hands over power to J.E.A. Mills	2009	2
ASHANTI AND BRONG AHAFO REGIONS		
Golden Axe sent to Queen Victoria	1881	130
Kumasi defeated Adansi	1886	125
Invasion of Kumasi; King Prempeh taken prisoner	1896	115
Capt. R. Osborne Fraser died at Sampa	1899	112
First Train Arrived in Kumasi	1903	108
Lt. Lionel Henry Trafford Martin of the 1 st Gold Coast Regiment Died at Sampa	1905	106
Basel Missionaries arrived at Sampa	1919	92

EVENT	YEAR	NO. OF YEARS UP TO 2011
King Prempeh I return from exile	1925	86
Ashanti Tekyiman killed their Omanhene Yao Kramo	1927	84
Muslims led by Malam Halidu, left Atebubu and settled at Prang	1927	84
Installation of King Prempeh II	1931	80
Kumasi Fort destroyed accidentally by fire	1932	79
Restoration of Ashanti Confederacy	1935	76
Suma became a member of the Ashanti Confederacy	1935	76
Telephone extension to Berekum	1946	65
Telephone service extended to Domaa-Ahenkro	1948	63
Telephone service extended to Nsoatre	1954	57
Kwame Nkrumah visited Yeji	1955	56
Creation of the Brong-Ahafo Region	1959	52
Foundation of Atebubu Training College laid	1965	46
NORTHER AND UPPER REGIONS		
Treaty concluded with Tongu, Bole, Daboya, Dagomba, Bimbila For Friendship and Trade	1892	119
A Foreign Army led by Samori to Bole destroyed towns and Villages around Bole	1892	119
Treaty with Dagarti, Mamprusi, Moshie, Banda, Chokosi, Salaa, Debre, Buipe, Busumsu for Friendship and Trade	1894	117
Treaty for Friendship and Protection - Dagarti, Mamprusi, Lakhama (Dasima), Gbelu (Bolugu), Achilon (Leo), Tumu, Kpan (Yela), Lobi, Bona, Moshie, Yeji and Salaga	1897	114
Treaty for Friendship and Protection - Duruman, Issa, Buse, Wagu, Nadewe, Gindi and Debre	1898	113
First chiefs meeting at Yapei	1923	88
First Aeroplane to Northern Territories	1934	77
Construction of Wa/Tamale road	1940	71
The initial operation of the Gonja Development Company in Damongo (GDC)	1948	63
Gonja Development Company established	1950	61
Chiefs from the Northern Region visited Accra	1956	55
Epidemic known as "Accra Zukogli".	1957	54

APPENDIX C: CONSENT FORM

KANSAS STATE UNIVERSITY

INFORMED CONSENT FORM

PROJECT TITLE: FTF Ghana Population-Based Survey in Northern Ghana: Baseline

APPROVAL DATE OF PROJECT: 6/2012

EXPIRATION DATE OF PROJECT: 6/2013

PRINCIPAL INVESTIGATOR: CO- Dr. Tim Dalton, Kansas State University (KSU), USA
INVESTIGATOR(S): Dr. Vincent Amanor-Boadu, KSU, USA
Dr. Nina Lilja, KSU, USA

CONTACT AND PHONE FOR ANY PROBLEMS/ QUESTIONS: Ghanaian Contacts –
Patrick Fosu-siaw (Project Coordinator) or Dr. Adeline Ofori-Bah (Chief of Party)
METSS-Ghana
(Monitoring, Evaluation, and Technical Support Services-Ghana, is an extension of the
USAID/Ghana Economic Growth Office, Accra, GH)
P.O. Box OS 188
Osu-Accra, Ghana
Phone: 0244 422 805 (Mr. Fosu-Siaw) or 0249 049 875 (Dr. Ofori-Bah)
E-mail: pfosusiaw@metssghana.org or aoforibah@metssghana.org

USA contact –
Dr. Tim Dalton
Department of Agricultural Economics
Kansas State University
342 Waters Hall
Manhattan, KS, 66506, USA
Phone: 1-785-477-8239
Email: tdalton@ksu.edu

IRB CHAIR CONTACT/ PHONE INFORMATION: Rich Schiedt, Chair, Committee on Research Involving Human Subjects, 203 Fairchild Hall,
Kansas State University, Manhattan, KS 66506, USA, 1-785-532-3224

SPONSOR OF PROJECT: United States Department of Agriculture (USDA) through Participating Agency Service
Agreement (PASA) with the United States Agency for International Development (USAID)

PURPOSE OF THE RESEARCH: This is a research project designed to collect information on your household's economic
activities, agricultural activities, food choices and eating practices, nutrition, and women and
men's roles in household activities. The information collected in this survey will help
determine the effectiveness of public assistance programs designed to reduce poverty, reduce
hunger, and improve nutrition for people in your region of Ghana.

PROCEDURES OR METHODS TO BE USED: Surveyors from the Institute of Statistical, Social, and Economic Research (ISSER) will ask
you questions and record your answers in a laptop computer. Surveyors will come visit your
household at least twice and they will ask questions from you and various other family
members. Each survey visit will take approximately 40 min. – 2 hrs. to complete. With your
permission, surveyors will also take height and weight measurements of you and your family
members.

During our initial visit, we will ask for phone contact information in case we need to contact
you to make arrangements for our 2nd visit or if we are interrupted during the first visit and
need to schedule completion of the survey at a later date and time. You may still participate
in the survey if you do not have a phone or if you do not want to give us your phone
information.

URCO

JUN 15 12

Last revised on May 20, 2004

ALTERNATIVE PROCEDURES OR TREATMENTS, IF ANY, THAT MIGHT BE ADVANTAGEOUS TO SUBJECT:

none

LENGTH OF STUDY: The field work portion of this project is expected to take about six weeks.

RISKS ANTICIPATED: There are no known risks associated with your participation in this project. We appreciate that this is a busy farming season for you and understand that your participation in the survey may cause you to miss approximately 40 min. to 2 hrs. of field work because of each visit. If you need to take a break for rest or to take care of something, please inform your interviewers and they will stop when you wish.

BENEFITS ANTICIPATED: The project benefits society as a whole in that the collection of this information meets with United States aid funding requirements and, when these requirements are met, United States funded aid programs are allowed to operate in the region. Hopefully these programs will improve people's quality of life.

EXTENT OF CONFIDENTIALITY: If you wish, you may participate in the survey without providing your name or phone number to the surveyor. If you do provide your name and/or contact information, all of your responses to this questionnaire will remain completely confidential and nothing will ever be published/reported/ presented, etc. that associates your names, phone numbers, and/or residential location with your responses to the survey questions. The only reason you would be contacted again in the future about this survey is if we are interrupted and need to make arrangements to complete the survey at a later date and time.

In all distributed datasets and reports that result from this survey, all household responses like yours will be associated with a unique household identification number that can never be linked to you. The only people that will ever have access to survey information containing identifiers of your household are the surveyors and project researchers and all have signed agreements promising to keep your data confidential.

IS COMPENSATION OR MEDICAL TREATMENT AVAILABLE IF INJURY OCCURS: Not applicable since this project poses no more than minimal risk to participants.

PARENTAL APPROVAL FOR MINORS: (No parental consent is required for minors under 18 that have no parent present in the household. See parental consent waiver justification on approved IRB application.)

TERMS OF PARTICIPATION: I understand this project is research, and that my participation is completely voluntary. I also understand that if I decide to participate in this study, I may withdraw my consent at any time, and stop participating at any time without explanation, penalty, or loss of benefits to which I may otherwise be entitled.

I verify that my signature below indicates that I have read and understand this consent form (or that this consent form as been read to me), and willingly agree to participate in this study under the terms described, and that my signature acknowledges that I have received a signed and dated copy of this consent form.

Participant Name: _____

Participant Signature: _____ **Date:** _____

Witness to Signature: (project staff) _____ **Date:** _____

URCO



Last revised on May 20, 2004