



INTERVIEWERS' HANDBOOK

HOUSEHOLD QUESTIONNAIRE

2009

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NB: Highlighted sections were adapted in each country

THE PARTS OF THE QUESTIONNAIRE

Module A: Identification of the current household members and of the Household Head's (HH) personal network

For all these individuals: age, sex, relationship with the Head of the Household (HH), situation with regard to the household, relationship with Head of Family Unit, current place and duration of residence, life abroad and country, place of birth, matrimonial status, nationality, ethnicity, religion, education, primary economic activity.

Modules B and C: Migrants' experiences, Transfers of money and material goods

For all individuals referred to as currently living abroad: contacts, communications, visits, circumstances of leaving, transfers during the previous twelve months (frequency, means used, use made of transfers).

Module E: Housing and assets

Type of dwelling, characteristics of the dwelling, equipment and assets, HH's occupancy status, methods of purchase and modifications to the dwelling (role of migration), ownership of agricultural land and type of use.

Module O: Interviewer's observations on the interviewing conditions

GENERAL INSTRUCTIONS

WHO SHOULD ANSWER?

- The **head of the household** (see definition below)
- OR the person nominated by the head of the household to answer the questions.

WHAT ARE THE RIGHT ANSWERS?

- **THOSE THAT THE RESPONDENT GIVES!** You might be surprised or taken aback by some of the answers that you get. You can come across all kinds of situations, including some you might never have dreamed of. For individuals to be fully confident in talking to you, and give replies that truly reflect their life history, they must feel that you are not there to judge them or put down answers for them. You must stay as neutral as possible, i.e., just write down what they say without second-guessing them, even if the answer seems obvious to you, and without making comments. If a reply seems muddled to you, you can simply read the question out again to satisfy yourself that the person has properly understood it.
- **THOSE THAT CAN BE READ!** Write the respondent's replies down very clearly (in block letters) because all the information will be processed at a time when we will not be able to get back in contact with you for explanations.
- **ALL QUESTIONS THAT ARE NOT FILTERED HAVE TO HAVE ANSWERS.** If you cannot get an answer (the individual refuses to reply or does not know), write down in plain language: **REFUSAL** or **DK/NA**. These notations will be coded on data entry (7777: refusal; 8888: no answer; 9999: don't know).

COVER: IDENTIFICATION OF THE HOUSEHOLD SURVEYED AND INTERVIEWER

You absolutely must enter on the first page of the questionnaire for every household you visit:

On the left-hand side:

- **The identifier** (household ID) shown in the tracking record file that the supervisor gave you. **MEGA-IMPORTANT!**
- The enumeration area or neighbourhood number (see tracking record file): this is a 2-digit number (between 1 and 62), specific to the MAFE survey Could you give us a list of the enumeration areas in Ghana in order to have contextual informations
- The name of the municipality

And on the right-hand side:

- The date when the questionnaire was administered
- Your surname and first name, plus the interviewer number that was given to you in your training
- Everyone involved in processing the questionnaire will also fill in this section.

INTRODUCTION

Presentation of the survey.

Apart from the introductory sentence, refer to

- The project presentation made to you,
- The question-and-answer presentation handed out to you.

Time is important!

Remember to write down the starting time before beginning to read out the introductory sentence... but also the end time when the interview has been completed.

Identifying the people included in the questionnaire

After having presented the survey (see the survey Q&A presentation) and thanked the person who will be answering the questionnaire, you must identify the people who the questionnaire is about. They are:

- The members of the household (as in traditional surveys)
- But also a series of people who do not live in the household and who you will identify through 4 introductory questions:

1) Children of the Household Head (HH) who do not live in the household.

- Why are we concerned with them? they will enable us to measure migration rates (the number of children who have migrated relative to all the HH's children)
- For the results to be accurate, they must also include information on deceased children

2) International migrants married to a member of the household

- You must try to count these. The number entered here will be referred to when filling in Module A.
- We want to know about all migrants, whatever their country of residence (neighbouring country in Africa or Europe)

3) International migrants who are the father or mother of people under 18 years of age (children) who live in the household

- Same principles as for the 2nd follow-up request.

4) International migrants not yet referred to who are related to the HH or his partner

- Same principles as for the 2nd follow-up request.

LIST OF CURRENT HOUSEHOLD MEMBERS

Use this unstructured page to establish the household structure, i.e., the list of its members and their relationships to one another. It sets the order in which the questionnaire individuals must appear in the questionnaire.

DEFINITIONS (HOUSEHOLD, FAMILY UNIT):

HOUSEHOLD

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

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

1. In general, a household consists of a man, his wife, children and some other relatives or a househelp who may be living with them.
2. In a large family houses where there may be two or more generations of relations living, care should be taken not to treat the grandfather, his married children and their families as forming one large household. Note that sharing meals with each other is not the same as sharing the same housekeeping and cooking arrangements. Probe well to separate the various households.

3. Treat as one household if a man lives with more than one wife and their children in the same house and eats successively with each of the wives in turns.
4. If a man does not live in the same house as his wife or wives, the man and his wife/wives must be considered as separate households. Any children and others must be included in the household of the one in whose house they sleep. Thus, if a man and his wife live in different houses and their two sons sleep in the father's house after eating in their mother's house, the children must be included in the father's household while the mother is listed as a single-person household.
5. A lodger who sleeps and eats at least one meal with the household a day must be treated as a member of that household.
6. A househelp and his family who live in a house or an out-house in the same compound as the employer must not be included in the employer's household if they prepare their own food. However, if they eat and sleep with the employer, they should be considered as part of the employer's household.
7. If two or more unrelated persons live together in one room or apartment, they should be considered as separate single-person households if they do not share a common catering arrangement.

THE HOUSEHOLD HEAD (HH)

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

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

THE FAMILY UNIT

A household may consist of one or more family units. Each family unit has someone who is the "Head of Family Unit" (HFU).

Each family unit corresponds to a "nuclear family": it consists of

- The spouses (or one of them)
- Their unmarried children,
- And, as the case may be: individuals who are related by blood or marriage to, and are dependants of, the head of the family unit but are not themselves "accompanied" (they have neither children nor partners).

Examples:

- The head of the household, his wife (or wives) and his children form a family unit.
- The Household Head's married children or nephews together with their spouses and children form family units.
- The Household Head's brothers and sisters, nephews and nieces form part of his family unit if they are unaccompanied (neither spouse nor dependant children in the household)
- The HH's mother has her own family unit if she is accompanied by children who are not accompanied by other individuals in the household, otherwise she forms part of her son's family unit (the HH)

Special cases:

- In polygamous marriage situations, all the wives living in the household are members of the same family unit which is headed by their husband.
- An unmarried mother with her child(ren) forms a separate family unit.
- An individual who is unrelated to the head of the household is considered as a family unit by him/herself.

CREATE THE LIST OF HOUSEHOLD MEMBERS

- Ghanaian household structures are often complex, so it is important to follow this method, which is broadly based on the census method, one step at a time:
 1. Ask the head of the household (HH) to list the members of his household starting with himself, then following the order shown in the table *"In which order do you list the individuals in the household?"*.
 2. Write down the individuals named by the HH on the page headed "LIST".

- Once you have fully understood the household structure,
 3. Write down all the first names on the back of the flap (following the order laid down)
 4. Lastly, follow the instructions on the front of the flap to fill in the *Module A* table (one line for each individual)

IN WHICH ORDER DO YOU LIST THE INDIVIDUALS IN THE HOUSEHOLD?

The individuals must be shown in the questionnaire in strict order:

1. The head of the household (HH). He must always be listed first and numbered 01;
2. The HH's unmarried children who live in the household but whose mothers no longer form part of the household (oldest first, youngest last);
3. The HH's first wife;
4. The first wife's unmarried children born to her from previous partnerships, who are living in the household (oldest first, youngest last);
5. The first wife's unmarried children born from her partnership with the HH (oldest first, youngest last);
6. The second wife and her children (following the same procedure as for the first wife);
7. Other wives and their children (following the same procedure as for the first wife);
8. Married children and/or their spouses and their children living with them (following the same procedure as for the HH and his wives);
9. The HH's other relatives who usually sleep in his dwelling and who acknowledge his authority, with their spouses and children if any;
10. Domestic servants who sleep and eat in the household, with their spouses and children if any.

FLAP FRONT: THE SECTIONS OF MODULE A

On the flap front you will find the order in which Module A must be filled in: the Module A questions have to be completed as you go, category by category, following the instructions on the flap:

1. Once the **household structure** has been established (cf, "list of current household members"), fill in Module A by completing one line for each member of the household. Ask all the questions that relate to the same individual (the same line) until you get to the end of Module A, before moving on to the next individual.
2. Once you have finished the questions about the members of the household, make a list of the **HH's children who are not living in the household**. Write their first names straight down on the back of the flap. There must be the same number of these as was given in the introduction. Once you have drawn up this list, fill in one line of Module A for each child.
 - To list children who are living apart from the household, follow the order marked on the flap, i.e.:
 1. Children who live in Ghana but in a different dwelling
 2. Children who live abroad
 3. Children who are deceased, if any (see the specific instructions below)NB: There is no need to go through the whole of Module A for deceased children.
Questions to ask: Q3, A1 and A2, A14PAYS to A13d (often only partially)
3. Then, list the **partners of the household who are living abroad** (individuals married to one of the members of the household), plus the **fathers and/or mothers of children of the household** (individuals under 18 years of age).
 - Draw up the list using the recall column "PARTN" and "CHILD"
 - Verify that you have the number of partners marked down in the "Introduction"

- Enter the names on the back of the flap.
 - Then ask the Module A questions (one line for each individual)
4. Finally, draw up the list of **other relatives of the HH or his partner who live abroad**
- Enter the names on the back of the flap.
 - Verify that you have the number of partners marked down in the "Introduction"
 - Then ask the Module A questions (one line for each individual)

Specific instructions for deceased children

Many surveys (the census, the DHS and other health surveys, etc.) include questions about deaths, but it is often not easy to talk about deceased children. This is why we have reduced to an absolute minimum the questions to be asked about deceased children: sex, dates of birth and death, and migration history if applicable.

First names are not asked for because most people do not like to give them. This makes it a bit complicated to administer the questionnaire, so you will need to proceed as follows:

- After listing the children who live in Ghana but outside the household and those who live abroad, bring in the questions about any deceased children by asking the question: "Have you had any other children that we have not talked about, such as children who are deceased, for example?"
- If the answer is "yes", ask the question: "In what year was this child born?" and follow on with the other questions.
- Once you have entered all the information on the 1st deceased child, ask "Have you lost any other children?", and proceed for each of these as for the first deceased child.

Why are these questions important?

We can use them to study two things:

- Migration histories. People who are deceased may have migrated before their death, and it is important to know this in order to get the most accurate possible picture of migrations.
- Relationships between international migrations and the health of families. Specifically, we want to know whether households that have migrant members manage to look after their children better than households that get no help from abroad.

Why are we also asking for information about deceased children who never migrated?

- Because in order to measure migration histories, we need to be able to compare - at any point in time in the past - the number of people who have actually migrated with the number that may have migrated (some of whom may now be dead).
- Because, in order to study the health of children in families, we need to be able to compare the number of living children with the total number of children that the HH has had (to calculate infant mortality rates).

FLAP BACK - LIST OF INDIVIDUALS

The back of the flap contains all the information that interviewers need to have before them during the interview.

Q1: Person ID

- This is a number assigned to each person who has to be included in the questionnaire. Numbers go in ascending order 1,2,3... As the head of the household is the 1st person to be listed in the questionnaire, he will always be numbered 01.
- The flap lines should match up with those of Module A, so the numbers are pre-printed in Module A.
- From Module B, the Person IDs marked on the flap do not match up with the notebook line numbers (which is why the left margin looks different).

What about very extended households where there are more individuals than lines in a questionnaire?

- Record the 1st set of individuals on a first questionnaire
- Continue with the following set of individuals on a 2nd questionnaire.
- Enter the same ID on both questionnaires.

Q2: First name

Write each person's first name(s) clearly. What do we need them for?

- They will never be included in the results
- But they are very useful for going through the questionnaire (which is why they are marked on the flap: they can always be seen)
- And they help to clearly identify the individuals to whom the biographic questionnaire is to be administered.

The first name that you must enter here is the person's **usual first name**, the one by which they are known to most of the individuals in their personal network (and which may possibly enable them to be relocated for the biographic survey)

Q3: Date of birth/age

- This question is on the flap because the replies are used to filter other following questions (e.g.: A7fath and A7moth).
- The respondent may not know the date of birth or exact age of the person you are describing:
 - Direct method: first ask the age... or date of birth
 - Indirect method: ask the respondent if they can cite an event that happened in the person's year of birth and look for the corresponding date in the timeline of events.

Help with dating

You have two tools to help situate events in time:

1. An age/year correlation table for filling in the date of birth question.
2. A timeline of events giving key dates in Ghanaian history which can help individuals recall points in time and work out dates of birth, death, migration, etc.

Q4: Recalls

The "Recall" variable is an essential "checklist" for going through the questionnaire: it lets you quickly identify

- The lines to be filled in afterwards (e.g.: A7c, A7fath_id, A7moth_id)
- The people who should be in Modules B and C

ABR: This is a core variable, as it will let you quickly identify (by referring to this part of the flap) the people identified by **question A10 as currently living abroad**. Once you have checked this box, you can refer to it to determine who is concerned by Modules B and C.

PARTN: If a member of the household is married to a person who lives abroad (**A7b**), you must check this box. This information will be helpful later in establishing the relationship between the 2 partners (questions A7c and A8c. - See the extract from the questionnaire giving an example of a transnational couple).

CHILD: You must check this box if a child (<18 years) living in the household has a father and/or mother who lives abroad (**A7moth or A7fath**). This information will be helpful later in establishing parent-child relationships (questions A7moth/fath_id and A8e).

MODULE A: IDENTIFYING THE MEMBERS OF THE HH's HOUSEHOLD AND PERSONAL NETWORK

A2 is asked only for **deceased persons**.

A3: Relationships. For every individual listed in the flap, you must specify their **relationship with the Head of Household**. In theory, this information has been identified in the preparatory phase for the members of the household (unstructured list of current household members).

NB: The list of response items to A3 is not in sequence (12 comes between 8 and 9). This is because of the changes made to the questionnaire when the draft survey went from Senegal to Ghana and the DR-Congo. The same thing is found for other variables throughout the questionnaire (A6, A7a, etc.). Interviewers must take special care to enter the response codes properly.

A4: The answer to the question is an **essential filter** which will guide you in the later stages of going through the questionnaire. Question A4 structures Module A.

- NB1: If you are uncertain (e.g.: migrant household members who are visiting at the time of the survey), stick strictly to the definition (especially the 6 months' residence criterion).
- NB2: If the entries have been made in the correct order, all the first lines should correlate with category 1, and the subsequent ones with category 2.

Structure of Module A:

- A1-A4: General questions for all individuals referred to
- A7a-A7moth-ID: Specific to household members (A4=1)
- A8a-A11: Specific to individuals who do not live in the household (A4=2)
- A12-A21: Back to general questions concerning all the persons recorded in the questionnaire

FILTER: questions A7a to A7moth_ID are only for individuals living in the household (A4=1)

A7a: Matrimonial status

- Please read through the list of proposed items so that the person answering the questionnaire can decide exactly what their personal situation is (or that of the person whom you are describing). It is especially important to identify cases of **cohabitation** (these are uncommon but can be found).
- A married person could be monogamous or polygamous
- A **single** person is one who is not in a partnership at the time of the survey.

A7b: partner abroad (yes/no)

- This question is only for people who report themselves as being in a partnership (A7a= 0,1 or 5)
- It identifies household members whose partner is living abroad.
- If the answer is "yes", remember to check "PARTN" in the "Recalls" column of the FLAP. As you go through the questionnaire, you can use this reference to easily locate the line where A7c must be filled in.

A7c: partner abroad (identification of Ego's partner)

- This question has to be answered afterwards, once Ego's partner has been identified and described in the questionnaire. A reference in A8c lets you come back to this variable when the questionnaire is dealing with people who are not in the household.
- What information do you enter? the partner's Person ID when:
 - o The description of individuals living outside the household has started (starting from category 2 of the flap)
 - o An individual living outside the household has been identified as being married to a member of the household (A8b)
- Special case: a polygamous man whom several wives are abroad - write down the Person IDs of all the partners.
- A "mirror" question in A8c → the questionnaire cross-references the partner Person IDs as shown in the following example.

Person ID	First name	Date of birth	Reminders
Q1. Person ID num_indiv	Q2. What is your/his/her first name?	Q3. How old are you? or How old is "first name"? [q3age] Don't Know: In which year were you born? (Give equivalence if Don't Know)	Q4. ABR [q4_etr] PARTN [q4_con] CHILD [q4_child]
1	AMINATA	Year 1970 [] years old	ABROAD <input type="checkbox"/> PARTN <input checked="" type="checkbox"/> CHILD <input type="checkbox"/>
2		Year [] [] years old	ABROAD <input type="checkbox"/> PARTN <input type="checkbox"/> CHILD <input type="checkbox"/>
3		Year [] [] years old	ABROAD <input type="checkbox"/> PARTN <input type="checkbox"/> CHILD <input type="checkbox"/>
4		Year [] [] years old	ABROAD <input type="checkbox"/> PARTN <input type="checkbox"/> CHILD <input type="checkbox"/>
5		Year [] [] years old	ABROAD <input type="checkbox"/> PARTN <input type="checkbox"/> CHILD <input type="checkbox"/>
6		Year [] [] years old	ABROAD <input type="checkbox"/> PARTN <input type="checkbox"/> CHILD <input type="checkbox"/>
7		Year [] [] years old	ABROAD <input type="checkbox"/> PARTN <input type="checkbox"/> CHILD <input type="checkbox"/>
8	JACK	Year 1966 [] years old	ABROAD <input checked="" type="checkbox"/> PARTN <input type="checkbox"/> CHILD <input type="checkbox"/>

AN

HH Situation		Module A – Identification of household members		Partner in the household		A11.
A4.		To all		A8b.	A8c.	In which country?
Has "First name" been living in this household during the last 6 months or has "First name" the intention of living here for at least 6 months? 1. Yes → A7a 2. No → A8a		A7b. Does her/his partner currently live abroad? 1. Yes → mark PARTN in the flap and A7fath 2. No → A7fath		A7c. Person ID of partner Note down partner's ID → A8d (p.8)		Does "First name" have a partner who lives in the household? 1. Yes 2. No → A8d
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> Yes <input type="checkbox"/> No		Indicate the country in plain text
<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> Yes <input type="checkbox"/> No		
<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> Yes <input type="checkbox"/> No		
<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> Yes <input type="checkbox"/> No		
<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> Yes <input type="checkbox"/> No		
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<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> Yes <input type="checkbox"/> No		
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		<input type="checkbox"/> Yes <input type="checkbox"/> No		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		

UK

An example of a Transnational couple 1

A7fath: father abroad.

- This question is only for individuals under 18 years of age (<18 years)
- To be completed the same as for A7b: if the individual's father is abroad, check "yes" and "CHILD" in the flap.

A7fath_ID: identifier of the father abroad.

- This question is only for individuals under 18 years of age (<18 years)
- To be completed the same as for A7c: fill this in afterwards, once you have a line for the father in the questionnaire.

A7moth and A7moth_ID

- To be completed the same as for A7fath and A7fath_ID

FILTER: Questions A8a to A11 are only for *individuals who do not live in the household (A4=2)*

A8a: Matrimonial status. See A7a

A8b: partner in the household (yes/no)

- This question is only for people who say they are in a partnership
- It identifies individuals who are married to a member of the household.

A8c: partner in the household (identification)

- write down the Person ID of the partner who is a household member, previously identified (in A7b and on the flap)
- once the partner has been located within the household, go back and write the migrant partner's Person ID on his/her line, in A7c.
- NB: the "PARTN" reference in the "recalls" column of the FLAP should enable you to easily identify the partner's line.
See example above

A8d and A8e: child in the household

- In the same way as for A8b and A8c, this is to identify individuals (international migrants) who have a child/children within the household
- Using the "CHILD" reference in the flap, you fill in
 - o columns A7fath_ID and/or A7moth_ID for the children's lines
 - o variable A8e (children's number) on the line of the father/mother who currently lives abroad

A9: Has "First name" already lived with the HH?

- There may be cohabitation with the HH in a dwelling other than that being surveyed.

A10 and A11: Current country of residence

- These questions will identify people who are currently living abroad
- Remember to check the "ABR" box in the "Recalls" column of the FLAP.

END OF FILTER: the final part of Module A is for all individuals (whether or not included in the household)

NB: this section of the module had to be reorganized, so the question numbers do not always follow on in sequence.

A15: Nationalities. People may have several nationalities; write down the person's answers in plain language.

A16: Ethnicity. If the answer the person gives is not provided for in the list of proposed items, encode it as "other" and write the name of the ethnicity down in plain language.

A18: Level of education.

- The corresponding code for the highest level achieved is easy to locate on the card which you were given with the survey pack (cf table below). +++ to be adapted by the partners +++
- Vocational training qualifications also need to be encoded (lower-/higher-/advanced-level national vocational qualification (NVQ) ...)

- NB! Distinguish between Koranic schools, Arab schools and "modern" Franco-Arab schools
 - o **Koranic school: code "55"**, however many years have been spent at Koranic school
 - o **basic literacy in the national language: code "56"**
 - o **"modern" Arab school: record the number of years in the same way as for "French" schools**

00 None	Higher secondary / High school
01 Pre-school	12: Year 5
	13: Year 6
	14: Final Year (Year 7)
Elementary-Primary	Higher education
02: Reception class	15: 1 st year (1 st year Prelim. Degree or equivalent) - HND/
03: 1 st year primary	Foundation degree
04: 2 nd year primary	16: 2 nd year (2 nd year Prelim. Degree or equivalent) -
05: 3 rd year primary	HND/Foundation degree
06: 4 th year primary	17: 3 rd year (Bachelor's Degree or equivalent)
07: 5 th year primary	18: 4 th year (Master's or equivalent)
Middle / Lower secondary	19: 5 th year (Postgraduate vocational, Doctoral or equivalent)
08: 1 st - lower NVQ year 1	20: 6 th year
09: 2 nd - lower NVQ year 2	21: 7 th year
10: 3 rd - higher NVQ year 1	22: 8 th year
11: 4 th - higher NVQ year 2	

Examples:

- Record a person who is currently in 5th year primary or is no longer at school but left after completing 5th year primary as: **07**
- Record a person who is currently in 3rd year middle/lower secondary or is no longer at school but left after completing 3rd year middle/lower secondary as: **10.**
- Record a person who is currently in the final year of a university Bachelor's Degree or who completed their studies in the final year of a university Bachelor's Degree as: **17**

- If the person attended a vocational training school, try and work out the level by analogy and enter the corresponding code

A19 to A21: Primary economic activity

- The questions want answers about the person's current situation, i.e., in the week immediately preceding the survey.
- The primary activity is that on which the person spent most time in the past week.
- We are not interested in "sidelines".
- 3 variables are key to a minimum understanding of the person's employment situation: activity status, occupation, socio-professional category (SPC).

A19: Activity status - Definitions

- **ACTIVE:** anyone engaged in an occupational activity, whether or not for monetary gain.
Special cases:
 - Someone who has a job but is on sick leave is "active".
 - Apprentices and family helps are regarded as active.
 - A woman selling bags of nuts or water for 2 hours a day must be put down as active.
- **WITHOUT OCCUPATION/HOUSEWIFE:** anyone (child or adult, man or woman) who has no occupational activity, does housework and raises children (without pay).
- **UNEMPLOYED:** anyone (man or women) who has not worked in the week preceding the survey and is actively seeking work.
Special case: Someone who has never worked but is actively seeking work must be recorded as unemployed.
- **PUPIL/STUDENT/TRAINEE:** anyone without an occupational activity who is in regular attendance at a public or private educational establishment of any level.
Special case: A student working to pay for his education is recorded as a student (and not as active).
- **RETIRED:** anyone who no longer works due to old age, whether or not receiving a retirement pension.
- **OTHER INACTIVE:** anyone without an occupational activity not included in one of the preceding categories.
E.g.: children not attending school, disabled people who are unable to work, people with private incomes, beggars...

A20: Occupation

- The answer to this question must be as precise as possible to enable activities to be correctly classified in a list of occupations → **Be fully prepared to keep prompting the interviewee in order to get as many details as possible.**
- Examples of insufficient descriptions:
 - "Civil servant":
 - is this a civilian police employee? police community support officer? police constable?
 - a state education employee? a nursery nurse, university professor, or accountant?
 - "Mechanic": in the list, this can be...
 - an engineer
 - a technician
 - a car mechanic
 - a small machine repairer
 - "Teacher": can be ...
 - a primary school teacher
 - a secondary school teacher (secondary modern/technical or sixth-form college)
 - a university lecturer specializing in a particular subject ...
 - "Sales worker" ...
 - may be selling very different things: fruit, fabrics, petrol (pump attendant), newspapers, doughnuts/fritters, etc.
 - may be a simple sales worker or a trader (owner or manager of a retail shop or wholesale business)
 - counter sales worker or street vendor...
 - Chemist: pharmacist or industrial chemist?

See the LIST OF OCCUPATIONS (annex)

A21: SPC (socio-professional category). This question tells us about the individual's educational level and status (employed or otherwise). If you are uncertain, the following definitions may be of help:

WAGE-EARNER: anyone who works for an employer, private or public, and who receives pay (wages or commission, in cash or in kind), whether regularly or irregularly.

- **INTELLECTUAL/HIGHER-LEVEL OCCUPATION:** someone who has powers and duties that leave wide scope for discretion. Such people direct and oversee the work done in the company or institution for which they work. They perform tasks that require a high skill level in a specialized technique. This category includes both senior officials and associate professionals.
 - Examples of senior officials: paid chief executives and directors, department heads, research officers, production engineers, heads of maintenance
 - Examples of associate professionals: supervisor, foreman, technician, service manager or chief mechanic, works supervisor, charge hand
- **SKILLED EMPLOYEE OR WORKER:** someone who has received specific training in their job: secretary, bookkeeper, plumber, electrician, etc.
- **UNSKILLED EMPLOYEE, LABOURER, WORKER:** someone with no specific skills. They perform tasks that require no particular training: docker, orderly, waiting staff, caretaker.

NON-WAGE EMPLOYMENT:

- **EMPLOYER:** someone who employs one or more employees for payment (in cash and/or in kind)
 - Special case: people who pay housemaids are not employers.
- **SELF-EMPLOYED:** someone who works for themselves (for their own account) and has no employees that they pay. They may use apprentices or family help.
- **APPRENTICE/INTERN/TRAINEE:** someone in work-related training, whether or not paid.
- **FAMILY HELP:** someone who works in a business carried on by a relative living in the same household as him/her (stand, small home shop, workshop, craft industry, etc.), but receives no pay.
 - NB! Do not confuse a family help with a domestic servant: a domestic servant is employed.

SECTION ON MIGRATION HISTORY: A14PAYS to A13d

You also need to ask these questions for the Household Head's deceased children. This is very important for measuring migration patterns (the share of children that have migrated relative to all children).

A14VIL/DEP.: Place of birth

- Only for individuals born in Ghana
- Put down
 - o the name of the village or town
 - o AND the region code (current administrative boundary, cf, map with list supplied).
- Special case: Where the place of birth is not the mother's place of residence, put down the mother's place of residence and not the place of birth.
 - o Example 1: the individual was born in a maternity clinic in the nearest town to the village where his mother lived → put down the village where the mother lived.
 - o Example 2: the mother went to give birth in her parents' village: put down the mother's ordinary place of residence at the time of the birth → put down the mother's village.

A14IMM:

- Only for individuals born outside Ghana, i.e., immigrants to Ghana
- NB: Some individuals referred to in the questionnaire may never have lived in Ghana. If so, code these as 0000.
Example 1: the Household Head's grandson, born in Great Britain (second generation - he is the son of the Household Head's son who immigrated to Britain).
Example 2: if the Household Head himself immigrated to Ghana, he may have left behind parents/relatives in his country of origin whom he mentions in the questionnaire although they have never lived in Ghana.

A12 to A13d: First international emigration and first return trip to Ghana

- **A13a to A13d:**
 - All these questions are concerned only with
 - the first time of leaving the country of origin/first return trip to the country of origin
 - unbroken stays of at least a year (these imply a degree of settlement abroad).
 - The dates of leaving and return are essential to study migration histories. Think about using the **timeline of events** to help with dating.
- Special cases:
 - **A13b:** migrants may move from country to country, never staying for a full year in any one place... in such a case, put down the country in which Ego has spent most time.
 - **A13C:** migrants may go back and forth between Ghana and other countries numerous times. What we want here is the very 1st return trip to Ghana that lasted at least a year. Do not count stays of less than one year because we want to know about migrants' re-settlement in the country, not casual trips.

MODULES B and C: EXPERIENCES OF PERSONS LIVING ABROAD

NB! The lines on the flap no longer match those on the notebook.

- You can now use the flap to locate the individuals concerned by modules B and C (ABR in the flap).
- The first names written in the flap mean that you can word the questions in more personalized way.
- **The Person IDs absolutely must be entered on the first page of each module.**

Interview sequence:

- Go through all the people who have a checkmark against "ABR", following the flap order.
- Go through all the Module B and Module C questions in sequence for each individual before moving on to the next person.

B1-B4: Last migration

- Aim: to find out the circumstances surrounding the last time migrants' left the country, i.e.:
 - o why they left (work, study, marriage, etc);
 - o when they left
 - o the conditions of their settlement abroad (a migrant's legal status - whether they have official papers authorizing them to remain in the country - is an indicator of migrants' living conditions)
- Special cases:
 - o If the person has left Ghana more than once with the intention of settling in another country, record only the last time he migrated.
NB: we are not concerned with leaving after a short return trip to Ghana (less than one year).
 - o For individuals who have never lived in Ghana, questions B1 to B4 are coded 0/0000
- **B3:** the household wanted here is the household as it was at the time the individual left.

C1:

- This starts a series of questions on money or material goods sent back. These questions...
 - o relate only to the last 12 months
 - o are concerned with money and goods received by all members of the household
- Aim: To find out how much migrants help households that have stayed in Ghana through sending money or goods.

C2: this question aims to distinguish regular (items 1 and 2) from occasional transfers.

C3: More than one answer can be given. But try to rank the answers, starting with the means most frequently used.

C4: enter the most exact sum possible. If the individual is reluctant, ask for an approximate amount, a "round about" figure. Remember **to specify the currency** (US Dollars, Euros, Ghanaian Cedis, etc).

C5: the question is about how the money sent by migrants is used. Obviously, it may be put to more than one use. But please try to rank the answers, starting with the main kind of use (in terms of amounts).

- E.g.; in the past year, the household received enough to buy a 4x4, and also enough to pay school fees. Put an 8 in box 1 and a 4 in box 2, because the 4x4 represents (by far) the biggest single amount of all these expenditures.

C6: If the money sent was invested (C5=8), this question tells us the exact nature of the investment and the beneficiary. More than one answer can be given.

C9 is a summary question to end the module. It aims to assess what share each migrant's transfers represent in the household budget. It concerns both money and goods sent ...

- E.g.; the general assessment has to take account of what material goods sent by migrants contribute (e.g., the sale of clothes), but also the savings that these transfers allow households to make (e.g., the cost of school supplies that the household has not had to buy because it has been sent them).

MODULE E: HOUSING AND ASSETS

This final module is no longer about individuals, but more broadly focused on the **household's dwelling and assets**.

Here again, the aim is to find out how much help households get from migrants.

The first part aims to paint a picture of the current state of the dwelling: the type of dwelling, number of rooms, amenities (plumbing and electricity), and other equipment and assets.

The second part concerns occupancy status (is the Head of Household the owner or not?) and what part migrants' money transfers play in the purchase and modification of housing.

The very final part deals with plots of land owned by the HH, what uses they are put to (built-on land, building land or agricultural land) and what part migration played in their purchase.

AND AFTER THE INTERVIEW...

MODULE O: INTERVIEWER'S OBSERVATIONS

Remember to fill in this module, which tells us about the interviewing conditions and so the **QUALITY** of the information collected. All comments are welcome!

REMEMBER TO READ OVER YOUR COMPLETED QUESTIONNAIRES

After each interview, read through your questionnaires again. Make sure that...:

- all questions have been answered,
- each answer is properly coded and easily readable.

WHAT NEXT?

You are the 1st link in a long chain. After you, various people will be working on the data that you have collected. This is what makes the job you are doing particularly important.

The long life of the questionnaire:

1. administered by the interviewer
2. proofread by the supervisor (to check that the data is complete)
3. proofread again and coded (data coherence check and coding of plain language replies)
4. data entry
5. automatic coherence tests
6. data analysis → statistical output

If you have any uncertainties, you can discuss them and get answers to any questions you might have at regular meetings with the supervisor.