



2021 POPULATION & HOUSING CENSUS

TRAINER'S GUIDE



**GHANA STATISTICAL SERVICE
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PREFACE AND ACKNOWLEDGEMENTS

All impactful developmental activities take into account the population and housing characteristics, as a necessary condition. To this end, the 2021 Population and Housing Census (PHC) will be conducted to provide updated data on the socio-economic, demographic, and living conditions of persons living in Ghana. Collecting such information is crucial as it enables the formulation and implementation of viable development plans and programmes at national, regional, district and sub-district levels. The 2021 PHC will be Ghana's first digital population and housing census, following previous censuses that were less underscored with information and technological innovations. While the conduct of a digital census, promotes the achievement of complete coverage and ensure quality data, its implementation requires behavioural change and adaptation to new working approaches, detailed planning and synchronization of activities. Among the requirements for adhering to the demands of conducting a digital census is the production of comprehensive documentation of the processes and systems for all stakeholders involved in the conduct of the census.

Premised on the foregoing, the Trainer's Guide has been prepared for all levels of trainers to utilise during training and data collection. The guide is a complement to the Field Officer's Manual and provides guidelines on how to conduct training in a standardised manner. The overarching purpose is to ensure that training across the country at all levels conform to the same set of guidelines.

Thus, this guide should be used as a reference for all trainers of the 2021 PHC to ensure effective and standard high-quality training and ultimately achieve complete coverage and quality data collection. Accordingly, trainers are required to read this guide thoroughly to guide them to prepare for and conduct training. It is also essential that census officials continuously study this guide alongside other census instruments thoroughly to gain in-depth understanding of the census work.

This Trainer's Guide is the outcome of collaborative efforts by key stakeholders including Management and Staff of GSS, and Lecturers from universities across the country. The team of experts who worked on its production have brought their varied skills, knowledge and experiences in the various thematic areas to bear on the final product, thereby improving its content and practical usability by census officials. We gratefully acknowledge the support of all the individuals and institutions who have contributed to the development of this guide.

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CHAPTER 1

INTRODUCTION TO THE TRAINER'S GUIDE

1.1 BACKGROUND AND CONTEXT

The 2021 PHC comprises series of activities that have to be undertaken to ensure that the exercise is successfully conducted and quality data is acquired. One of such activities is the training of Field Officers. Three main documents, namely, the Field Officer's Manual, PowerPoint Presentation Slides and Trainer's Guide have been developed to train the Field Officers. The primary purpose of the Trainer's Guide is to provide instructions to trainers about how to use the Field Officer's Manual, PowerPoint Presentation Slides, and other instruments and materials to train.

1.2 GENERAL INFORMATION

Commonly, Trainer's Guides serve as introduction materials that provide guidance to facilitators or trainers on how teaching or training should be organised, and guidelines before, during and after the instructional period. This Trainer's Guide which will be used for the 2021 PHC, is underpinned by a three-pronged rationale. These are:

1. To ensure consistency in the presentation of content;
2. To standardise information on skills, processes and performance specific tasks; and
3. To guarantee uniformity in knowledge acquired, skills developed, task performed and objective(s) achieved.

Thus, three main ideas typically drive the rationale and focus of the Trainer's Guide. These are standardised structure, consistent logical frame and specific task performance. The standardised structure is the bedrock upon which the other two ideas spring up. The structure comprises, generally, the introduction, purpose, learning outcomes, teaching and learning materials, why [topic] in census, key indicators, content, and revision.

1.3 RELEVANCE OF THE TRAINER'S GUIDE

The Trainer's Guide was developed with the following relevance embedded in it.

- It explains the essence of each presentation module.
- It reconciles with the content of the Field Officer's Manual and the PowerPoint Presentation Slides, and directs the trainer to specific chapters, and sections for references.
- It provides a framework to the trainer. That is, it guides the trainer to facilitate effectively.
- It clarifies concepts, content and standards to apply in the 2021 PHC.
- It provides information on specific skills to develop/improve, processes to follow and how to perform specific tasks.
- It directs how learning outcomes could be achieved.
- Its user-friendly character makes it easy for non-technical persons to use.

1.4 HOW TO USE THE TRAINER'S GUIDE

In general terms, the Trainer's Guide is user-friendly. That is, one does not need any technical expertise to use it to train, facilitate or lead an instructional process or workshop. This

notwithstanding, its effective use depends on principles that relate to the user, audience, setting, presentation team, presentation and mode of presentation (face-to-face and virtual).

The User: The main users of the Trainer's Guide for the 2021 PHC are Master Trainers, National Trainers and Regional Trainers. Each of these trainer-cohort should undertake three key activities.

1. Self-assess: The *User* should do a self-assessment to be willing and capable to train. By extension, the person should be prepared to study the Field Officer's Manual, PowerPoint Presentation Slides, as well as all other related materials for training purposes.
2. De-school: It is common for trainers to possess certain knowledge and information based on previous training and experiences. The *User* of this Trainer's Guide should do away with these prevailing knowledge because they could not be consistent with, but conflict that of the 2021 PHC.
3. Re-school: The *User* should be prepared to adopt only the information and knowledge of the 2021 PHC, and its processes for training. This becomes possible after the de-school process.

The Audience: The focus of the training is the audience, also referred to as the trainees. The trainer needs to also place primary attention on the trainees. This is the reason the Trainer's Guide is developed as an interactive interface between the trainer and the trainees. As such, it connects to all the domains of learning - the cognitive (content), affective (interactive approach) and psychomotor (practical skill development). Thus, the Trainer's Guide connects the audience to the content (Field Officer's Manual), why the content, and how the content should be presented to the trainees.

Setting: The use of the Trainer's Guide will be effective in an appropriate setting. The trainer needs to ensure a set-up that would facilitate, for example, skill transfer and task performances that are role-play based and practically demonstrative. The need to set-up and ensure the adherence to all the COVID-19 protocols are also critical.

Presentation Team: Organising workshop training, making presentation and facilitating the process is a team work. Most often, a three-member team is composed for presentation purposes – one makes the presentation (herein referred to as the trainer); another does the moderation and the other functions as a stand-by presenter or moderator. The team is responsible for ensuring that there is a successful presentation. Each of these members should be conversant with all the materials for the training workshop, and particularly, how to use the Trainer's Guide effectively.

Presentation: The Trainer's Guide provides a step-by-step approach. The trainer, therefore, has to follow the steps outlined for each specific presentation. There are general and specific guidelines that every user or trainer should follow in using this Trainer's Guide. These are discussed in the subsequent section.

Mode of Presentation: Two main modes of presentation that are available now are the face-to-face and virtual modes. Whichever mode is available, appropriate and selected, the approach to the use of the Trainer's Guide does not change.

1.4.1 How to use the Trainer's Guide for Training

To effectively use the Trainer's Guide, the trainer with the team should observe the following general and specific guidelines.

General: The trainer (or team) should:

- Understand the purpose of the 2021 PHC, its broader context, and the overarching objective – to generate quality data.
- Accept and internalise the rationale and focus of the Trainer's Guide.
- Study the main reference documents (Field Officer's Manual and Presentation Slides) and other related materials (Questionnaires, Listing Form, etc).

Specific: This entails guidelines before, during and after presentation.

Before presentation, the trainer (with the team) should:

- Practice, at least, twice, prior to training. This is to test and be sure that the logistics and equipment are functional, and most importantly, the presentation is done according to the dictates of the Trainer's Guide. It also helps the team to point out the flaws and gaps in the presentation to be addressed before that sure that all check that the necessary set-ups have been done
- Be conversant with the structure and specific steps/processes that have been outlined to guide the facilitation and interaction during training.
- Jot down the specific steps/processes that will be followed during the interaction. Alternatively, since the Trainer's Guide will be on the Tablet, the trainer could use the Tablet, unless the trainer sees it relevant to, in addition, jot down the steps.
- Allocate functions and responsibilities to team members.
- Identify and assemble all logistics and equipment such as the teaching learning materials that will be needed for the presentation.

During the presentation, the trainer should:

- Ensure that trainer(s) observe face-mask and social distancing protocols during face-to-face interactions.
- Let all participants (trainers, trainees and support staff) recite the national pledge. The purpose is to self-affirm the national commitment, task and responsibility the Government of Ghana, through the Ghana Statistical Service, has reposed in all Census Officers.
- Follow the structure and specific steps/processes that have been outlined in the Trainer's Guide. This will enhance interactive presentation and reflective learning.
- Focus on the trainees because the Trainer's Guide is trainee-centred.

After the training, the trainer with the team should:

- Evaluate how the team used the Trainer's Guide. The evaluation should be at two levels: at the presenter level and at the group level.
- Develop best approaches (refer to guidelines before presentation) to use the Trainer's Guide in the next presentation.

1.4.2 How to use the Trainer's Guide for Monitoring

One of the components of the training of Census Officials for the 2021 PHC is monitoring. The overarching objective of the monitoring is to ensure the compliance of established guidelines and protocols before, during and after training. To monitor the training of trainees at the various

training centres, the monitoring team should focus on the guidelines at each of these three levels – before, during and after presentations.

Before each presentation: At least, two days to the presentation, the monitoring team should interact with the presentation team to assess the extent of preparation. The monitoring team could use this opportunity to provide guidance and assistance to the training if needed. The purpose is to improve upon the preparatory activities towards the training. The following are the guidelines the monitoring team should follow:

- Request for the training plans (including the back-up plans) of the training team.
- Assess these plans and make suggestions, where necessary, and discuss with the training team. Note that the monitoring team should not impose any suggestions on the training team.
- Interact with the research team to assess the:
 - Readiness and preparedness of the main user (the presenter) who will be using the Trainer’s Guide for presentation;
 - Availability and suitability of the setting for the training in general, and the presentation in particular; and
 - COVID-19 protocols that have been put in place (i.e. if it is a face-to-face training)

During each presentation: The monitoring team is expected to observe how the training team comply with the training plans, and specifically, the methods of presentation that have been outlined in the Trainer’s Guide. The purpose is not to find fault, but to monitor and make specific suggestions and comments that could be used to improve subsequent presentations. The focus should therefore be on:

- The specific roles and responsibilities of each member of the training team; i.e. the delivery of the presentation, the role of the moderator and the responsibility of the stand-by member.
- How interactive the training session has been;
- The participation of the trainees;
- The internal and external factors that enhanced/affected the session.

After the presentation: The monitoring team should conduct a post-presentation interaction to discuss the observations, suggestions and other comments with the training team. The expectation is for the training team to accept and incorporate these suggestions into future presentation and training sessions. The monitoring team should be friendly, and use constructive (but not judgemental) language expressions during the interaction. Finally, the monitoring team should write a report on each presentation session observed.

CHAPTER 2

PRESENTATION ONE: INTRODUCTION TO 2021 POPULATION AND HOUSING CENSUS

2.1 INTRODUCTION

Population censuses have been conducted in Ghana, and approximately within a ten-year interval since 1891. The last of such censuses, which was the fifth to be undertaken during the post-independence period, was conducted in 2010. It recorded a total population of approximately 24.7 million. The Ghana Statistical Service (GSS) has scheduled the conduct of the 2021 Population and Housing Census (PHC) in June, 2021. This presentation introduces Field Officers (Enumerators and Supervisors) to some of the concepts associated with the conduct of Population and Housing Census.

2.2 PURPOSE

The purpose of this presentation is to equip trainees with the knowledge about the conduct of Population and Housing Census (PHC).

2.3 LEARNING OUTCOMES

By the end of the presentation trainees should be able to:

1. Distinguish between Population Census and Housing Census;
2. Explain the significance of the Census Night;
3. Identify the essential features of the 2021 PHC;
4. Explain the 2021 PHC process;
5. Explain the rationale for conducting the 2021 PHC;
6. Identify and explain the key elements in the Legal Framework that governs the 2021 PHC; and
7. Discuss the importance of confidentiality in the conduct of the 2021 PHC.

2.4 TEACHING AND LEARNING MATERIALS

The following materials will be used at different stages of the presentation:

- Projector
- Laptop
- Field Officer's Manual
- PowerPoint Presentation Slides

2.5 CONTENT

2.5.1 Concepts and Definitions

Examine the previous knowledge of trainees on population census, housing census, and the relationship between the two.

Let trainees quickly read Chapter One (Sections 1.1, 1.2 and 1.3) of the Field Officer's Manual (Field Officer's Manual). Pause to allow questions from trainees or inquire if any of the trainees has questions related to the concepts discussed before you proceed.

2.5.2 History of Censuses in Ghana

Seek the views of the trainees about the history of population censuses, and population and housing censuses that have been conducted in Ghana.

Use the information in Chapter One (Section 1.5) and briefly discuss with the trainees the years Ghana conducted population censuses, and population and housing censuses.

After the discussion, present the pre and post-independence censuses and **emphasise** that PHC commenced in Ghana in the year 2000.

2.5.3 Essential Features of 2021 PHC

Let the trainees share their views about the essential features of PHC. Task them to read Chapter One (Section 1.6) of the Field Officer's Manual, to identify the essential features of the 2021 PHC, and engage them to discuss the relevance of each of these features to the 2021 PHC. Use the following sample questions for the discussion:

- What do you consider to be the essential features of a PHC?
- How have these features been applied to the 2021 PHC?

Proceed to discuss the essential features of the 2021 PHC. Again, **point out** to the trainees persons to be enumerated and persons not to be enumerated during the 2021 PHC.

Persons to be enumerated are as follows:

1. All persons who spent the Census Night in a household in Ghana;
2. All persons who spent the Census Night in an institution (Group Quarters) in Ghana;
Example: Those in hospitals, boarding schools/colleges, hotels, barracks and prisons; and
3. All outdoor sleepers and those in transit in Ghana (floating population) on the Census Night.

Persons **not** to be enumerated are as follows:

1. All usual members and other persons who did not spend the Census Night in Ghana;
2. Persons born **after** the Census Night; and
3. Persons who died **before** the Census Night.

Allow the trainees to ask questions. Engage them to respond to questions posed before you present the accurate answers.

2.5.4 Rationale for the 2021 PHC

From the history of censuses in Ghana, it was observed that the country has organized two main censuses: population census and population and housing census. Ask the trainees to explain why Ghana moved from *population census to population and housing census*?

Allow the trainees to express their views on the rationale for the 2021 PHC. Proceed to discuss the rationale for the 2021 PHC with them.

Refer the trainees to Chapter One (Section 1.6) of the Field Officer's Manual and discuss the *uniqueness of the 2021 PHC* with them.

2.5.5 Census Process

Every PHC comprises activities that have been put under specific phases. Let trainees share views about these phases and the activities under each phase. Use the following questions:

- What are the activities involved in a PHC?
- Group these activities under specific stages/phases.

Allow the trainees to share and present their views on the question and task. Ask them to read Section 1.10 of the Field Officer's Manual. Afterwards, display the Census Process Framework in Presentation Slide 15, and ask the trainees to identify the various activities under each of the phases for discussion.

Present and briefly discuss the following with the trainees about the preparatory activities undertaken towards the 2021 PHC as well as additional activities yet to be conducted by GSS.

Allow the trainees to ask questions. Engage them to respond to questions posed before you present the accurate responses.

2.5.6 What is New in the 2021 PHC

Let the trainees share their views about what they think would be new in the 2021 PHC. Ask them to refer to Section 1.11 of the Field Officer's Manual. Discuss the following with them, and **emphasise** the relevance of each to the 2021 PHC.

1. The use of **Computer Assisted Personal Interviewing (CAPI)** to ensure efficient data collection, management and processing for early release of results;
2. The use of **Geographic Positioning System (GPS) coordinates** to pick locations of structures and localities using the tablet;
3. Inclusion of additional questions to elicit more information on sanitation including **solid waste disposal, toilet facilities and wastewater disposal**; and
4. Expansion of the ICT Section to ensure the measurement of indicators of the **Sustainable Development Goals (SDGs)**.

Allow the trainees to ask questions. Engage them to respond to questions posed before you present the accurate answers.

2.5.7 Importance of 2021 PHC

Examine the previous knowledge of the trainees on the importance of PHC. Ask them to refer to Chapter One, Section 1.12 of the Field Officer's Manual, and discuss with them the importance of the 2021 PHC to national development. **Stress** that the 2021 PHC is **not** for tax purposes.

2.5.8 Legal Framework

The conduct of censuses is governed by laws. Seek the views of the trainees about some of these laws. Ask them to read Chapter Two, Sections 2.1 – 2.6. Discuss with them the Legal Framework that governs the 2021 PHC, and **point out** the implications of the following laws:

- Legal authority of the Census is Statistical Service Act, 2019 (Act 1003).
- Legal right to enter premises to conduct the Census.
- Public's obligation to respond to census enquiries.

2.5.9 Oath Taking and Confidentiality

Let the trainers share their experiences of the taking of oath which they have been involved in or witnessed. Lead them to discuss oath taking and confidentiality. Ask them to read Section 2.6. Proceed to discuss with them the concepts of *confidentiality* and *oath taking* within the context of the 2021 PHC.

Ask the trainees to explain the rationale for Taking of Oath in the 2021 PHC. Refer them to Section 2.7, and **emphasise** the following:

- Taking an oath of secrecy by all Census Officers;
- Adherence to confidentiality;
- Essence of Privacy;

- Publication of all information in aggregated tables; and
- Careful handling of PHC documents.

Stress that it is a serious offence for a Census Officer to falsify information.

2.5.10 Basic Security, Safety and Health Guidelines

Let trainees share their views on the basic security and safety guidelines that Field Officers should be aware of. Refer trainees to Chapter 6, Section 6.5 of the Field Officer's Manual and discuss the security and safety guidelines with them.

Again, ask the trainees to share what they know about COVID-19 (origin, mode of transmission, symptoms and preventive guidelines). Refer to Section 6.5 and discuss what Field Officer's must do to prevent COVID-19 infection.

2.6 REVISION

Present a summary of the presentation. Afterwards, assess the knowledge and understanding of trainees on the issues discussed in this presentation with the following sample questions.

1. Distinguish between Population Census and a Housing Census
2. Why is Census Night relevant in the conduct of the 2021 PHC?
3. What are the essential features of the 2021 PHC?
4. What constitutes the Census Process?
5. Why is PHC important?
6. Identify and explain the key elements in the legal framework that guide the conduct of the 2021 PHC.

If there are gaps based on the responses provided, you need to revisit the specific discussion(s).

Inform the trainees about the next topic for discussion.

CHAPTER 3

PRESENTATION TWO: CONDUCT, ROLES AND RESPONSIBILITIES OF FIELD OFFICERS

3.1 INTRODUCTION

The information collected by Field Officers is the foundation upon which the success of the Census will be measured. Field Officers contribute to the successful collection of Census information at the locality, household, and individual levels. Therefore, they must make every effort to obtain complete and accurate responses and record them carefully and correctly. Thus, they need to be equipped to observe and adhere to some important principles and practices as well as acquire the requisite interviewing skills which will enable them to discharge their responsibilities in the field. It is also important for Field Officers to be conversant with the “dos & don'ts” in the field. This presentation covers the conduct, roles and responsibilities of Field Officers during the 2021 PHC.

3.2 PURPOSE

The purpose of this presentation is to equip trainees with knowledge on the conduct, specific roles and responsibilities of Field Officers, and the requisite skills to enable them discharge their mandate during the 2021 PHC.

3.3 LEARNING OUTCOMES

By the end of the presentation trainees should be able to:

1. Describe the roles, behaviour and responsibilities that are expected of a Field Officer;
2. Identify the appropriate mode of appearance;
3. Demonstrate the ability to interact with people and households in an assigned EA; and
4. Make evident good interviewing skills.

3.4 TEACHING AND LEARNING MATERIALS

The following materials will be used at different stages of the presentation:

- Projector
- Laptop
- Field Officer’s Manual
- PowerPoint Presentation Slides

3.5 CONTENT

3.5.1 Conduct of Field Officers

Let the trainees share their views about the specific behaviours that Field Officers are expected to demonstrate during PHC. Ask them to read Chapter 4, Sections 4.2, 4.5 and 4.6 of the Field Officer’s Manual to identify the appropriate behaviours expected of all Field Officers during the 2021 PHC. Afterwards, undertake the following:

1. Discuss with the trainees how to approach people.

- a. Call out two or three Enumerators to demonstrate how to approach a house/household,
- b. Allow trainees to comment on the demonstration.
2. Proceed to present the key points on how to approach a house/household. Refer trainees to Section 4.2 and discuss the example provided in the Field Officer’s Manual.
3. Let trainees describe situations they regard as difficult cases, and explain the causes and reasons for the difficulty:
 - a. Call out two trainees to demonstrate one of such difficult cases.
 - b. Allow trainees to comment on the demonstration and proceed to discuss the issues.
4. Refer the trainees to Chapter Four, Section 4.8. **Emphasise** how to address difficult cases, particularly, using local-based approaches as follows:
 - Try and explain yourself well.
 - Where possible obtain help from neighbours.
 - Seek assistance from community/opinion leaders.
 - As a last resort refer to the law.
 - If the respondent still refuses to co-operate, make a note and report to the Supervisor.

Allow the trainees to ask questions. Engage them to respond to questions posed before you present the accurate answers.

3.5.2 The Role of the Enumerator

Let the trainees share their views about the roles of Enumerators in PHC. Afterwards, refer them to Chapter Four, Section 4.6 of the Field Officer’s Manual. Ask them to outline the specific roles of the Enumerator in the 2021 PHC. **Emphasise** the importance of each role mentioned to the 2021 PHC.

Allow the trainees to ask questions with respect to the role of the Enumerator. Respond appropriately.

3.5.3 Roles of Supervisors

Ask the trainees to share their views about the roles of Supervisors in PHC. Let them read Section 4.12 of the Field Officer’s Manual. Task the trainees to outline the specific roles of the Supervisor and **emphasise** the importance of each role mentioned to the 2021 PHC.

Indicate to the trainees that the Supervisor is responsible for all Census activities in the Supervisory Area (SA) (see also Chapter Nineteen of the Field Officer’s Manual).

Allow the trainees to ask questions. Engage them to respond to questions posed before you present the accurate answers.

3.5.4 Appearance of Field Officers

Let the trainees describe the appearance of Field Officers that is appropriate for the 2021 PHC. Use the pictures in the Presentation Slides (Slides 12 – 16) to discuss the appearance (e.g. dressing and hairstyle) of a Field Officer, and its implications on safety, security and data collection.

3.5.5 Interviewing Skills

Ask the trainees to mention or describe the basic skills needed to conduct interviews in a household. Let them read Section 4.7 of the Field Officer’s Manual. Proceed to discuss with them the basic skills (e.g. how to use language and show courtesy, friendliness and politeness) needed to conduct interviews during the 2021 PHC.

Encourage the trainees to list some of the verbal and non-verbal expressions/cues that they think are appropriate to use during field work. Ask them to show the relevance of these expressions/cues during interviews. Discuss the implications of these expressions/cues on the 2021 PHC.

Task the trainees to list verbal and non-verbal expressions that they think are inappropriate to use. Ask them to show the effects of these expressions during interviews. Discuss the implications of these expressions on the 2021 PHC.

Refer trainees to Section 4.3 of the Field Officer's Manual and discuss further with them the *appropriate use of language during interviews*.

3.5.6 Language

Note the following:

- Use of language for interview (Section 4.3);
- Point out to trainees about verbal and non-verbal communication. Ask them to list examples of use of verbal communication considered appropriate or inappropriate.
 - Also ask them to list examples of use of non-verbal communication which may be considered appropriate or inappropriate:
 - Examples of inappropriate non-verbal communication include: using the left hand; using the head to nod in answering questions; winking at respondents, and wearing a frowned face;
- Let trainees explain why they consider these verbal and non-verbal communication they have listed appropriate or inappropriate.

Choose any topic related to the 2021 PHC. Then select two trainees (one acting as an interviewee, and the other an interviewer) to demonstrate practically, using a role-play, how to conduct an interview using the topic as the subject of the interview. Let the other trainees observe critically.

After the interview, let the trainees discuss their observations. **Emphasise** that the following need to be adhered to when conducting an interview:

1. Make a good first impression.
2. Have a positive approach.
3. Obtain respondent's consent.
4. Assure confidentiality of responses.
5. Give direct answers to questions from respondents.
6. Be neutral throughout the interview.
7. Never suggest answers to the respondent.
8. Do not change the wording or sequence of questions

Allow the trainees to ask questions. Engage them to respond to questions posed before you present the accurate answers.

3.5.7 Field Officers' Obligations

Let the trainees share their opinions about the obligations of Field Officers. Ask each trainee to explain, at least, one obligation of the Field Officer that could enhance data collection during the

2021 PHC. Refer them to Section 4.8 of Field Officer's Manual (see also Slides 31-33) and emphasise the importance of these obligations to the 2021 PHC.

3.5.8 Things Field Officers MUST NOT DO

Ask each trainee to state and explain, at least, one thing they think Field Officers should **not do** during PHC. Let the trainees read Section 4.9. Afterwards, discuss with them the things Field Officers should not do during the 2021 PHC. Use the pictures in Slides 22 and 23 of the PowerPoint Presentation to reinforce understanding.

3.6 REVISION

Present a summary of the presentation. Afterwards, assess the knowledge and understanding of the trainees using the following sample questions.

1. What are the roles and responsibilities of the following Field Officers in the field:
 - a. Supervisors
 - b. Enumerators on the field?
2. How should the appearance of Field Officers be in the field?
3. How important is the dressing of a Field Officer to data collection during the 2021 PHC?
4. Describe how you will conduct an interview with a respondent?
5. Outline the steps you will follow in dealing with household members who refuse to be enumerated?
6. Demonstrate how to deal with a situation e.g. handling a difficult respondent (use a role-play).

If there are gaps based on the responses provided, you need to revisit the specific discussion(s).

Inform the trainees about the next topic for discussion.

CHAPTER 4

PRESENTATION THREE: USE OF CENSUS MAPS

4.1 INTRODUCTION

Preliminary preparations are key to ensuring that Enumerators are given all the vital information and logistics needed for effective enumeration. One of such preparations is how to use maps. The use of maps are essential for achieving complete and accurate enumeration. It is important for Field Officers to be conversant with the procedures for using maps to accurately and correctly identify Enumeration and Supervisory Areas. This section of the Trainer's Guide covers the use of maps to identify concepts: Locality, Supervisory Area (SA), Enumeration Area (EA), and how to identify boundaries of SAs and EAs.

4.2 PURPOSE

The purpose of this presentation is to develop the capacity of trainees to enable them to read maps, identify SAs, EAs and localities, and interpret maps.

4.3 LEARNING OUTCOMES

At the end of this presentation, the trainees should be able to:

1. Carry out EA map orientation and canvassing;
2. Distinguish between the three types of EAs;
3. Identify the features of an EA map;
4. Read EA map descriptions to identify the boundaries;
5. Explain the components of the EA Code;
6. Distinguish between SA and EA maps; and
7. Identify any gaps or overlaps on maps or EAs.

4.4 TEACHING AND LEARNING MATERIALS

The following materials will be used at different stages of the presentation:

- Projector
- Laptop
- Field Officer's Manual
- PowerPoint Presentation Slides
- Hard copies of EA, SA Maps
- PHC2 Form
- Tablets/CAPI

4.5 WHY THE USE OF MAPS IN CENSUS

Ask the trainees to describe a map. Then discuss with them that the PHC map is used to:

- Locate and identify the EA/SA assigned to Field Officers;

- Ensure that all structures and persons within the boundaries of the EA are identified and enumerated to avoid any omissions or overlaps;
- Guide Field Officers to correctly identify areas of Field Officers' thereby avoiding multiple counting;
- Determine the number of Field Officers to be assigned to each district; and
- Determine the number and type of logistics to be distributed in each EA.

4.6 KEY INDICATORS

Explain to the trainees that a lot of work has been done in demarcating the SAs and EAs for the 2021 PHC. The data from the PHC will help to compute some indicators such as:

- Geometry indicators (surface area, perimeter, circularity, compactness); and
- Accessibility indicators (Road network/ density, percentage of tree cover, surface friction
- Building density and distribution (count, area, distribution/cluster) of variable.

4.7 CONTENT

4.7.1 Concepts and Definitions

Let the trainees share their perceptions about the concept of *locality*. Ask them to read Chapter Five, Sections 5.6 and 5.7 of the Field Officer's Manual. Discuss with them the concept of locality.

Ask the trainees to identify the types of maps to be used for the 2021 PHC. **Point out** to them that there are **three** main types of maps for the 2021 PHC, namely, the EA, SA and District Maps. **Distribute** hard copies of the 2021 PHC EA, SA and District maps to the trainees (possibly in groups of two or four). Discuss with the trainees the following:

1. EA map: This map is given to the Enumerator to enable him or her to locate his or her EA during the Census exercise. Attached to the EA Map a description form (also called the PHC2 Form) which describes the boundaries of the EA;
2. SA map: This is a group of adjoining EAs put together as one map given to the supervisor to help him/her to the Census field work; and
3. District map: This is a map that covers the entire district as an administrative unit. This map is given to the District Data Quality Management Team (DDQMT) to aid their work during the 2021 PHC.

Further, **stress** that to ensure effective 2021 PHC, the entire country has been demarcated into smaller manageable areas with clearly defined boundaries termed as EAs. Task the trainees to read Chapter Seven, Sections 7.4.1 – 7.4.3. Ask them to study the types of EA maps for the 2021 PHC.

Let the trainees show the difference between the types of EA maps. Then **highlight** the following to deepen their understanding of the types of EA maps:

1. Type One: entire locality forming an EA (One locality, one EA).
2. Type Two: a locality divided into two or more EAs (One locality, many EAs).
3. Type Three: Two or more localities put together to form one EA (Two or more localities, one EA).

Allow the trainees to study the EA maps to identify the differences. Proceed to discuss with them the features on EA maps using the legends (see Sections 7.4.1 – 7.4.3).

Allow the trainees to ask questions. Engage them to respond to questions posed before you present the accurate responses.

4.7.2 Description of EA Boundaries (PHC2)

Ask the trainees to share their views on how to describe EA boundaries on a map. Refer them to Section 7.5. **Emphasise** to the trainees that the PHC2 is an integral part of the EA map which provides all the geographical information of the EA. Afterwards:

- Show and discuss the PHC2 with trainees.
- Guide trainees to be conversant with the Geographical Area Codes (geocodes) (refer trainees to Section 7.10).
- Give a completed PHC2 Form to each trainee and ask them to interpret the geocodes.
- Distribute blank PHC2 Forms to trainees and task each trainee to complete a sample PHC2 Form.

Allow the trainees to ask questions. Engage them to respond to questions posed before you present the accurate responses.

4.7.3 Map reading

Seek the views of the trainees about how to read maps. Explain to them that in addition to features, knowledge of boundaries on maps is critical for map reading. Ask them to read Section 7.5.1.

Stress that the EA boundaries are clearly defined by both natural (e.g. rivers, streams, etc.) and man-made (roads, footpaths, drains, etc.) features. Indicate that these features can be found on the actual ground. Let the trainees take a look at the EA maps to identify these features and boundaries.

Point out that map reading is done to ensure that there are no over-lapping EA boundaries or any areas left out between adjoining EAs. Then guide the trainees to do the following:

1. Interpret and relate the EA boundary description to actual ground features (Section 5.7.3).
2. Identify all the three types of EA maps (Sections 7.5.2 – 7.5.4).
3. Be conversant with how to canvass each type of EA map (PHC2)
4. Show how to report to their Supervisors when they identify overlaps, omissions or new geographical areas (localities).

To ensure that trainees are able to read the EA maps:

1. Provide different types of EA maps to them, and ask them to identify the essential geographical features; and
2. Guide them to canvass different EA types during field practice.
3. Allow the trainees to ask questions. Engage them to respond to questions posed before you present the accurate answers.

Emphasise to trainees the uses of the dynamic map.

Take the trainees through a practical session on how to use the maps on their tablets.

Allow the trainees to ask questions. Engage them to respond to questions posed before you present the accurate responses.

4.7.4 Census Geographical Terms

Task the trainees to be familiar with the following census geographical terminologies and their uses:

- Locality: Section 5.6.
- Enumeration Area (EA): Section 5.7.
- Supervisory Area (SA): Section 7.6.

- District Map: Section 7.7

4.7.5 Locating EAs and Localities

Explain to the trainees that one needs to develop specific skills to identify EAs and localities on maps. Take the trainees through the following steps to guide them to locate EAs and localities.

1. First, locate the EA name (EA base) for Type 2 EA, and for Type 3, look for the EA base locality.
2. Identify the starting point on the description form (PHC2 Form).
3. Be conversant with the conventional signs on the map as well as the “North” direction. The symbols enable you to recognise the geographical features shown on the map while the “North” direction shows the geographical bearings to guide you to orient the map correctly.
4. Trace (canvass) the EA boundaries using visible features (e.g. rivers, streams, streets and highlands) on the EA map (refer to Sections 7.4.1 – 7.4.3).
5. Identify the starting point for enumerations.

Note and emphasise the following:

- Overlaps and gaps must first be reported to the Field Supervisor who will then consult the District Data Quality Management Team (DDQMT) to assist in resolving them;
- When any Enumerator comes across an omitted locality/localities (especially in Type 3 EAs) s/he must report to the Field Supervisor who will then report to the District Field Supervisor, and who will in turn report to the DDQMT to get the right Enumerator to cover that new locality/localities. This omitted locality/localities must be correctly indicated on the EA Map or added to the list of localities on the PHC2 Form of that EA.
- All boundary disputes in EAs and districts must first be reported to the Supervisor who will also report to the District Field Supervisor, and who will subsequently, report to the DDQMT to get it resolved.
- If a locality is deserted or collapsed (especially for Types 1 and 3 EAs) confer with and confirm from the neighbouring localities if indeed that locality is truly deserted or collapsed. Go back to this deserted or collapsed locality, take your GPS reading and add a report about the possible reasons the locality is deserted or collapsed.
- Enumerators must be conversant with the codes in order to avoid:
 - multiple counting or
 - leaving some areas uncovered.

Refer the trainees to Section 5.12 for further reading and understanding.

Allow the trainees to ask questions. Engage them to respond to questions posed before you present the accurate responses.

4.8 REVISION

Present a summary of the presentation. Afterwards, assess the knowledge and understanding of the trainees on the following revision questions.

1. Describe how to carry out the following:
 1. Map orientation
 2. Canvassing
2. List the three types of EAs and show the differences between them.

3. Mention at least five features of an EA map.
4. Identify the steps in reading an EA map.
5. Describe the components of an EA code.
6. How can you identify overlaps or gaps in an EA?

If there are gaps based on the responses provided, you need to revisit the specific discussion(s).

Inform the trainees about the next topic for discussion.

CHAPTER 5

PRESENTATION FOUR: COMMUNITY & HOUSEHOLD ENTRY GUIDELINES

5.1 INTRODUCTION

Securing and sustaining the interests of community/household members are critical for the 2021 PHC. This is because, the support and cooperation of communities and households will ensure the successful collection of complete and accurate data during and after the Census exercise. Community entry and household entry are important in this context because they will afford the Census Officials the opportunity to make the right contacts; engage with the right people or leaders; clarify the purpose of the visit; specify the support expected from them to achieve the objectives of the visit; determine any challenges that are likely to affect successful data collection at the community or household level; and develop the strategies to address these challenges.

5.2 PURPOSE

The purpose of this presentation is to equip trainees with the requisite techniques and skills to conduct community entry and household entry to solicit community and household support, cooperation and participation in the 2021 PHC.

5.3 LEARNING OUTCOMES

At the end of this presentation, trainees should be able to:

1. Explain the concepts of community and household.
2. Differentiate between community entry and household entry.
3. Demonstrate how to conduct:
 - a. community entry; and
 - b. household entry.

5.4 TEACHING AND LEARNING MATERIALS

The following materials will be used at different stages of the presentation:

1. Projector
2. Laptop
3. Field Officer's Manual
4. Presentation slides
5. Videos

5.5 WHY COMMUNITY AND HOUSEHOLD ENTRY IN CENSUS

Ask the trainees to share their views on the need for community entry and household entry in census. Discuss with them the following:

- Effective community entry and household entry are critical to the collection of complete and accurate information in the 2021 PHC.
- It affords the Census Officials the opportunity to:

- Make the right contacts;
- Engage with the right people or leaders;
- Clarify the purpose of the visit;
- Specify the support expected of community leaders and members in order to achieve the objective of the visit; and
- Determine any challenges that are likely to affect a successful data collection at the community or household level and develop strategies for addressing them.

5.6 CONTENT

5.6.1 Concepts and Definitions

Ask the trainees to share their views on the concept of *community*. Task them to read Chapter Six, Section 6.4 of the Field Officer’s Manual. Then with them, discuss the concept of community.

Again, let the trainees express their perceptions about the concept of *household*. Let them read Section 5.3 of Field Officer’s Manual. Afterwards, discuss with them the concept of household.

Also, ask the trainees to explain who is referred to as the *head of a household*. Refer them to Section 5.3.3, and discuss the concept of head of a household with them. **Emphasise** that for the purposes of the 2021 PHC, the following should be used to determine the head of a household. That is, the head of a household should be:

- A male or female.
- Primarily responsible for making major decisions on the household’s provisions for food and other essentials; and
- Acknowledged by members of the household as the head.

Point out to the trainees that the head of household may not necessarily be the main income earner or the oldest person in the household. **Stress** the fact that the HEAD is one who is recognised by the rest of the members as such.

Ask the trainees to share their opinions about the concept of *community entry*. Let them read Chapter Six, Section 6.4.2 of the Field Officer’s Manual. Discuss with them the concept of community entry.

Continue to **stress** that the purpose of community entry is to:

- Secure and sustain the community's interest;
- Gain support from the community leaders; and
- Ensure the establishment of good working relationship in all aspect of the 2021 PHC.

Furthermore, let the trainees describe the concept of *household entry*. Refer them to Section 6.4.3, and ask them to read. Then discuss with them the concept of household entry.

Add that household entry involves the following steps:

- Community entry;
- Locating structures where people live; and
- Correctly identifying households within the structures.

Allow the trainees to ask questions. Engage them to respond to questions posed before you present the accurate responses.

5.6.2 Why Community Entry and Household Entry in the Census

Let the trainees share their views on the importance of community entry and household entry to the 2021 PHC. Afterwards, discuss with them the relevance of community entry and household entry to the 2021 PHC.

Emphasise that effective community entry and household entry are critical to the collection of complete and accurate information during the 2021 PHC.

5.6.3 Benefits of 2021 PHC to the Community

Let the trainees share their views about the benefits the community will derive from the 2021 PHC. Discuss with them the benefits of the 2021 PHC to the community (see Slide 11 of the PowerPoint Presentation).

5.6.4 Guidelines for Community Entry

Discuss with the guidelines for community entry. Ask them to read Section 6.4.2. Then **highlight** the following rules and customs governing visits to other people’s homes for the purposes of the 2021 PHC:

1. Knock, ring the bell and/or announce your presence with “agoo”, “gafara” or “kəkəkək”, and wait for a response to usher you in.
2. Cheerfully greet the people in the customary way and introduce yourself.
3. Explain briefly the purpose for your visit.
4. Always seek to speak with an adult first. If an adult is not available find out when an adult may be available and make an appointment accordingly (including leaving a call-back card).
5. Do not engage in any conversation that would not be relevant to the purpose of the visit or engage in any controversy or argument during the Census process.

Allow the trainees to ask questions. Engage them to respond to questions posed before you present the accurate answers.

5.7 REVISION

Present a summary of the presentation. Evaluate the knowledge and understanding of the trainees by taking them through the following questions:

1. Differentiate between the following concepts:
 - a. Community and Household
 - b. Community entry and household entry
2. How will you conduct:
 - a. Community entry?
 - b. Household entry?
3. A house-help and his/her family live in the same house with the employer. The house-help and the employer form one household.
 - a. TRUE/FALSE?
 - b. Explain your answer.
4. Create an appropriate environment for role-plays:

- a. Task at least two trainees to conduct community entry.
- b. Task at least two trainees to conduct household entry.

If there are gaps based on the responses provided, you need to revisit the specific discussion(s).

Inform the trainees about the next topic for discussion.

CHAPTER 6

PRESENTATION FIVE: LISTING OF STRUCTURES

6.1 INTRODUCTION

Listing of structures is a component of Population and Housing Census. During the 2021 PHC, all structures will be identified and classified to ensure that households in the structures and dwelling units are enumerated. This presentation focuses on how to conduct listing.

6.2 PURPOSE

The purpose of this presentation is to equip trainees with the requisite knowledge and skills to list structures in EAs.

6.3 LEARNING OUTCOMES

By the end of this presentation, trainees should be able to:

1. Explain the concept of structure;
2. Identify the key features of a structure;
3. Apply the concepts and procedures to conduct complete listing of structures in an EA; and
4. Demonstrate the ability to list structures in a systematic manner (serpentine, sequential or any other logical way) in EAs.

6.4 TEACHING AND LEARNING MATERIALS

The following materials will be used at different stages of the presentation:

1. Projector
2. Laptop
3. Field Officer's Manual
4. PowerPoint Presentation Slides
5. Flip Charts

6.5 WHY LISTING IN CENSUS

Briefly discuss with the trainees the reasons for Listing structures in census and **emphasise** that it helps to achieve the following:

- Ensure complete coverage of structures:
 - Completed and uncompleted structures; and
 - Residential and non-residential structures.
- Identify all households, institutional population and the location of outdoor sleepers in the EA for actual enumeration.

6.6 CONTENT

6.6.1 Concepts and Definitions

Let the trainees present their views about the concept of *structure*. Ask them to read Chapter Eight, Section 8.1 of the Field Officer's Manual. Discuss with them the concept of structure.

Emphasise the following features of a structure to the trainees:

- Completed or uncompleted;
- Residential or non-residential;
- Occupied or unoccupied; and
- Movable or fixed.

Stress also, these key features of a structure: **separateness, independence, completed or uncompleted.**

Again, seek the views of trainees on the concept of *level of completion*. Refer them to Section 8.1. Then discuss with them the concept of level of completion (which refers to the stage at which the structure is constructed/built). Present the various levels of completion of structures that have been outlined for the purposes of the 2021 PHC.

Draw the attention of the trainees to the following:

- For uncompleted structures, only those above window-level should be considered.
- Table kiosk or structures that are below window-level should **not** be considered.
- A structure does not necessarily need to be surrounded by a wall, fence or hedge.

Furthermore, ask the trainees to present their opinions on the concept of *listing*. Let them read about it in Section 8.1. Then discuss with them the concept of listing.

Discuss with the trainees the three main components of listing presented below.

1. Level of completion of structures
2. Types of structures
3. Use of structures

Point out to the trainees that listing of structures is important for achieving complete and accurate enumeration during the 2021 PHC.

Task the trainees to refer to Chapter Five, Sections 5.2.2 and 5.2.3, and ask them to read about *housing unit* and *dwelling unit*. Let them draw the difference between these two concepts.

Allow the trainees to ask questions. Engage them to respond to questions posed before you present the accurate answers.

6.6.2 Level of completion

Ask the trainees to refer to Section 10.4 and let them, briefly, identify the levels of completion.

1. Fully completed
2. Fully roofed but uncompleted
3. Partially roofed
4. Roofing level (with improvised roof)
5. Lintel level (with improvised roof)
6. Roofing level (without roof)
7. Lintel level (without roof)
8. Window level
9. Concrete/metal pillars level

Emphasise that the following structures must be listed using these specific approaches:

- For block of flats, list each flat separately. Start from the top floor to the ground floor.
- Every detached structure should be listed separately.
- For semi-detached structures, each structure should be listed separately.
- For a compound/plot with more than one structure, whether walled or not walled, list each of the structures separately.

- Each group of huts on one compound/plot whether walled or not walled should be listed separately.
- A group of huts with interlinked wall should be given one serial number.
- Containers and kiosks, irrespective of where they are placed, should be listed separately.

Stress that the following are **not** to be listed during the 2021 PHC:

- Hen coops;
- Table kiosks/Table-top stalls;
- Structures under construction below window level or at foundation level; and
- Separate short-walled bath houses (referred to as ‘show-your-neck’ in some areas).

Refer the trainees to Chapter Eight, Section 8.2.2 of the Field Officer’s Manual, and take them through the steps involved in writing the special number including the 4-digit serial number to be written on the structure.

Allow the trainees to ask questions. Engage them to respond to questions posed before you present the accurate responses.

6.6.3 Procedures for Listing of Structures

Ask the trainees to share their views on *serpentine pattern* of movement. Let them read Section 8.2.2. Then discuss the concept of serpentine (with pictures or sketches) and **highlight** that the purpose is to ensure a complete coverage of all structures in an assigned EA.

Take the trainees through this serpentine procedure in listing of structures. Using the sketch on Slide 14 – 18, call out, at least three trainees, to demonstrate on flip chart/board/screen how to use the serpentine approach to list all the structures.

Refer the trainees to Section 8.2.2 of the Field Officer’s Manual, and take them through the steps involved in writing the special number, including the 4-digit serial number to be written on the structure.

Allow the trainees to ask questions. Engage them to respond to questions posed before you present the accurate responses.

6.6.4 Listing in Type 3 EAs

Review the previous knowledge of trainees on the types of EAs. Proceed to discuss how structures in Type 3 EAs should be listed. Refer them to Section 8.2.5, and take them through the following steps:

1. Start to list the structures from the base locality.
2. Complete listing of structures in one locality before moving to the next locality in the same EA.
3. Continue the serial numbering in the next locality from where the previous locality ended.

Let, at least, two of the trainees demonstrate by using an EA with several localities to show how the 4-digit serial numbering should be written from one locality to the other.

6.7 REVISION

Present a summary of the presentation. Use the following questions to evaluate the knowledge and understanding of the trainees.

1. What is a structure?
2. What are the key features of a structure?

3. All structures will be listed during the listing exercise irrespective of the type.
True or False? Explain choice of answer.
4. Different structures on the same compound with a fence wall will be assigned the same structure number. True or False? Explain choice of answer.
5. Semi-detached structures should be listed separately. True or false? Explain choice of answer.
6. A group of huts joined together with a wall must be listed as one structure. True or False? Explain choice of answer.
7. Describe how listing should be done? (Present the sketch in Slide 18 for this demonstration)
8. How should the numbers on the structures be written?
9. Mention the levels of completion of structures to list during the listing exercise.
10. An enumerator has been assigned an EA with three localities. There are 26, 14 and 6 structures in the first, second and third localities, respectively. What structure numbers should the enumerator assign to:
 - I. Last structure in the first locality?
 - II. First structure in the second locality?
 - III. Third structure in the second locality?
 - IV. Last structure in the second locality?
 - V. Last structure in the third locality?

If there are gaps based on the responses provided, you need to revisit the specific discussion(s).

Inform the trainees about the next topic for discussion.

CHAPTER 7

PRESENTATION SIX: ACHIEVING COMPLETE COVERAGE

7.1 INTRODUCTION

The aim of the 2021 PHC is to obtain a complete count of structures, households, and persons within the borders of Ghana. This calls for proactive measures to be taken by Field Officers and Monitors to ensure that the envisioned total count is achieved. This presentation deals with how to achieve complete coverage during the 2021 PHC.

7.2 PURPOSE

The purpose of this presentation is to equip trainees with the requisite knowledge and skills to be able to list all structures and enumerate all households and persons within an assigned area.

7.3 LEARNING OUTCOMES

By the end of this presentation, trainees should be able to:

1. Explain the key strategies to achieve complete coverage;
2. Illustrate the ability to achieve complete coverage in the EAs/SAs/districts allocated to them; and
3. Identify and address gaps in achieving complete coverage.

7.4 TEACHING AND LEARNING MATERIALS

The following materials will be used at different stages of the presentation:

- Projector
- Laptop
- Field Officer's Manual
- PowerPoint Presentation Slides (*emphasise the case study when presenting*)
- PHC 1A
- Listing Form

7.5 WHY THE NEED TO ACHIEVE COMPLETE COVERAGE IN CENSUS

Ask the trainees to mention the importance of achieving complete coverage in the 2021 PHC. Also **point out** this importance of achieving complete coverage in the PHC:

- It ensures that all structures, households and living quarters are identified, listed and enumerated; and
- It is an indicator of data quality.

7.6 KEY INDICATORS

Let the trainees come out with key indicators to be derived when complete coverage is achieved. Briefly discuss with them these key indicators.

1. Characteristics of an EA (Prior to listing);
2. Number of structures listed;

3. Number of population in households and group quarters listed;
4. Number of floating and homeless population;
5. Number of households enumerated per day;
6. Number of group quarters population enumerated per day;
7. Total number of households enumerated;
8. Total number of group quarters population enumerated; and
9. Total number of residential houses covered

7.7 CONTENT

7.7.1 Concepts and Definitions

Ask trainees to share their views about what it means to *achieving complete coverage in the 2021 PHC*. Let them read Chapter Eleven, Section 11.1 in the Field Officers' Manual. Proceed to discuss with them the concept of achieving complete coverage (which refers to the listing of all structures and households and enumeration of all persons in the country).

Stress that for each EA, all structures and households must be listed and all persons must be enumerated.

Ask the trainees to mention some of the difficult situations that Field Officers are likely to encounter in their assigned EAs. Refer them to Section 11.1 of the Field Officer's Manual, and discuss with them difficult situations Field Officers are likely to encounter in the field.

Also discuss with them the concept of *scores of difficulties* (which refers to indicators that help in identifying the extent of difficulty in accessing and working in an EA). **Highlight** the following to them using the maps and illustrations in the Presentation Slides 18 – 25:

- Size and shape of the EA (Geometry Indicators)
- How easy to travel around in the EA (Accessibility Indicators)
- Minimum straight-line distance between points of clusters of building (Building Footprints)

Allow the trainees to ask questions. Engage them to respond to questions posed before you present the accurate answers.

7.7.2 How to ensure complete coverage

Let the trainees express their views about how to ensure complete coverage. Discuss with them how to achieve complete coverage.

Emphasise that for a complete coverage to be achieved in the 2021 PHC, it is important for all structures to be listed and all households enumerated.

Note and discuss the following with the trainees:

- How the structures are supposed to be listed (Refer the trainees to the serpentine pattern and the serial numbering).
- The need to study the assigned area thoroughly by using the EA Map and the EA Boundary Description (PHC2).

Discuss with the trainees the advantages of canvassing an EA prior to enumeration (**Note** however that it will be difficult canvassing a Type 3 EA).

7.7.3 Listing of Structures before Enumeration

Emphasise to the trainees that listing of structures will be done prior to enumeration of households. Ask them to read Chapter Eight, Section 8.2.1. **Remind** them that the listing operation should be done in a serpentine manner. **Again**, they should look out for structures which may be obscured and can easily be missed.

Stress that all buildings and houses must be listed on the **Listing Form** using Questions **L01 to L16**. Briefly take the trainees through the questions (Questions L01-L16). Proceed to discuss with them the possible locations of outdoor sleepers and group quarters, which should be identified within an assigned EA.

7.7.4 Listing of Household Members

Let the trainees reflect on the concept of household. Ask them to describe the members of a household. Refer them to Chapter Ten, LS10. Discuss the listing of household members with them.

Proceed to explain to the trainees that a Household Roster (Household Listing) will be used to list household members. Briefly take them through the Household Roster. **Point out** that the Household Roster comprises the names of:

1. All usual members of household (Status A);
2. All visitors (Status B) who spent the Census Night in the household - Question A11; and
3. All usual members of the household who were absent on the Census Night (Status C) - Question A12.

Stress that activities “1 to 3” must be done before the start of the main interviews. Refer the trainees to Chapter Eleven, Section 11.3, and discuss the following with them.

- Activities that could enhance efforts towards complete coverage;
- Areas where they are likely to miss out households; and
- Persons who are likely to be left out during the enumeration.

Allow the trainees to ask questions. Engage them to respond to questions posed before you present the accurate answers.

7.7.5 Areas not to be Covered

Seek the views of the trainees on areas that must not be covered in the 2021 PHC. Proceed to discuss with them that the following areas must **NOT** be covered during the PHC:

- The offices of Embassies;
- High Commissions; and
- Consulates.

Point out that employees of Embassies, High Commissions and Consulates as well as citizens of foreign countries will, however, be enumerated at their residences.

7.7.6 Other Key Activities

Refer the trainees to Chapter Eleven, Section 11.4 of the Field Officer’s Manual (also Slides 14 to 16) on Achieving Complete Coverage and discuss with them the other key activities which must be conducted, where applicable, by Census Officers during the 2021 PHC.

7.8 REVISION

Present a summary of the presentation, and discuss the following questions with the trainees making it as interactive as possible to assess their knowledge and understanding.

1. Why is it relevant for complete coverage to be achieved?
2. As one of the Field Officers of 2021 PHC, what practical steps will you take to achieve complete coverage?
3. There are certain areas that are likely to be missed when identifying households.
 - a. Identify these places
 - b. Why could households at these places be missed?
4. Explain how a missed structure will be identified and added after listing.

If there are gaps based on the responses provided, you need to revisit the specific discussion(s).

Inform the trainees about the next topic for discussion.

CHAPTER 8

PRESENTATION SEVEN: TABLETS BASICS AND CAPI USE

8.1 INTRODUCTION

A tablet is a wireless portable personal computer with a touchscreen as a primary input/output interface. It is typically smaller than a notebook computer, but larger than a smartphone. Tablets use android, windows or mac (IOS) operating systems. The 2021 PHC tablets use android operating system. Ghana Statistical Service has conducted surveys using tablets in the last two years. Therefore, the Service has experience in using tablets and which will be brought to bear on the 2021 PHC. The approach has the advantages of minimising errors, ensuring real-time data transmission and monitoring thereby improving data quality over the Paper Assisted Personal Interviewing (PAPI) approach.

8.2 PURPOSE

The purpose of this presentation is to equip field officers with good working knowledge of and skills for handling tablet operations and GSS' policy on the use of Tablets and other IT assets.

8.3 LEARNING OUTCOMES

By the end of this presentation, trainees should be able to:

1. Demonstrate the ability to use ALL functions of the Tablet and related accessories applicable to 2021 PHC field data collection;
2. Explain the responsibilities associated with the use of the 2021 PHC Tablets and related accessories;
3. Carry out basic tablet troubleshooting;
4. Explain the reasons CAPI is essential in the 2021 PHC; and
5. Describe the data flow in the 2021 PHC CAPI Application operations.

8.4 TEACHING AND LEARNING MATERIALS

The following materials will be used at different stages of the presentation:

- Projector
- Laptop
- Tablet
- PowerPoint Presentation Slides
- Field Officer's Manual

Trainers should ensure that their trainees have their tablets as they go through the session.

8.5 CONTENT

8.5.1 Overview of Tablets and Accessories

Use the presentation slides to show the trainees the tablets accessories.

8.5.2 Key Functions of the Tablet

Let the trainees recall what is new about the 2021 PHC. Remind them about the use of the Tablet in the PHC. Ask the trainees to mention the functions of a tablet. Refer them to read Chapter Nine, Section 9.3 of the Field Officer's Manual.

Proceed to discuss with them the following key functions of the Tablet (which will be used during the 2021 PHC field data collection). These are:

1. Date and Time
2. Wi-Fi
3. Bluetooth
4. Location (GPS)
5. Mobile Data
6. Hotspot
7. Battery Recharging

Refer the trainees to Section 9.3, and discuss the importance of each function of the Tablet to the 2021 PHC.

Allow the trainees to ask questions. Engage them to respond to questions posed before you present the accurate answers.

8.5.3 Rules Governing the Use of Tablets for Field Work

Let the trainees express their views about the rules they think will govern the use the Tablet for the 2021 PHC. Task them to read the part of Section 9.4 that covers rules governing the use of the Tablet. Discuss with them these rules and **highlight** their importance and implications on data collection during the PHC.

8.5.4 Tablets and Accessories, Care and Use

Let trainees share their views on handling a tablet and its accessories. Ask them to read Section 9.5. Proceed to discuss with them how the Tablet with its accessories should be handled, and **emphasise** the implications of Tablet handling on data collection during the 2021 PHC.

Stress that the Tablet is the property of the Ghana Statistical Service, and for that matter, the Government of Ghana. Therefore, they **must** be handled with utmost care.

Allow the trainees to ask questions. Engage them to respond to questions posed before you present the accurate answers.

8.5.5 Basic Troubleshooting Techniques

Seek the views of the trainees about how to do basic trouble shooting. Ask them to read Section 9.3.4. Take them through the basic troubleshooting techniques, and emphasise the relevance of each of the techniques discussed.

8.5.6 What is CAPI?

Ask the trainees to tell what they know about CAPI. Ask them to read Section 9.6 of the Field Officer's Manual. Proceed to discuss with them the meaning and use of CAPI (Computer-Assisted-Personal-Interviewing). Indicate that CAPI is a technology (an application software) used on mobile devices that use the internet or cellular networks for data collection.

Inform the trainees that CAPI will be used for the 2021 PHC. Ask them to share their views about the reasons CAPI will be used for the 2021 PHC. Ask them to read Section 9.6.2. Explain to the trainees that the 2020 round of censuses all over the world now makes use of technology (CAPI) to collect data for the following reasons:

- To improve the quality of data;
- To reduce processing time;
- To take GPS data; and
- To ensure real time data quality monitoring.

Task the trainees to read the part of Section 9.6.3, which relates to the benefits of using the CAPI in data collection. Then proceed to discuss with them these benefits, and **highlight** these benefits: **quality, timeliness and cost.**

Allow the trainees to ask questions. Engage them to respond to questions posed before you present the accurate answers.

8.5.7 Data flow in 2021 PHC CAPI Application Operations

Let the trainees read Section 9.7 of the Manual. Proceed to explain to them that data collected from the field will be transmitted during the 2021 PHC enumeration in three ways. These are:

- The first level is between the Enumerator and Supervisor, where the data is transmitted (synced) via Bluetooth connectivity to the Supervisor's Tablet for review.
- The second level is where the Supervisor sends the Team's Data to Head Office (HQ) (2021 PHC Main Server)
- The third level is where an Enumerator syncs to the 2021 PHC Enumerators Server,
- Indicate that these three ways constitute the data flow in the CAPI Application operations. Explain why this approach has been adopted. Discuss the three-level data flow with trainees

Allow the trainees to ask questions. Engage them to respond to questions posed before you present the accurate answers.

8.6 REVISION

Discuss the following questions with the trainees to evaluate their knowledge and understanding.

1. Discuss the responsibilities of Field Officers regarding the use of Tablets for the 2021 PHC.
2. Demonstrate (orally and practically) how to use ALL the functions of the Tablet.
3. Discuss the relevance of the rules governing the handling of Tablets in the 2021 PHC.
4. Describe how one can carry out basic Table troubleshooting.
5. Enumerate the benefits in using CAPI in the 2021 PHC.
6. Describe the three-level data flow in the 2021 PHC CAPI Application operations.

If there are gaps based on the responses provided, you need to revisit the specific discussion(s).

Inform the trainees about the next topic for discussion.

CHAPTER 9

PRESENTATION EIGHT: SA/EA ASSIGNMENT

9.1 INTRODUCTION

The entire country has been demarcated into non-overlapping/(non-intersecting) adjoining smaller areas for enumeration in the 2021 PHC. These smaller areas are referred to as Enumeration Areas (EAs). A number of adjoining EAs are grouped to form a Supervisory Area (SA). These SAs are also adjoining and non-overlapping in each district. A database of all the SAs and EAs in the country have been pre-loaded into the 2021 PHC CAPI Application. As a result, all these areas will be assigned to teams in their respective districts and this is meant to ensure a complete and accurate coverage.

The assignment of SA/EA is what initiates the data collection process. Each team must ensure that the assignments are done correctly so that each member of the team will be able to work in the assigned SA/EA. This presentation introduces Field Officers (Enumerators and Supervisors) to the processes involved in the SA/EA assignment.

9.2 PURPOSE

The purpose of this presentation is to equip and develop the skills of the trainees to be able to assign supervisory area and enumeration area for field work.

9.3 LEARNING OUTCOMES

At the end of the presentation the trainees should be able to:

1. Explain the SA/EA Assignment procedures in the context of the 2021 PHC CAPI Application;
2. Describe the assignment process;
3. Use the SA/EA Assignment Sheet in the assignment process; and
4. Demonstrate how to use the Tablet to assign an SA and EAs.

9.4 TEACHING AND LEARNING MATERIALS

The following materials will be used at different stages of the presentation:

- Projector
- Laptop
- Field Officer's Manual
- PowerPoint Presentation Slides
- Tablet
- SA/EA Assignment Sheet

9.5 WHY SA/EA ASSIGNMENT IN CENSUS

Briefly discuss with the trainees why SA/EA Assignment are critical in Census. Use the Table in Presentation Slide 5 for the discussion.

9.6 CONTENT

9.6.1 Concepts and Definitions

Let at least two trainees share their understanding of the concept of *assignment*. Ask them to read Chapter Nine, Section 9.12.1 of the Field Officer's Manual. Discuss with them the concept of assignment (which refers to the process of allocation of SAs among Field Supervisors and subsequent assignment of EAs to Enumerators in each SA).

Emphasise to the trainees that:

- The assignment of SA/EA is what initiates the data collection process; and
- Each team must ensure that they get the assignments right so that they can work in the correct SA and EA.

Also, ask the trainees to describe an *assignment sheet* after they have read Section 9.12.1. Proceed to discuss with them the assignment sheet (which is a form that presents the list of EAs in an SA). Highlight the following features of the assignment sheet:

- It presents the IDs of Supervisor and all enumerators; and
- It has the EA base names showing each Enumerator and the EA that s/he is supposed to work in.

Also, ask at least two of the trainees to share their knowledge about what an *ID number*. Task them to read Section 9.12.1. Then discuss with them what an ID number is in the context of the 2021 PHC (which refers to a unique identification number of a Field Officer that makes reference to the EA number, SA code and the number of field staff working in an EA).

Allow the trainees to ask questions. Engage them to respond to questions posed before you present the accurate answers.

9.6.2 Preparation for SA/EA Assignment

Ask the trainees to share their thoughts about preparation towards SA/EA assignment. Let them read Section 9.12.1. Afterwards, discuss with them preparation for SA/EA assignment for the 2021 PHC.

Emphasise that before SA/EA assignment, Field Officers should ensure that the Tablet is properly mirrored before beginning the activity. **Point out** to them that the District IT Officer should be consulted in case of difficulty mirroring.

Proceed to discuss the preparatory activities for SA/EA assignment. **Follow** the procedures below to prepare for an SA/EA assignment with the trainees:

1. Together with DIT, form Teams, first, for training (in each classroom) and field practice, and later for the main 2021 PHC field work;
2. A Team should comprise a Supervisor and a number of Enumerators for an SA (depending on the size of the EAs in the SA);
3. Ensure that Team members sit together during training; and
4. Use a template provided to prepare SA/EA assignment sheet for each team and give to them during training. A similar one should be prepared for the main fieldwork.

9.6.3 Types of Assignment and Assignment ID Composition

Let the trainees read to familiarise themselves with the three types of assignment and the login ID composition (in terms of region, district, district type, sub district, SA/EA, and status) associated with each assignment type.

Furthermore, discuss with them the types of assignment and the login ID composition, and engage them practically to familiarise with the Supervisor login ID, Primary Enumerator Assignment login ID, and Support Enumerator Assignment login.

Point out to trainees that:

- An example of a Supervisor login ID is **02 05 1 00 001 00**
- An example of a Primary Enumerator Assignment login ID is **02 05 1 00 001 01**
- An example of a Support Enumerator Assignment login ID is **02 05 1 00 001 02/99**

Use the Presentation Slide 7, **and draw** the attention of the trainees to the difference between the SA number (e.g SA **001**) and EA number (e.g. EA **001**). Explain also the “status” for the different types of Enumerators (or assignments).

Allow the trainees to ask questions. Engage them to respond to questions posed before you present the accurate answers.

9.6.4 Steps in SA/EA Assignment

Ask the trainees to read Section 9.12.2. Proceed to guide them through the steps involved in the SA/EA assignment (see Slide 10 to 13). Ensure that each trainee practices and become conversant with the steps in the SA/EA assignment.

9.6.5 SA Assignment

Direct the trainees to use the SA/EA assignment sheet. Remind them that it is the Supervisor that initiates the SA/EA assignment process. Use the Presentation Slides to take the trainees through the assignment procedures.

9.6.6 EA Assignment

Ask the trainees to read Section 9.12.3 to be conversant with the steps involved in EA assignment. Use the steps in the Presentation Slide 14 – Slide 17, and engage the trainees to practice how to undertake EA assignment.

Point out to the trainees that all the EAs in the SA are assigned on the Supervisor’s tablet first before they are synced to respective enumerators in turns. Also **check** that every team is following through the process correctly. Ensure to resolve any challenge the trainees face and answer any questions they have.

Subsequently, ask the trainees to read Section 9.12.3. Proceed to discuss the content of the Assignment Creation submenu with them. Explain that the following actions are put under this submenu item:

- Create Assignment
- Modify Assignment
- View Assignment

Emphasise that Create Assignment is used to assign an SA to Supervisor and an EA to Enumerators. Also, **point out** that Modify Assignment is used to make changes to already existing assignment or correct mistakes in the assignment process. Lastly, **stress** that View Assignment is used to view the assignments

Allow the trainees to ask questions. Engage them to respond to questions posed before you present the accurate answers.

9.7 REVISION

Present a summary of the presentation and discuss the following questions with the trainees to evaluate their knowledge and understanding.

1. Describe the following:
 - a. the SA/EA Assignment procedures in the context of the 2021 PHC CAPI Application.
 - b. the assignment process

If there are gaps based on the responses provided, you need to revisit the specific discussion(s).

Inform the trainees about the next topic for discussion.

CHAPTER 10

PRESENTATION NINE: CAPI MENU SYSTEM

10.1 INTRODUCTION

Field Officers (Supervisors and Enumerators) will play unique roles in the 2021 PHC data collection. The 2021 PHC CAPI Application has separate menu items for Supervisors and Enumerators. The Training and GIS items are the same on both menus. The 2021 PHC CAPI Menu is the only “KEY” used to access or launch all other actions of the CAPI Application. The Menu interface allows either Supervisor or Enumerator to perform certain functions unique to their roles as field officers.

10.2 PURPOSE

The purpose of this presentation is to equip trainees with the knowledge and skills to be able to use the CAPI Menu System efficiently for the 2021 PHC data collection.

10.3 LEARNING OUTCOMES

By the end of the presentation, trainees should be able to:

1. Use correctly the items available on the Supervisor Menu in the CAPI Application;
2. Use correctly the items available on the Enumerator Menu in the CAPI Application;

10.4 TEACHING AND LEARNING MATERIALS

The following materials will be used at different stages of the presentation:

- Projector
- Laptop
- Field Officer’s Manual
- PowerPoint Presentation Slides
- Images of the CAPI Menu items or page

10.5 WHY CAPI APPLICATION MENU IN CENSUS

Engage the trainees and let them express their views about why CAPI Application in census. Afterwards, discuss briefly, the issues in Presentation Slide 6.

10.6 CONTENT

10.6.1 Concepts and Definitions

Let the trainees discuss the *CAPI Menu* by reading Chapter Nine, Sections 9.9 – 9.10 of the Field Officer’s Manual. Proceed to discuss with them what constitutes CAPI Menu.

Again, let the trainees reflect to recall the meaning of ID number. Remind them of the meaning of ID number (which is a unique identification number of a Field Officer that makes reference to the EA number, SA number and the number of Field Staff working in an EA).

10.6.2 Why CAPI Menu System

Ask the trainees to read Section 9.8 of the Field Officer's Manual. Afterwards, explain to them the following functions of the CAPI Menu:

- It puts the actions of the Supervisor and Enumerator under broad categories in the main menu.
- It organises the operations of the Enumerators and Supervisors in the CAPI Application.
- It also simplifies the work and sets up identifiers for the data.

10.6.3 Supervisor Main Menu

Task the trainees to read Section 9.9 on the list of items on the Supervisor Main Menu. Discuss with them the following items on the Supervisor Main Menu, its functions and relevance to the 2021 PHC. These are:

- Assignment Creation
- Data Collection
- GIS Resource
- Training Resource
- Data Transmission

Go through the process on how to use each item in the Supervisors' Main Menu with the trainees.

10.6.4 Enumerator Main Menu

Again, task the trainees to read Section 9.10 on **Enumerator Main Menu**. Proceed to discuss with them the following items on the Enumerator Main Menu, their functions and relevance to the 2021 PHC:

- Data Collection
- GIS Resource
- Training Resource
- Data Transmission

Task the trainees to read Section 9.9 and 9.10. Proceed to **highlight** the differences between the items under the Data Collection on the Supervisors' Menu and those on the Enumerators' Menu.

Emphasise that the GIS Resource on the Supervisors' Menu contains Interactive and pdf SA Maps, and the GIS Resource on the Enumerators' Menu contains Interactive and pdf EA maps. **Stress** that the content of Training Resource is the same for both the Enumerator and Supervisor.

Again, **point out** that the difference between the content of Data Transmission on the Enumerator Menu and Supervisor Menu are as follows:

- The Enumerator syncs with the Supervisor and the Supervisor syncs with the Enumerator.
- The Supervisor has Update Setup Files but the Enumerator does not.

Explain that when both Menus sync to HQ, the data go to separate storage spaces of the Server.

Allow the trainees to ask questions. Engage them to respond to questions posed before you present the accurate answers.

10.7 REVISION

Present a summary of the presentation and use the following questions to assess the knowledge and understanding of the trainees.

1. Describe the content of the:

- a. Supervisor Main Menu.
- b. Enumerator Main Menu

2. Differentiate between the Supervisor Main Menu and the Enumerator Main Menu.

If there are gaps based on the responses provided, you need to revisit the specific discussion(s).

Inform the trainees about the next topic for discussion.

CHAPTER 11

PRESENTATION TEN: CAPI NAVIGATION AND FEATURES

11.1 INTRODUCTION

The 2021 PHC is set out to employ the CAPI technique to collect in assigned EAs. The CSPro software was used to develop the CAPI Application for the 2021 PHC data collection. There are two versions of CSPro – Windows and Android versions. The android version, which is called CSEntry is the base software on which the CAPI Application for the 2021 PHC runs. The CAPI Application is user-friendly with features that Field Officers can easily control. Its user-friendliness makes it easy to use to collect accurate data.

11.2 PURPOSE

The purpose of this presentation is to equip trainees with knowledge and skills to effectively use the 2021 PHC CAPI Application.

11.3 LEARNING OUTCOMES

By the end of this presentation, trainees should be able to:

1. Explain the CAPI navigation features;
2. Operate the 2021 PHC CAPI Application adequately by correctly using all the features for successful data collection; and
3. Handle the Tablet and its accessories safely for successful operation and enumeration.

11.4 TEACHING AND LEARNING MATERIALS

The following materials will be used at different stages of the presentation:

- Projector
- Laptop
- Field Officer’s Manual
- PowerPoint Presentation Slides
- Images of the CAPI features and navigation icons

11.5 WHY CONSIDER CAPI NAVIGATION AND FEATURES IN CENSUS

Ask a few of the trainees to share their knowledge about the relevance of CAPI navigation and features in census. Present the following for discussion:

- It identifies the key CAPI navigation features necessary to perform tasks related to field data collection. The features make it user friendly.
- It accords the field officers control to move between pages and features flexibly and conveniently.
- It reduces time spent during field data collection.
- It saves the enumerator time for flipping pages and looking for the next applicable questions and household members who are eligible for a certain modules.

11.6 CONTENT

11.6.1 Recap of Knowledge

Begin the presentation with a review of previous knowledge. Ask the trainees to provide responses to the following:

- What are the steps to follow to ensure Tablet security and safety?
- Why the use of Tablet for the 2021 PHC data collection?
- Briefly describe how to conduct navigation in 2021 PHC CAPI Application.
- Identify the features of the 2021 PHC CAPI Application.

11.6.2 Navigation in 2021 PHC CAPI Application

Let the trainees discuss what they know about navigation in CAPI Application. Ask them to read Chapter Nine, 9.6 of the Field Officer's Manual. Proceed to discuss with them the concept of *navigation in 2021 PHC CAPI Application* and its importance in data collection.

Point out to the trainees, the features that initiate movement between the pages of the CAPI Application and the attributes to access tools and materials. Again, **show** and discuss screenshots of the CAPI navigation attributes/objects with the trainees.

11.6.3 CAPI Application features

Ask the trainees to read Section 9.11. Let them identify the *CAPI Application features*. Then discuss these features with them. **Display** and explain the function of each feature to the trainees. Also, **point out** the importance of these features in data collection.

Emphasise the functions of the question mark icon, textbox for only numbers and textbox that takes both alphabets and numbers. Use Age (only number) and Address (both text and number) as examples to deepen the understanding of the trainees.

11.6.4 Skip Patterns

Let the trainees explain the concept of *skip patterns*. Task them to read part of Section 9.11 that covers the description of skip patterns. Afterwards, discuss with them the concept of skip patterns in the CAPI Application.

Emphasise that the CAPI Application does the skip automatically if the condition for the skip to the next applicable question is met. Use examples such as skip in the PHC 1A Questions P03a (Nationality), P05 (Birthplace), P07 (Place of residence), P11a (Literacy) and P12a (School attendance) and illustrate to the trainees the skip pattern.

Discuss with the trainees that the importance of the conditional and logical checks included in the CAPI Application is to ensure quality data for the 2021 PHC.

11.6.5 Filter

Let the trainees read aspects of Section 9.11 that deals with the concept of *filter*. Then discuss the concept with them using the questionnaire and CAPI Application. **Emphasise** that there are age and sex filters in the CAPI Application. Use examples such as the age filter for the marital status question; the literacy and education module; the economic activity module; the ICT module; and sex filter for the fertility module and illustrate to the trainees the concept of filter.

Point out to the trainees to understand that the CAPI does the filter automatically to avoid errors from field officers.

Allow the trainees to ask questions. Engage them to respond to questions posed before you present the accurate answers.

11.7 REVISION

Use the following questions to assess the knowledge and understanding of the trainees.

1. Describe the CAPI navigation features.
2. How should Field Officers handle the Tablet and its accessories safely for successful operation and enumeration?
3. Label Figure 1 and Figure 2 appropriately and describe the functions.

If there are gaps based on the responses provided, you need to revisit the specific discussion(s).

Inform the trainees about the next topic for discussion.

CHAPTER 12

PRESENTATION ELEVEN: COMPLETING THE FRONT PAGE OF THE QUESTIONNAIRE

12.1 INTRODUCTION

The 2021 PHC has adopted six (6) questionnaires to be used during the Census exercise. These are the PHC 1A (Conventional household); PHC 1B (Stable institutional population); PHC 1C (Unstable institutional population); PHC 1D (Floating population); PHC 1E (Population in hospitality facilities such as hotels, guest houses, etc.); and Listing Form. There are similarities and differences on the front pages of each of these questionnaires. The common questions on the front pages link information collected from the populations at different locations. This presentation deals with how to record entries on the front pages of the questionnaires.

12.2 PURPOSE

The purpose of this presentation is to equip trainees with knowledge and skills to enable them to identify and interpret information on the front pages of the questionnaires.

12.3 LEARNING OUTCOMES

At the end of this presentation, trainees should be able to:

1. Explain the rationale behind the questions on the front pages;
2. Identify and interpret questions on the front pages; and
3. Record entries on the front pages of all the questionnaires.

12.4 TEACHING AND LEARNING MATERIALS

The following materials will be used at different stages of the presentation:

- Projector
- Laptop
- Field Officer's Manual
- PowerPoint Presentation Slides
- Tablets/CAPI
- PHC 1A – 1E

12.5 WHY THE FRONT PAGES IN CENSUS

Ask the trainees to explain the relevance of the front pages in a Census. Then discuss with them the following:

- The identification codes on the front pages allow for easy check on where the questionnaires were administered;
- The details on the front pages help to get back to respondents to correct any anomaly that may be found;
- The unique identification information on the front pages helps to link data collected at the household, EA, SA, district and region;
- The front pages provide a summary of the total population enumerated.

12.6 CONTENT

12.6.1 Concepts and Definitions

Let the trainees describe the front pages of the questionnaires to be used in the 2021 PHC. Ask them to refer to the PHC 1A, as well as Sections 14.1 of the Field Officer's Manual. Then discuss the concept of *alphabetic response* with the trainees. Allow the trainees to give, at least, two examples of alphabetic responses.

Afterwards, ask the trainees to share their knowledge about the concept of *numeric response*. Refer them to Sections YY of the Field Officer's Manual. Proceed to discuss the concept of numeric response to them. Allow the trainees to give, at least, two examples of numeric responses.

Again, ask the trainees to share what they know about the concept of *alpha-numeric response*. Task them to read Section 15.2. Go ahead to discuss the concept with the trainees. Ask them to give, at least, two examples of alpha-numeric responses.

12.6.2 How to Complete the Front Page Questions

Let the trainees share their views about the need to complete the front page questions. Ask them to read Chapter YY, Section YY of the Field Officer's Manual. Also, refer them to the front page of the PHC 1A. Go ahead to discuss the proceeding questions with the trainees.

12.6.3 Confidentiality Statement

Ask the trainees to share their views about what is a confidentiality statement. Refer them to Section 6.4.3 of the Field Officer's Manual. Use the PowerPoint Presentation Slide 9 to discuss the term Confidential Statement.

Explain to them the relevance of this statement in the 2021 PHC data collection. Ask, at least, two of the trainees to demonstrate by presenting the confidential statement without reading.

Highlight the following to the trainees:

- The address in the PHC 1 questionnaires will be preloaded from the information on the listing form. Enumerators will be asked to confirm whether the information entered during listing is correct.
- The address of a structure on both the listing form and the PHC questionnaires must be the same;
- If it becomes necessary to correct any address on the PHC questionnaires you must also correct it on the listing form.

12.6.4 A01: Address of Structure (e.g. name of owner, h/no., street name, etc.)

Ask the trainees to describe or state the address of a structure. Task them to read Section 15.2 Officer's Manual. Discuss the details of the address of the structure that must be entered on the front page.

Stress that field officers should confirm or update the precise description of the location of the structure. Indicate that the description must include at least three (3) of the following:

1. Name of house, owner, popular person or institution;
2. Popular landmark (e.g. churches, mosque, schools, health facilities, market and communication mast, police station, bus stops, water bodies, forest reserves, Chief palace, name of a house);
3. House numbers or any nationally recognized identification number on the wall e.g. ECG, Ghana water;

4. Street names;
5. Suburb/Estate names; and
6. Closest popular locality name.

Use the examples below to deepen the understanding of the trainees:

1. Mrs. Osabutey Bukari's house, 200 metres from the Trotro Last Stop, House Number 21, Ashie Loop (Street), Trotro Last Stop.
2. Commonwealth Hall, 50 metres from Great Hall, G Block, E.A. Boateng Road.

Ask, at least, two of the trainees to give an example of address in their localities.

12.6.5 A02: Ghana Post Digital Address (GPDA)

Let the trainees share their knowledge about the Ghana Post Digital Address (GPDA). Ask them to read Section 15.2.2. Proceed to discuss with the trainees the GPDA and its relevance in the 2021 PHC. Go ahead to **emphasise** the following:

1. The GPDA consists of 11 to 13 alpha-numeric characters, including the hyphen (-).
Example: **GA-398-9594; XW-0215-2341**
2. Field officers should confirm or update whether the address is available either on the structure or by asking the residents
3. Where occupants do not have the address, do not attempt to generate one for the structure

12.6.6 A03: Phone Number

Let the trainees read Section 15.2.2 of the Field Officer's Manual and discuss the following issues about how to collect and enter the phone numbers of households during the data collection exercise.

- Confirm or update the contact phone number:
 - A03a: HH Contact Phone Number 1.
 - A03b: HH Contact Phone Number 2
- Collect the main and alternative contact phone numbers;
- Contact phone numbers provided should, most of the time, be available and accessible to the household or institution;
- If household or institution uses a neighbour's phone, record that contact phone number; and
- Record at least **one valid** contact phone number.

12.6.7 A04: Enumeration Area (EA) Code and Locality Code

Task the trainees to recall the EA Code, and after that the Locality Code as well. Revise with them the EA Code and the Locality Code by referring them to Chapter YY, Section YY of the Field Officer's Manual.

Draw the attention of the trainees that these information will be pre-filled automatically onto the CAPI and cannot be edited.

12.6.8 A05: Serial Number of Structure

Let the trainees to recall and describe the 2021 PHC serial number of structures. Refer them to Section YY and discuss briefly the serial number of structure with them. Explain how relevance the serial number of the structure is to the 2021 PHC. **Indicate** to the trainees that this information will be pre-filled automatically onto the CAPI and cannot be edited.

12.6.9 A06: Serial Number of Household within House/Hut

Ask the trainees to recall and describe the 2021 PHC serial number of house/hut. Refer them to Section YY and discuss briefly with them the serial number to be assigned to houses/hut. Explain how relevance the serial number of house/hut is to the 2021 PHC. **Point** to the trainees that this information will be pre-filled automatically onto the CAPI and cannot be edited.

12.6.10 A07: Type of Residence

Invite the trainees to recall and explain the types of residence with reference to the 2021 PHC. Draw their attention that this question is found on all the front pages of the questionnaires except the Listing Form.

Take them through the front pages of PHC 1A– 1E indicating the specific sections where the question on Type of Residence has been captured. Demonstrate with them how to collect the data on Type of Residence, and how to enter the data.

12.6.11 A08 – A10: Date, Number of Visits and Form Numbering

Take the trainees through how to collect data on date interview started and data interview was completed, the total number of visits to a household, and how to enter the data collected. Guide them also to enter the number of forms that were used on a household.

Emphasise to the trainees that responses to questions A08 to A10b apply only to PAPI. In CAPI, the responses will be generated automatically.

12.6.12 Practical Illustration Using PHC 1A

Ask the trainees to refer to the front page of PHC 1A. Take them through each question on the front page. Use the PowerPoint Presentation Slide 25 to demonstrate with the trainees how the responses to each of the questions should be entered.

Task each trainees to respond to the questions on PHC 1A using their own household/house information and enter them appropriately on the front page.

Allow the trainees to ask questions. Engage them to respond to questions posed before you present the accurate answers.

12.7 REVISION

Present a summary of the presentation. Assess the knowledge and understanding of the trainees with the following questions.

1. Why do we need the front pages of the questionnaires that will be used for the 2021 PHC?
2. Identify and interpret the differences on the front pages of the questionnaires?
3. Use the information on the PHC 2 Form provided (on Presentation Slide 27) to complete the front page of the PHC 1A questionnaire.
4. Use the information provided on Presentation Slide 29 to complete the front page of PHC 1A.

If there are gaps based on the responses provided, you need to revisit the specific discussion(s).

Inform the trainees about the next topic for discussion.

CHAPTER 13

PRESENTATION TWELVE: COMPLETING THE LISTING FORM

PART ONE (L01 – L07)

13.1 INTRODUCTION

The Census enumeration will be preceded with the Listing exercise. This Listing exercise would start two weeks before the enumeration begins (**i.e. 13th June**). The listing activity will be carried out using the Listing Form. This presentation covers how to conduct listing and complete the Listing Form. The presentation is categorised into three parts. Part One comprises Questions LS01 – LS07; Part Two covers Questions LS08 – LS09; and Part Three focuses on Questions LS10 – LS16, and F02. This is the first part of completing the Listing Form.

13.2 PURPOSE

The purpose of this presentation is to equip trainees with the requisite knowledge and skills to be able to complete Questions LS01-LS07 of the Listing Form accurately.

13.3 LEARNING OUTCOMES

By the end of this presentation trainees should be able to:

1. Explain the following concepts: hosing unit; dwelling unit; vacant housing unit; and use of structure;
2. Describe the Listing Form and its uses;
3. Distinguish between the different uses of structure;
4. Demonstrate how to use responses to accurately complete the Listing Form.

13.4 TEACHING AND LEARNING MATERIALS

The following materials will be used at different stages of the presentation:

- Projector
- Laptop
- Field Officer's Manual
- PowerPoint Presentation Slides
- Listing Form

13.5 KEY INDICATORS

Briefly discuss the relevance of the key indicators with the trainees.

- Total Building Stock
- Proportion of buildings that are fully completed
- Housing Stock
- Building Stock (Completed and Uncompleted Structures)
- Percent of structures with Ghana Post GPS Addresses (GPGPS)
- Percent of households with Ghana Post GPS Addresses (GPGPS)

13.6 CONTENT

13.6.1 Recap of Knowledge

Begin the presentation with a review of previous knowledge. Ask the trainees to provide responses to the following:

- Structure
- Level of completion
- Use of structure
- Household

13.6.2 Concepts and Definitions

Let the trainees give what they understand by the concept of *housing unit*. Ask them to read Chapter Eight, Section 8.1 of the Field Officers Manual. Proceed to discuss with them the concept of housing unit (which refers to a separate and independent place of abode that is intended for habitation by one or part or more households).

Emphasise that a structure can be a housing unit or have several housing units. Also indicate that a housing unit that is occupied is known as a dwelling unit.

Again, ask the trainees to state what they know about the concept of *dwelling unit*. Let them read Section 8.1. Then discuss with them the concept of a dwelling unit. **Highlight** that a dwelling unit:

- Could be an entire structure or part of a structure serving as a home or residence.
- May have one or more rooms which are occupied at the time of the census.
- Could be units within compound house, apartment building, detached, semi-detached house and kiosk/container.

Furthermore, let the trainees recall the meaning of the concept of *vacant housing unit*. Proceed to discuss with them if necessary. Afterwards, let the trainees recall the meaning of the concept of *use of structure*. Let them refer to Chapter Ten, LS07.

Point out to the trainees that eighty (80) different categories of the use of structure have been provided in Appendix 1 in the Field Officer's Manual. Also, let them take note that the use of structure could further be grouped under five (5) broad categories as follows:

- Residential
- Educational
- Religious
- Businesses and
- Health facilities

Stress that the CAPI Application allows selection of multiple uses for a structure that has more than one use. Also, **point out** that if the use of the structure is an educational or health facility, CAPI will open additional option categories at LS07B to be selected.

Let the trainees describe the *Listing Form*. Ask them to read Chapter Ten, Section 10.1 of the Field Officer's Manual. Then discuss the Listing Form with them emphasising the following:

- It is used to achieve complete coverage of dwelling units/structures and facilitate enumeration orderly; and
- It is used to identify facilities within the EAs.

Allow the trainees to ask questions. Engage them to respond to questions posed before you present the correct answers.

13.6.3 Completing the Listing Form LS01-LS07

Task the trainees to read Section 10.4. Seek their views about completing the Listing Form. Proceed to discuss completing the Listing Form (LS01 – LS07). Take the trainees through the steps to complete Sections LS01 – LS07.

Allow the trainees to ask questions. Engage them to respond to questions posed before you present the accurate answers.

13.7 REVISION

Present a summary of the presentation. Use the questions below to assess the understanding of the trainees.

1. Distinguish between the following pairs of concepts:
 - a. housing unit and dwelling unit.
 - b. vacant housing unit and use of structure.

2. Use the scenario on Presentation Slide 28 and 30 to complete questions L01 to L07 of the Listing Form.

If there are gaps based on the responses provided, you need to revisit the specific discussion(s).

Inform the trainees about the next topic for discussion.

CHAPTER 14

PRESENTATION THIRTEEN: COMPLETING THE LISTING FORM

PART TWO (LS08 – LS09)

14.1 INTRODUCTION

This presentation is the second part of completing the Listing Form. It covers issues about toilet facilities. The sections deals with Questions LS08 – LS09.

14.2 PURPOSE

The purpose of the presentation is to equip trainees with the knowledge and skills to collect and record correctly information on household, institution and public/communal toilet facilities.

14.3 LEARNING OUTCOMES

At the end of this presentation, trainees should be able to;

1. Explain the concept of functional toilet facility;
2. Identify the various types of toilet facilities;
3. Determine the number of usable toilet rooms available in structures; and
4. Use the information obtained to correctly complete LS08 – LS09 of the Listing Form.

14.4 TEACHING AND LEARNING MATERIALS

The following materials will be used at different stages of the presentation:

- Projector
- Laptop
- Field Officer’s Manual
- PowerPoint Presentation Slides
- Listing Form

14.5 WHY COLLECT DATA ON TOILET FACILITIES IN CENSUS

Let the trainees share their views about the relevance in collecting data on toilet facilities during the 2021 PHC. Proceed to discuss with them the reason for collecting data on toilet facilities in the 2021 PHC.

14.6 KEY INDICATORS

Ask the trainees to state key indicators that could be derived from the data on toilet facilities. Briefly discuss with them the following indicators that will be generated for regions, districts and localities after data collection.

- Total number of structures with functional toilet facilities.
- Proportion of functional toilet facility by type.
- Proportion of functional toilet facility by type for the three user groups (households, institutions and public/community).

14.7 CONTENT

14.7.1 Concepts and Definitions

Let the trainees share their views about the concept of *toilet*. Ask the trainees to read Chapter Ten, Section 10.4 of the Field Officer's Manual. Proceed to discuss with them the concept of toilet. **Stress** that the concept is about the toilet *facility*, i.e. the structure but **not** the faeces. Go ahead to discuss the concept a *functional toilet* with the trainees.

Emphasise to the trainees that for the purposes of the 2021 PHC, a functional toilet must have these two components:

- Containment (i.e. storage for faeces): This is where the faeces is stored.
- User interface (i.e. sitting/squatting unit): This is where the user sits or squats to defecate.

14.7.2 Completing the Listing Form LS08 – LS09

Take the trainees through Questions LS08 – LS09 and guide them to complete the Listing Form with emphasis on functional toilet facility, type of toilet facility available in the structure and number of usable toilet rooms (cubicles) available in the structure.

Allow the trainees to ask questions. Engage them to respond to questions asked before you present the accurate answers.

14.8 REVISION

Present a summary of the presentation and go ahead to assess the knowledge of the trainees using the following questions.

1. What is a functional toilet?
2. Distinguish between the following pairs of toilet facilities:
 - a. KVIP and pit latrine
 - b. Septic tank and bio-digester
 - c. Bucket/Pan toilet and Portable toilet
3. Use the information on Presentation Slide 58 to complete questions LS08 to LS09 on the Listing Form.

If there are gaps based on the responses provided, you need to revisit the specific discussion(s).

Inform the trainees about the next topic for discussion.

CHAPTER 15

PRESENTATION FOURTEEN: COMPLETING THE LISTING FORM PART THREE (LS10 – LS16 AND F01)

15.1 INTRODUCTION

This presentation is the third part of completing the Listing Form. It covers issues about household populations, social and residential facilities. The sections deals with Questions LS10 – LS16 and F01.

15.2 PURPOSE

The purpose of this presentation is to equip trainees with the requisite knowledge and skills to complete questions LS10 – LS16 and F01 of the Listing Form accurately.

15.3 LEARNING OUTCOMES

At the end of this presentation, trainees should be able to;

1. Identify the essential social facilities in EAs/localities;
2. Distinguish between the different residential categories (Households, Institutions & Outdoor Sleepers); and
3. Complete the Listing Form LS10 to F01 accurately.

15.4 TEACHING AND LEARNING MATERIALS

The following materials will be used at different stages of the presentation:

- Projector
- Laptop
- Field Officer’s Manual
- PowerPoint Presentation Slides
- Listing Form

15.5 KEY INDICATORS

Ask the trainees to state key indicators that could be derived from the data on household populations, social and residential facilities. Briefly discuss with them the following indicators that will be generated for regions, districts and localities after data collection.

- Population composition by residential category and sex:
- Number of households
- Number of institutional (group quarter) population;
- Proportion of population that are outdoor sleepers;
- Number of persons in households by sex
- Number of persons in group quarters by sex;
- Number of essential social facilities available in localities.

15.6 CONTENT

15.6.1 Concepts and Definitions

Let the trainees express their understanding about the concept of group quarters population. Ask them to read Chapter Five, Section 5.4. Then discuss with them the concept of group quarters population (which refers to population residing in residential or boarding facilities of institutions).

Emphasise that such institutions would have collective living quarters. Stress that day schools, institutional offices, churches, etc. are excluded.

Again, ask the trainees to discuss what they understand about the concept of outdoor sleepers. Ask them to read Section 5.5.1. Proceed to discuss with them the concept of outdoor population.

Furthermore, let the trainees recall the definitions of household and head of household. Point out that the head of household could either be a male or female, and may not necessarily be the main income earner of the household. Stress also that s/he is not necessarily the oldest person in the household. However, indicate to them that head of household identified during the Listing is the usual head.

Again, let the trainees recall the concept of head of institution. Remind them that the head of institution is the person who is in charge of the identified residential unit and could provide information about the unit and the population occupying it.

Draw the attention of the trainees that the head could be the House Prefect, Dormitory Prefect, Block Representative, Hall Master, House Master, Warder or a frontline/lead person depending on the arrangements in the unit.

15.6.2 Completing the Listing Form LS10 – LS16 and F01

Take the trainees through Questions LS10 – LS16 and guide them to complete the Listing Form with emphasis on households, group quarter population, outdoor sleepers, the type of residence, head of household and persons in charge of institution/group quarter facilities.

Again, guide the trainees to complete F01, and also, determine the availability and accessibility of essential social facilities in the EA. In addition, emphasise the following:

To identify these facilities, responses should be taken from key community leaders in the EA/locality.

F01 should be derived from Use of Structure (LS07).

Where any of the facilities in F01 is not already picked up from LS07, the Enumerator should ask of its availability in the EA/locality.

In Types 1 & 2 EAs, the facilities should be identified in the EA.

In Type 3 EAs, the facilities should be identified in each locality.

15.7 REVISION

Present a summary. Afterwards, use the following questions to assess the presentation and knowledge of the trainees.

1. How would you identify essential social facilities in EAs/localities?
2. Distinguish between head of household and head of an institutional population.
3. Indicate the questionnaire to be used to enumerate the following types of residence (refer to LH12b)
 - a. Hotels, Guest-houses, Motels

- b. All Schools, Seminary, Monastery, etc
 - c. Hospitals, Polyclinics, Clinics, Remand homes, Police cells, etc
 - d. Resident types 01, 02, 03 and 98 (i.e. Occupied housing unit, Homeless household, Vacant housing unit and Secondary housing unit for same household respectively).
 - e. Transit post e.g. at railway station, Lorry park, market (inside or outside), Other location of outdoor sleepers
4. Use the scenario on Presentation Slide 28 to complete LS10 to LS16 of the Listing Form.

If there are gaps based on the responses provided, you need to revisit the specific discussion(s).

Inform the trainees about the next topic for discussion.

CHAPTER 16

PRESENTATION FIFTEEN: USE OF QUESTIONNAIRES IN ENUMERATING DIFFERENT CATEGORIES OF THE POPULATION

16.1 INTRODUCTION

Different questionnaires have been developed to capture information on different groups in the country. These different groups have been categorised by type of residence. Information on each type of residence will be collected with the appropriate questionnaire. The essence is to have everyone counted. This presentation covers the use of the various questionnaires to collect data from different categories of the population.

16.2 PURPOSE

The purpose of this presentation is to equip the trainees with the needed skills to collect information from different categories of the population using different and appropriate questionnaires.

16.3 LEARNING OUTCOMES

At the end of this presentation, trainees should be able to:

1. Explain the following concepts: homeless households, stable population, unstable population, and floating population;
2. Describe the procedures to enumerate these categories of population;
3. Enumerate the different categories of population using the appropriate questionnaires; and
4. Describe how to use the call-back card.

16.4 TEACHING AND LEARNING MATERIALS

The following materials will be used at different stages of the presentation:

- Projector
- Laptop
- Field Officer's Manual
- PowerPoint Presentation Slides
- PHC 1A, 1B, 1C, 1D, 1E
- Call-Back Card

16.5 WHY ENUMERATE DIFFERENT CATEGORIES OF POPULATION IN CENSUS

Briefly discuss with the trainees the reasons for using different questionnaires to enumerate different categories of population.

- The 2021 PHC seeks to enumerate all persons within the boundaries of Ghana irrespective of where they spent the Census Night.
- Enumerating the different categories of the population is to ensure complete coverage.
- Different questionnaires and approaches have been developed to capture the various populations.

The categorization of the different groups of population is based on where they spent the Census Night.

16.6 CONTENT

16.6.1 Concepts and Definitions

Let the trainees discuss the concept of *household population*. Ask them to read Chapter Twelve, Section 12.2.1 of the Field Officer's Manual. Then discuss with them the concept of homeless household.

Again, seek the understanding of the trainees about the concept of *homeless household*. Let them refer to Section 12.2.2. Go ahead to discuss the concept with the trainees. Ask them to read Chapter Five, Section 5.5.1 to deepen their understanding of homeless and out-door-sleepers.

Engage the trainees on the concept of *institutional population*. Let them read Section 12.3. Proceed to discuss with them the concept of stable institutional population (persons in educational institutions, such as those in boarding schools and halls of residence, and hostels).

Ask the trainees to read Section 12.3.3. Discuss with them the concept of *guest in hotels/rest house*.

Moreover, let the trainees discuss their views about the concept of *floating population*. Ask them to read Section 12.4.1. Continue to discuss with them the concept of unstable institutional population.

16.6.2 Enumeration Procedures Let the trainees identify the different types of populations to be enumerated from reading Chapter Twelve, Section 12 of the Field Officer's Manual. Then discuss with them the types of questionnaires to be used to enumerate the different types of populations during the 2021 PHC.

Proceed to take them through the enumeration procedures. **Point out** to them the various procedures required to capture all the information.

Emphasise that the enumeration of different types of the population will commence at different times: before, during and after the morning of the **Census Night (i.e. 28th June, 2021)**.

16.6.3 Enumeration of Population in Households

Let the trainees recall the types of members in a household to review their previous knowledge. Proceed to discuss with them the process of enumerating population in households using the PHC 1A. Indicate to them that Enumeration of regular household populations starts on the morning after **Census Night, i.e. 28th June, 2021**.

Stress that all listed occupied housing units including those with usual household members and visitors who spent the Census Night in that housing unit should be enumerated.

16.6.4 Enumeration of homeless households

Refer the trainees to Section 12.2.2. Proceed to discuss with them the enumeration of homeless households **emphasising** the following:

- Homeless households should not answer questions on the housing and sanitation modules;
- Homeless households should be given a Certificate of Enumeration after enumeration to avoid multiple counting;

16.6.5 Collecting Information on Vacant or Unoccupied Housing Units

Let the trainees recall the description of vacant housing units. Then ask them to read Section 12.2.3. Proceed to discuss the information to be collected on vacant housing units.

Point out that information on such structures will be collected from the early hours of **28th June, 2021** during the enumeration period of the PHC. **Add** that vacant housing units should be captured using the PHC 1A.

Explain that although the housing unit may be vacant, the Enumerator should record information relative to the following questions based on observation:

- H01 (Type of Dwelling);
- H02 (Main Outer Wall); and
- H03 (Main Roofing Material).

Allow the trainees to ask questions. Engage them to respond to questions posed before you present the correct answers.

16.6.6 Enumeration of stable institutional population

Let the trainees recall and define stable institutional population. Ask them to refer to Section 12.3.1. Proceed to discuss with them the procedures to enumerate this category of population with the use of PHC 1B.

16.6.7 Enumeration procedure for unstable institutional population

Let the trainees recall and define unstable institutional population. Ask them to refer to Section 12.3.2. Proceed to discuss with them the procedures to enumerate this category of population using PHC 1C.

Highlight that patients who are on admission at the various health institutions in the country must be enumerated at about 3:00 p.m. on 27th June, 2021.

Emphasise that persons found on Census Night sleeping on verandas, corridors and pavements in and around hospitals/prayer camps while taking care of their sick relatives (in-patients) should be enumerated too with the PHC 1C Questionnaire.

Note that caregivers who do not stay at the health facilities but commute daily to take care of patients should not be enumerated as unstable population. They will be enumerated as part of their households.

16.6.8 Procedures for Enumerating Floating Population

Let the trainees recall and define floating population. Ask them to read Section 12.4.1. Proceed to discuss with them the procedures to enumerate floating population using the PHC 1D. **Highlight** that Certificate of Enumeration should be given to the respondents after enumeration to avoid omissions and multiple counting.

16.6.9 Procedures for Enumerating Guests in Hospitality Facilities

Task the trainees to read Section 12.3.3. Proceed to discuss with them that the procedure for enumerating guests in hotels, guest houses, etc. Emphasise that guests who spent the Census Night in these facilities will be enumerated with the PHC 1E Questionnaire.

Highlight these to the trainees that:

- In the evening of the Census Night (27th June, 2021), at about 3.00 p.m., Enumerators should deposit copies of PHC1E Questionnaires at the receptions of these facilities.
- After the completion of PHC 1E, a Certificate of Enumeration should be issued to the enumerated persons to avoid multiple counting.

- The filled questionnaires should be collected the following day.
- The information on the questionnaires should be transferred onto the Tablet using the CAPI Application.

Allow the trainees to ask questions. Engage them to respond to questions posed before you present the accurate answers.

16.6.10 Use of Call-Backs

Let the trainees share their views about what they understand by call-back. Ask them to read Chapter Thirteen, Section 13.10 of the Field Officer's Manual. Proceed to discuss with them the relevance of call-backs in the 2021 PHC. Again, demonstrate with them how to use the call-back card.

Allow the trainees to ask questions. Engage them to respond to questions posed before you present the accurate answers.

16.7 REVISION

Present a summary of the presentation. Assess the knowledge and understanding of the trainees with the following questions.

1. Differentiate between the following concepts:
 - a. Homeless Household and Floating Population
 - b. Stable Population and Unstable Population
2. Describe the procedures for enumerating each of the categories of populations.
3. Practically demonstrate how to use the Call-Back Card.

If there are gaps based on the responses provided, you need to revisit the specific discussion(s).

Inform the trainees about the next topic for discussion.

CHAPTER 17

PRESENTATION SIXTEEN: COMPLETING HOUSEHOLD ROSTER AND ORPHANHOOD

17.1 INTRODUCTION

In order to completely cover all persons in the 2021 PHC, population in households have been put into three statuses to facilitate enumeration and to avoid double counting. The statuses are usual members, visitors, and usual members absent on Census Night. For each of the persons enumerated, record if biological father and mother are still alive. This presentation covers how these information will be captured with the PHC 1A questionnaire.

17.2 PURPOSE

The purpose of this presentation is to equip trainees with the requisite knowledge and skills to be able to accurately complete the questions in the Household roster and on orphanhood.

17.3 LEARNING OUTCOMES

By the end of this presentation, trainees should be able to:

1. Identify and enumerate usual members and visitors present in a household on Census Night;
2. Identify and enumerate usual members of households absent on Census Night; and
3. Complete questions on orphanhood.

17.4 TEACHING AND LEARNING MATERIALS

The following materials will be used at different stages of the presentation:

- Projector
- Laptop
- Field Officer's Manual
- PowerPoint Presentation Slides
- PHC 1A

17.5 CONTENT

17.5.1 Concepts and Definitions

Ask trainees to read Chapter One, Section 1.6 of the Field Officer's Manual. Then discuss with them the concept of *Census Night*.

Point out to the trainees that a person identified as the head of household must have spent the Census Night in the household. **Stress** that this includes head of households who, on Census Night were away by the nature of their work.

Again, ask the trainees to recall the meaning of household. **Remind** them that a household could comprise persons who may be related or unrelated, but catered for as one unit and acknowledge one person as the head.

Furthermore, let the trainees share their understanding about the concept of *usual member* of a household. If necessary, refer them to read Chapter Five, Section 5.3.4 of the Field Officer's Manual. Afterwards, discuss with them the concept of usual member of a household.

Also, ask the trainees to share their opinions about the concept of *visitor*. Task them to read Section 5.3.6. Afterwards, discuss with them the concept of visitor.

Let the trainees read Chapter Fifteen, Section 15.2.7 of the Field Officer's Manual on the concept of *household roster*. Proceed to discuss the concept with them indicating how the Household Roster will be used during the 2021 PHC.

17.5.2 How to Complete the Household Roster

Go through, step by step, how to complete the Household Roster. Ask one group (or a person) demonstrate how they have filled their Form.

17.5.3 Household composition

Ask them to read Section 16.1. Ask two or three trainees to volunteer to present the members of their households. Let them discuss and present a household where a male household has two spouses. Use a role-play to demonstrate how the members of the household should be recorded in the Roster, assuming all the members spent the Census Night.

17.5.4 How to Record Name, Age and Relationship to Head of Household

Use the same role-play to demonstrate how to record names, ages (in completed years), and relationship to head of household on the Form.

Point out that relationship to head of household is culturally sensitive. Enumerators should be tactful to identify and record accurately:

- Biological, Step, Foster and Adopted children; and
- Relative and Non-relative members.

Also, guide the trainees to probe and record ages correctly. Take them through the techniques in estimating ages using dates of local and national historical landmarks, events and life-histories. Refer the trainees to Appendix 5 for list of dates of national events.

Allow the trainees to ask questions. Engage them to respond to questions posed before you present the accurate answers.

17.5.5 Survival status of biological mother or father (Orphanhood)

Refer the trainees to Chapter Fifteen, Section 15.2.9 of the Field Officer's Manual. Discuss with them that two different questions seek to find out the survival status of the biological mother (A11f) and biological father (A11g) of each individual on the Household Roster.

Use role-play and guide the trainees to demonstrate how to probe and record such information. Afterwards, **point out** to the trainees the need for Enumerators to be tactful to get the accurate information because:

- In some cultures, people recognise other older persons as their mothers or fathers even though they may not be the biological mothers or fathers;
- Others could get offended.

17.6 REVISION

Present a summary of the presentation and use the following questions to assess the knowledge and understanding of the trainees.

1. Distinguish between usual members of household and visitors.
2. Describe how you would enumerate usual members and visitors in a household on Census Night.

3. How will you enumerate usual members of a household?
4. Demonstrate how you will collect and record information on orphanhood.

If there are gaps based on the responses provided, you need to revisit the specific discussion(s).

Inform the trainees about the next topic for discussion.

CHAPTER 18

PRESENTATION SEVENTEEN: EMIGRATION

18.1 INTRODUCTION

A component of the PHC 1A Questionnaire is to capture Ghanaians who were once usual members of a household but have migrated to live in other countries or have been living or intend to live continuously outside Ghana for one year or more prior to the Census Night. The focus of this presentation is to identify and record information on all such persons.

18.2 PURPOSE

The purpose of this presentation is to develop the capacity of trainees to be able to collect information on emigration.

18.3 LEARNING OUTCOMES

By the end of the presentation, the trainees should be able to:

1. Explain the concept of emigration; and
2. Correctly record entries on emigrants.

18.4 TEACHING AND LEARNING MATERIALS

The following materials will be used at different stages of the presentation:

- Projector
- Laptop
- Field Officer's Manual
- PowerPoint Presentation Slides
- PHC 1A

18.5 WHY EMIGRATION IN CENSUS

Ask the trainees to share their views about the need to collect data on emigration. Proceed to discuss that it is a source data for the following:

1. It is a component of population change that influences population growth;
2. To calculate the stock of emigrants, net migration, duration of stay of emigrants, and the main reason for emigrating; and
3. It is source of data to build migration assumptions for population projections.

18.6 KEY INDICATORS

Invite contributions from the trainees on some of the key indicators which can be derived from the data. Briefly discuss with the trainees some key indicators **emphasising** their relevance for districts and regions in the country. Among them are:

- Proportion of households with emigrants;
- Distribution of emigrants' destinations;

- Age distribution of emigrants;
- Sex distribution of emigrants;
- Duration of stay of emigrants; and
- Main reason for travelling outside the borders of Ghana.

18.7 CONTENT

18.7.1 Concept and Definition

Let the trainees give their understanding of the concept of *emigration*. Ask them to read Chapter Fifteen, Section 15.2.10. Then discuss with the trainees the concept of emigration. **Emphasise** the following:

- Persons who have travelled outside Ghana and have been continuously living there for one year or more;
- Persons who have travelled outside Ghana, have stayed for less than one year but intend to stay there for one year or more;

Let them share their views about the relevance of collecting information on emigrants. **Stress** that they need tact and probing skills in order to collect such information from a third-party. Secondly, people may have travelled under unusual circumstances and therefore one would need to be careful in soliciting for such information.

Refer the trainees to Appendix 3 of the Field Officer's Manual to be conversant with the codes for destinations and main reason for travelling.

18.8 REVISION

Present a summary of the presentation, and use the following recommended tasks to evaluate the knowledge and understanding of trainees.

1. Let the trainees explain the concept of emigration within the context of the 2021 PHC.
2. Ask the trainees to indicate what makes a person an emigrant.
3. Task trainees to list the information that should be obtained on an emigrant.

If there are gaps based on the responses provided, you need to revisit the specific discussion(s).

Inform the trainees about the next topic for discussion.

CHAPTER 19

PRESENTATION EIGHTEEN: SOCIO-DEMOGRAPHIC CHARACTERISTICS

19.1 INTRODUCTION

Socio-demographic characteristics constitute one of the core components of the information to be collected on the population. These characteristics cover a wide range of issues which are important for analyses of other features in a census. This presentation deals with the elements of socio-demographic characteristics of a population within the context of the 2020 PHC.

19.2 PURPOSE

The purpose of this presentation is to develop the capacity of trainees to be able to collect information on the socio-demographic characteristics of the population.

19.3 LEARNING OUTCOMES

By the end of the presentation trainees should be able to:

1. Identify the elements of socio-demographic characteristics of the population (e.g. age, sex, date of birth, marital status, and religious affiliation).
2. Capture other background information (e.g. birth place, place of residence, ethnicity, and nationality).

19.4 TEACHING AND LEARNING MATERIALS

The following materials will be used at different stages of the presentation:

- Projector
- Laptop
- Field Officer's Manual
- PowerPoint Presentation Slides
- PHC 1A, PHC 1B, PHC 1C, PHC 1D and PHC 1E

19.5 KEY INDICATORS

Ask the trainees to mention the indicators that can be derived from the data on socio-demographic characteristics of the population. Briefly discuss the following with them.

- Population distribution
- Geographical distribution to population
- Age and sex distribution
- Age dependency ratio
- Migration patterns
- Migration ratio
- Net migration
- Movers and non-movers

19.6 CONTENT

19.6.1 Rationale for Collecting Socio-Demographic Data

Let trainees discuss their views about socio-demographic characteristics. Note the responses given. Ask them to read Chapter Sixteen, Section 16.1 of the Field Officer's Manual. Then discuss the elements of socio-demographic characteristics.

Ask the trainees to indicate some of the reasons for collecting socio-demographic information. Discuss with them further, **highlighting** the importance of such information. **Emphasise** that these questions are to be administered to individual members of the household.

19.6.2 Names of Eligible Household Members (P00)

Let at least two the trainees recall the eligible household members designated as Status A (usual household members) and Status B (visitors) present on Census Night. Ask them to read Section 16.1 as well as P00.

19.6.3 Date of birth (P01)

Ask at least, two of the trainees to show how date of birth is presented. Then present to them how date of birth is presented for the 2021 PHC. Refer them to P01, and guide them to record the date of birth in the boxes provided in P01 as: Day, Month and Year.

Point out that if the respondent does not know the Day and/or Month but the Year, record '98' for the Day and/or Month.

Emphasise that Year of birth must be obtained and recorded (Refer to Appendix 5 for historical events which can be used to estimate year of birth).

19.6.4 Age (P02)

Let two of the trainees recall the explanation given for the concept of age. Discuss with them that age is computed in completed years only. Refer them to P02. Use the following examples to deepen their understanding:

- If Adwoa is 16 years 6 months as at Census Night, her age is 16 years.
- If a child is 11-month-old as at Census Night, the age is zero (0).

Ask the trainees to explain why the child's age will be zero.

Stress that Age should be recorded as three digits. Ask the trainees to compute the ages of the following respondents:

1. Kwame is 25 years 6 months – record as 025
2. Kweku is 2 years old – record as 002
3. Adwoa is 20 years 11 months – record as 020
4. Yaa is 11 months old – record as 000.

19.6.5 Nationality (P03)

Discuss with the trainees how nationality is determined. Refer them to P03. Present and explain to them the following and guide them to record accurately:

- Ghanaian by birth
- Dual nationality
- Ghanaian by naturalization
- Other nationals (Appendix 3)

19.6.6 Ethnicity (P04)

Present to the trainees the various ethnic groups in Ghana. Refer them to P04 and Appendix 4 of the Field Officer's Manual. Demonstrate how information on ethnicity should be collected and coded. Let them read P04. Task each trainee to code his/her ethnic group.

19.6.7 Born in this Town or Village (P05)

Discuss the concept of place of birth of a person to the trainees. Ask them to read P05. **Stress** that it is the usual:

- Residence (town or village) of the respondent's mother at the time of his/her (the respondent's) birth.
- Place of residence of the mother irrespective of where the delivery took place.

Emphasise that if a mother spends or intends to spend at least 6 months outside her usual place of residence for the delivery of the child, then the place of birth is the new location other than her usual place of residence.

Point out that the following cannot be indicated as the place of birth:

- A hospital or a maternity home or any other health facility, including traditional birth attendant's place;
- The original hometown of the child's mother where the grandmother of the child lives and where the birth might have taken place; and
- Any other locality where the mother might have gone for a short visit and given birth.

Draw the attention of the trainees to the skip pattern related to P05 with P07; and P06 with P08a.

19.6.8 District or Country in which Respondent was Born (P06)

Explain to the trainees that the region or country is the usual place of residence of respondent's mother at the time of birth and not where the birth actually took place. Ask them to read P06.

Emphasise that if respondent does not know the district, s/he should consult other household members. Also, **remind** the trainees about the skip pattern related to P06 with P08.

19.6.9 Living in this Town or Village since Birth (P07)

Ask the trainees to read P07. **Emphasise** that respondents to P07 include:

- Persons who have been temporary absent from their place of birth; and
- Persons such as seasonal workers, traders, students etc. who are normally absent for periods less than one year and return.

Remind them that persons who answer 'YES' in P05 (i.e. born in this town/village) are to respond to P07. Draw their attention to the skip pattern related to Number of Years Lived in this Town or Village (P08).

Ask them to read P08. **Emphasise** that:

- Breaks in duration of residence for less than 12 months should be ignored.
- Persons who have made multiple movements for one year or more, the latest duration of stay should be considered as the number of years lived in the town or village.

Remind trainees that persons who responded 'NO' to P05 (not born in place of interview) and P07 (not lived in town or village since birth) should respond to P08.

Use this practical exercise to conduct a formative evaluation:

1. Ask, at least, one trainee to volunteer to present his/her migration history.

2. Let him/her determine the number of years lived in his/her village/town.
3. Let him/her record/code based on the information.
4. Task the other trainees to determine and code the number of years lived in village/town.

19.6.10 Religion (P09)

Let the trainees read P09. **Stress** that the focus is the religious affiliation and not the name of church. Task them to code their religion.

Remind the trainees not to assume that:

- Every member of the household, especially the children, belong to the same religious affiliation as the head or head's spouse;
- A respondent's name does not necessarily connote his/her religious affiliation. Please probe for affiliation. For example, Kofi Yahaya could be a Pentecostal, and Yaw Antwi could be a Muslim.

19.6.11 Marital Status (P10)

Task the trainees to read P10. Point out to trainees that eligibility to respond to question P10 is age 12 years or older (refer to Section 14.1 of Field Officer's Manual).

Allow the trainees to ask questions. Engage them to respond to questions posed before you present the accurate answers.

19.7 REVISION

Present a summary of the presentation. Use the following approaches to assess the knowledge and understanding of the trainees.

1. Pair trainees to fill the section on the socio-demographic characteristics.
2. Let two or three trainees volunteer to share the information they collected.

If there are gaps based on the responses provided, you need to revisit the specific discussion(s).

Inform the trainees about the next topic for discussion.

CHAPTER 20

PRESENTATION NINETEEN: LITERACY AND EDUCATION

20.1 INTRODUCTION

Literacy and formal education are two key socio-demographic indicators. Together, they are used to measure the numeracy and literacy levels of society. Literacy focuses on the ability to read and write in any language while formal education refers to the process of acquiring knowledge and skills in a structured school system. This presentation focuses on literacy and formal education characteristics of the population.

20.2 PURPOSE

The purpose of this section is to equip trainees with the required knowledge and skills to enable them obtain and record accurate information on literacy and education characteristics of the population.

20.3 LEARNING OUTCOMES

By the end of the presentation, trainees should be able to:

1. Explain the concepts of literacy and education;
2. Distinguish the levels of education attained from that of completed; and
3. Apply the procedures for collecting information on literacy and educational attainment of eligible individuals by recording the information collected accurately.

20.4 TEACHING AND LEARNING MATERIALS

The following materials will be used at different stages of the presentation:

- Projector
- Laptop
- PowerPoint Presentation Slides
- Field Officer's Manual
- PHC 1A and PHC 1B

20.5 WHY LITERACY AND EDUCATION IN CENSUS

Let the trainees share their views on why information on literacy and education are needed in censuses. Proceed to briefly discuss with them that the data will provide indicators for measuring:

- Available human capital;
- Individual resource capacity for development;
- Social wellbeing;
- Reach of educational policy;
- SDG indicators (SDG Goal 4); and
- Human Development Index (HDI).

20.6 KEY INDICATORS

Ask the trainees to mention the indicators that can be derived data. Briefly discuss with them the following:

- Literacy levels of the population
- Levels of education of the population
- School attendance
- Educational attainment of the population

20.7 CONTENT

20.7.1 Concepts and Definitions

Let, at least, two trainees share their views about the concept of *literacy*. Ask them to read Chapter Sixteen, Section 16.2 of the Field Officer's Manual. Proceed to discuss with them the concept of literacy.

Also, ask, at least, two trainees to share their views about the concept of *formal education*. Ask them to read the aspect of Section 16.2 that deals with the concept. Proceed to discuss with them the concept of formal education.

Again, ask, at least, two trainees to share their views about the concept of *school attendance*. Ask them to read the part of Section 16.2 that covers the concept. Then discuss with them the concept of school attendance.

Moreover, allow, at least, two trainees to express their opinions about the concept of *highest grade completed*. Ask them to read the part of Section 16.2 that defines the concept. Acknowledge their responses and discuss with them the concept of highest grade completed.

20.7.2 Literacy (P11a – P11c)

Refer the trainees to Questions P11a – P11c of PHC 1A. **Emphasise** that in the context of the 2021 PHC, information on literacy must be obtained from **only** persons aged 6 years or older. **Remind** them that:

- Literacy relates to a person's ability to read and write with understanding in any language.
- However, there are some people who can read but cannot write. Such persons cannot be considered as literate.

20.7.3 Education Characteristics (P12a – P12c)

Ask the trainees to read P12a – P12c. **Note** that this section consists of three components: full time education, level of schooling, and grade completed.

20.7.4 Full Time Education (P12a)

Task the training to read P12a. **Emphasise** that this question must be asked of persons aged 3 years or older. Take note of the skip for those who have never had formal/full time education.

Stress that full time education excludes trade schools such as catering schools, motor driving school, etc.

20.7.5 Level of Schooling (P12b)

Refer the trainees to P12b. **Underscore** the fact that the information required is the highest level of schooling respondent ever attended or is attending. This includes those who have completed, are still attending or have dropped out of any level of schooling.

20.7.6 Grade Completed (P12c)

Ask the trainees to read P12c. Then **emphasise** that the highest grade completed, refers to the last full class, form or year completed and not the present or current one being attended.

Allow the trainees to ask questions. Engage them to respond to questions posed before you present the accurate answers.

20.8 REVISION

Present a summary of the presentation, and use the following approaches to assess the knowledge and understanding of the trainees.

1. Differentiate between literacy and formal education in the context of the 2021 PHC.
2. Practice how to complete the relevant sections of the questionnaire using the scenario on the Presentation Slide.

If there are gaps based on the responses provided, you need to revisit the specific discussion(s).

Inform the trainees about the next topic for discussion.

CHAPTER 21

PRESENTATION TWENTY: ECONOMIC ACTIVITY (P13a – P13G)

21.1 INTRODUCTION

Economic activity provides a general pattern of participation of the population in different forms of work. These forms of work recognize that all productive activities contribute to economic output and to the livelihoods and well-being of households. Information on economic activity from the 2021 PHC will help to produce separate sets of labour statistics on each form of work in order to meet different policy needs. This presentation is the first of four parts of Economic Activity.

21.2 PURPOSE

The purpose of this session is to equip trainees with the required knowledge and skills to enable them obtain and record complete and accurate information on economic activity of persons 5 five years or older.

21.3 LEARNING OUTCOMES

By the end of the presentation, trainees should be able to:

1. Explain the concepts of economic activity, work (productive activity), and own consumption;
2. Identify the economic activities persons are engaged in;
3. Categorize persons into how they were engaged within the period; and
4. Record the information obtained accurately.

21.4 TEACHING AND LEARNING MATERIALS

The following materials will be used at different stages of the presentation:

- Projector
- Laptop
- Field Officer's Manual
- PowerPoint Presentation Slides
- PHC 1A and PHC 1B
- Video

21.5 WHY ECONOMIC ACTIVITY IN CENSUS

Let the trainees discuss why there is the need to collect data on economic activity during the 2021 PHC. Afterwards, briefly discuss with them the following:

- The data will provide one of the main sources of labour statistics, which are important elements in the measurement of economic growth and development in the country.
- Labour statistics provide insight into the economy and the effects of labour market policy settings, through measures of labour demand (e.g. employment) and labour supply (e.g. unemployment).

- Information on the economic characteristics of the population, including the employed, unemployed and those not in any of these two categories are required for key policy decision making.

21.6 KEY INDICATORS

Let the trainees share their views about the indicators to be obtained from the data on economic activity. Briefly discuss the following with them.

- Labour force participation rate
- Employment rate
- Unemployment rate
- Youth unemployment rate
- Employment to population ratio
- Underemployment rate

21.7 CONTENT

21.7.1 Concepts and Definitions

Let, at least, two of the trainees share their views about the concept of *economic activity*. Ask the trainees to read Chapter Sixteen, Section 16.3 of the Field Officer's Manual. Follow up to discuss with them the concept of economic activity.

Again, ask, at least, two of the trainees to share their views about the concept of *work/productive activity*. Task the trainees to read the specific part of Section 16.3. Then discuss with them the concept of work/productive activity.

Moreover, let, at least, two of the trainees to share what they think about the *concept of own consumption*. Refer them to the aspect Section 16.3 that covers the meaning of the concept. Continue to discuss with them the concept of own consumption.

Emphasise to the trainees that the questions on economic activities are for persons aged **5 years or older** and refer to time frame of **seven days before the Census Night**.

21.7.2 Engagement in Economic Activity (P13a – P13b)

Ask the trainees to read P13a and P13b. Then take them through the five different response options in P13a and provide specific examples to deepen their understanding. **Stress** that it is only those who answer 'NO' in P13a should respond to P13b.

Proceed and take trainees through the six different response options in P13b and provide specific examples to deepen their understanding.

Furthermore, discuss with the trainees, issues in P13b which deal with those who were temporarily out of work and who may or may not be seeking for work. Use practical examples to broaden their understanding. Guide them to record the information accurately.

21.7.3 Types of Work (P13c)

Let, at least, two of the trainees give two types of work. Refer them to P13c. Point out the six response categories of types of work, and discuss each with the trainees.

Draw the attention of the trainees to the fact that only the persons whose response is Option '6' that proceed to P13d and P13e. **Demonstrate** with them how to record the information accurately.

21.7.4 Person who Reported not Working and not Seeking for Work (P13e)

Ask the trainees to refer to P13e. **Point out** that this question is to be answered by only those whose response is Option '6' in P13b. Discuss with the trainees the categories that relate to persons who reported not working and not seeking for work. Demonstrate with them how to record this information accurately.

Allow the trainees to ask questions. Engage them to respond to questions posed before you present the accurate answers.

21.8 REVISION

Present a summary of the presentation, and use the following questions and approaches to evaluate the knowledge and understanding of the trainees.

1. Differentiate between the following pairs of concepts:
 - a. Economic activity and work.
 - b. Non-productive activity and own consumption.
 - c. Employed and unemployed.
2. Present the economic activities persons are engaged in
3. Categorise persons into how they are engaged within the PHC period.
4. Use the scenario on Presentation Slide 23 to complete Questions 13a – 13g.

If there are gaps based on the responses provided, you need to revisit the specific discussion(s).

Inform the trainees about the next topic for discussion.

CHAPTER 22

PRESENTATION TWENTY-ONE: ISCO

22.1 INTRODUCTION

This presentation is the second part of Economic Activity. The working population is engaged in different kinds of tasks and duties. The kinds of tasks and duties, also called occupations, can be categorized using the 2008 International Standard Classification of Occupation (ISCO). Describing tasks performed by individuals and selecting the appropriate occupational code is necessary to ensure that the occupations of individuals in the population are appropriately categorized.

22.2 PURPOSE

The purpose of this presentation is to equip trainees with knowledge and skills to enable them describe tasks performed and select the appropriate occupation descriptions.

22.3 LEARNING OUTCOMES

At the end of this presentation, trainees should be able to:

1. Explain the concepts of occupation, jobs, skills, and skill levels;
2. Apply the concepts and procedures to describe accurately the tasks and duties performed by the individual; and
3. Use the description to select occupations in the CAPI Application.

22.4 TEACHING AND LEARNING MATERIALS

The following materials will be used at different stages of the presentation:

- Projector
- Laptop
- Field Officer's Manual
- PowerPoint Presentation Slides
- PHC 1A and PHC 1B

22.5 WHY DESCRIPTION OF OCCUPATION IN CENSUS

Let the trainees share their views about why description of occupation in census. Briefly discuss the following with them.

- To analyse the socio-economic status of the population.
- To identify the kind of work that the employed population are engaged in.
- To determine the number of persons engaged in the different occupation groups.
- To determine the proportion of working children in the different occupational groups.
- To determine the dominant occupation of males and females across different geographic areas.

22.6 KEY INDICATORS

Let the trainees mention the indicators to be derived from the data on occupation. Briefly discuss with them the following key indicators.

- Occupational distribution of the labour force, 15 years and older by age group, sex, region, type of locality and district.
- Distribution of employed persons in the population, 15 years and older by age group, type of locality and district, and sex.
- Proportion of traders of the population and by sex, type of locality and district.
- Share of professionals (medical doctors, nursing, statisticians, etc.) of the economically active by sex, type of locality and district.
- Proportion of technicians and associate professionals (civil engineering technicians, mining supervisors, etc.) in the population and by sex.
- Occupation by major group of ISCO classification by sex, type of locality and district;
- Distribution of occupation by sector of employment (formal and informal) by sex, type of locality and district.
- Occupational distribution of the labour force, 15 years and older by sex and educational attainment.

22.7 CONTENT

22.7.1 Concepts and Definitions

Let, at least, two of the trainees share their views about the concept of *occupation*. Ask the trainees to read Chapter Sixteen, Section 16.3 of the Field Officer's Manual. Follow up to discuss with them the concept of occupation.

Also, ask, at least, two of the trainees to share their understanding about the concept of *job*. Refer them to read the aspect of Section 16.3 which explains the concept. Then discuss with them the concept of job.

Furthermore, refer the trainees to read the part of Section 16.3 which deals with the concept of *skill*. Proceed to discuss with them the concept of skill. **Highlight** the key characteristics of the concept.

Ask the trainees to read the specific part of Section 14.2 which is on the concept of *levels of skill*. Then discuss with them the concept.

22.7.2 Occupation

Point out to the trainees that question P14 requires a detailed description of the main task the person was engaged in in the 7 days before Census Night. **Emphasise** that for those who did not work during the reference period, a detailed description of the main task performed in the last employment should be provided.

Draw the attention of the trainees that the description of the occupation should match with the occupation description in the CAPI Application.

22.7.3 Structure of occupation code

Explain the composition of the occupation code to the trainees and indicate that a major group has three sub groups: sub-major group, minor group and unit group. Use the example below to **highlight** the issue.

Example:

Major Group	5	Services and Sales Workers
Sub-major Group	51	Personal Services Workers
Minor Group	511	Travel Attendants, Conductors and Guides
Unit Groups	5111	Travel Attendants and Travel Stewards
	5112	Transport Conductors
	5113	Travel Guides

Go through the probing questions with trainees to ensure that they understand the distinctions between the major groups. Especially ensure they understand how to:

- i. identify managers and
- ii. distinguish professionals from technicians and associate professionals and
- iii. technicians and associate professionals from clerical support workers

Engage trainees to identify specific examples of occupation at the district/locality using the CAPI Application.

Allow the trainees to ask questions. Engage them to respond to questions posed before you present the accurate answers.

22.8 REVISION

Present a summary of the presentation. Use the following revision questions to assess the knowledge and understanding of the trainees.

1. Ask trainees to explain the following concepts:
 - a. Work
 - b. Occupation
 - c. Jobs
 - d. Skills
2. What are the major occupations?
3. Ask trainees to mention five different occupations in their district and engage them to select these occupations using the CAPI Application.

If there are gaps based on the responses provided, you need to revisit the specific discussion(s).

Inform the trainees about the next topic for discussion.

CHAPTER 23

PRESENTATION TWENTY-TWO: ISIC

23.1 INTRODUCTION

The kinds of goods produced or services rendered by establishments where the person is engaged, is known as industry. International Standard Industrial Classification of all Economic Activities (ISIC) Rev. 4, classifies industry into a four-level structure that is mutually exclusive to facilitate data collection, analysis and presentation. The four-level structure comprises sections, divisions, groups and classes. This presentation is the third part of the economic activity.

23.2 PURPOSE

The purpose of this presentation is to equip trainees with knowledge and skills to enable them describe the main product produced or service rendered in the establishment where the individual works/worked and select the appropriate industry description in the CAPI Application.

23.3 LEARNING OUTCOMES

At the end of this presentation, trainees should be able to:

1. Explain what is meant by industry;
2. Identify the key characteristics of each sector of the industry and how it is linked to ISIC Sections, Divisions, Groups and Classes;
3. Apply the concepts and procedures to describe accurately the industry in which an individual works/worked; and
4. Use the description to select the industry in the CAPI Application that corresponds to the description in 3.

23.4 TEACHING AND LEARNING MATERIALS

The following materials will be used at different stages of the presentation:

- Projector
- Laptop
- Field Officer's Manual
- PowerPoint Presentation Slides
- PHC 1A and PHC 1B

23.5 WHY INDUSTRY IN CENSUS

Let the trainees share their views about the reasons for collecting data on industry in census. Briefly discuss the following with them.

- To analyse the socio-economic status of the population.
- To identify the kinds of industry in which individuals are employed.
- To determine the number of persons engaged in the different industry groups.
- To determine the proportion of working children in the different industrial groups.
- To determine the dominant industry in which males and females work or worked across different geographic areas.

23.6 KEY INDICATORS

Let the trainees mention the indicators that can be derived from data on industry. Briefly discuss the following them.

- Distribution of industry of employed persons in the population, 15 years and older by age group, type of locality and district, and sex.
- Distribution of industry of labour force, 15 years and older by sex and educational attainment.
- Distribution of industry of employed persons in the population 5 to 14 years by age group, sex, type of locality and district.
- Distribution of industry by sector of employment (formal and informal) by sex, type of locality and district.
- Distribution of industry by major group of ISIC classification by sex, type of locality and district.

23.7 CONTENT

23.7.1 Concepts and Definitions

Ask the trainees to recall the meaning of the concept of *economic activity*. If necessary, refer them to read the part of Chapter Sixteen, Section 16.3 of the Field Officer's Manual that covers the meaning of the concept.

Let, at least, two of the trainees share their views about the concept of *industry*. Ask the trainees to read the aspect of Section 16.3 that explains the concept. Follow up to discuss with them the concept of industry.

Ask, at least, two of the trainees to present their perceptions about the concept of *establishment*. Let the trainees read the specific portion of Section 16.3 which covers the definition of the concept. Go ahead and discuss with them the concept of establishment.

Again, call, at least, two of the trainees to share their perceptions about the *concept of enterprise*. Ask the trainees to read the part of Section 16.3 that deals with the concept. Proceed to discuss with them the concept of enterprise.

23.7.2 Description of industry

Refer the trainees to Questions P15 and P15a. Then discuss with them the descriptions of industry. Use the questionnaire and take them through how to record the response options.

23.7.3 Structure of industry

Ask the trainees to read the portion of Section 16.3 that covers the description of about industry. Explain to them the various sections of the ISIC. Go through with them each section of the four subdivisions of ISIC. Point out that the subdivisions are characterised with four alphanumerical codes as follows:

1. There are 21 Sections (A-U).
2. The first two numerical codes form the Division.
3. Third digit is the Group.
4. The fourth digit is the Class.

Again, use the Table below to explain the composition of the industry code to the trainees

SECTIONS	A	Agriculture, Forestry and Fishing
Divisions	01	Crop and animal production, hunting and related service activities
Groups	011	Growing of non-perennial crops
Classes	0116	Growing of fibre crops

Engage the trainees to use the CAPI Application to demonstrate how to record information on industry.

Allow the trainees to ask questions. Engage them to respond to questions posed before you present the accurate answers.

23.8 REVISION

Present a summary of the presentation. Use the following questions to evaluate the knowledge and understanding of the trainees.

1. Explain the following concepts:
 - i. Establishment
 - ii. Enterprise
 - iii. Industry
2. Describe the structure under industry used for data collection?
3. Identify five establishment that some of your family members worked in and describe the industry. Select the corresponding description of the industry using the CAPI Application.

If there are gaps based on the responses provided, you need to revisit the specific discussion(s).

Inform the trainees about the next topic for discussion.

CHAPTER 24

PRESENTATION TWENTY-THREE: ECONOMIC ACTIVITY (P16 – P17)

24.1 INTRODUCTION

This presentation is the fourth and last part of economic activity with a focus on employment status, and the sector employed or unemployed persons who had worked before was engaged in.

24.2 PURPOSE

The purpose of this presentation is to equip trainees with the required knowledge and skills to enable them obtain and record complete and accurate information on Employment Status and Employment Sector of persons 5 years or older.

24.3 LEARNING OUTCOMES

By the end of the presentation, trainees should be able to:

1. Explain the concept of employment status;
2. Distinguish between the different types of employment status;
3. Explain the concept of employment sector; and distinguish between the different types of employment sector; and
4. Accurately record information on Employment Status and Employment Sector engaged in by the individuals.

24.4 TEACHING AND LEARNING MATERIALS

The following materials will be used at different stages of the presentation:

- Projector
- Laptop
- Field Officer's Manual
- PowerPoint Presentation Slides
- PHC 1A & PHC 1B

24.5 WHY EMPLOYMENT STATUS AND EMPLOYMENT SECTOR IN CENSUS

Let the trainees talk briefly about the need for data on employment in census. Then discuss:

- Information on employment status and sector from the 2021 PHC will help to monitor and evaluate labour force intervention programmes;
- Information on unemployment status of persons and in sectors in the country; and
- Provide data to inform policies that will seek to address the employment status in all sectors for population sub-groups in the country.

24.6 KEY INDICATORS

Invite, at least, two of the trainees to mention some of the indicators that could be derived from the data on industry. Note their responses and briefly discuss the following with them:

Proportion of persons 15 years or older by employment status;

Proportion of persons 15 years or older by employment sector;

Proportion of children (5-14 years) by employment status; and

Proportion of children (5-14 years) by employment sector.

24.7 CONTENT

24.7.1 Concepts and Definitions

Ask, at least, two of the trainees to talk about their understanding of the concept of *employment*. Let the trainees read Chapter Sixteen, Section 16.3 of the Field Officer's Manual that focuses on the concept, and proceed to discuss with them the concept of employment.

Also, ask two of the trainees to share their views about the concept of *employment status*. Invite the trainees to read part of Section 16.3, and discuss the definition and description of the concept. Then go ahead to discuss with them the concept of employment status.

Furthermore, ask the trainees to read the part of Section 14.2 that covers the concept of *employment sector* and proceed to discuss with them.

24.7.2 Employment Status (P16)

Present and explain to the trainees that employment status is classified based on the following:

- Associated type of economic risk (job security);
- Type of authority over establishments and other workers; and
- Written or unwritten agreement (contract) of employment the person has with other persons or organizations.

Refer the trainees to read question P16 to be conversant with the various options, and guide them to practice how to record information on employment status.

24.7.3 Employment Sector (Question P17)

Ask the trainees to read question P17. Proceed to discuss the issues and examples of employment sector, the various options and how to record information on employment sector.

Allow the trainees to ask questions. Engage them to respond to questions posed before you present the accurate answers.

24.8 REVISION

Present a summary of the presentation. Use the sample questions to guide you to evaluate the knowledge and understanding.

1. Differentiate between employment status and employment sector.
2. Mention and explain four categories of:
 - a. Employment status
 - b. Employment sector

3. List and distinguish between the various categories of employment sector.

If there are gaps based on the responses provided, you need to revisit the specific discussion(s).

Inform the trainees about the next topic for discussion.

CHAPTER 25

PRESENTATION TWENTY-FOUR: DIFFICULTIES IN PERFORMING ACTIVITIES

25.1 INTRODUCTION

There is always a category of people who have that has difficulties in performing certain routine activities which some of us take for granted. For instance, there are people with challenges with sight. Obtaining information on such population allows for the development of intervention to mitigate these difficulties. This presentation covers six domains of such difficulties on persons aged 5 years or older, using the concept of degree of difficulty. This will range from having no difficulty at all to serious difficulties which restrict the performance of certain tasks due to the loss of function of any part of the body as a result of impairment or malformation.

25.2 PURPOSE

The purpose of this presentation is to develop the capacity of trainees to enable them obtain and record information about difficulties faced by persons in performing activities.

25.3 LEARNING OUTCOMES

By the end of this presentation, trainees should be able to:

1. Explain concepts related to difficulty in performing certain activities in six domains, namely, seeing, hearing, walking or climbing stairs, remembering and concentrating, self-care and communicating (speech);
2. Demonstrate how to ask questions on difficulty in performing any of the activities; and
3. Apply the concepts and procedures to collect and record the information on difficulty in performing those activities.

25.4 TEACHING AND LEARNING MATERIALS

The following materials will be used at different stages of the presentation:

- Projector
- Laptop
- Field Officer's Manual
- PowerPoint Presentation Slides
- PHC 1A and PHC 1B

25.5 WHY DIFFICULTIES IN PERFORMING ACTIVITIES IN 2021 PHC

Discuss with the trainees the importance of knowing the population which have difficulty in performing activities at the local, national and global development agenda, and yet due to its sensitive and stigma associated with the challenges, they are often ignored in all societies.

Point out that due to the stigma, people are reluctant to talk about the difficulties they face in performing activities. **Emphasise** that tact should be applied in asking such questions. **Remind** trainees the need to prepare the respondent's mind before asking the questions.

25.6 KEY INDICATORS

Briefly discuss the following key indicators of difficulties in performing activities.

- Prevalence of difficulties in performing activities related to seeing, hearing, walking and climbing stairs, remembering and concentrating, self-care and communicating.
- Distribution of persons with difficulties in performing activities by social, economic demographic and spatial dimensions (Number; Percent).
- Degree or severity of difficulty in performing activities i.e. number or percentage persons with a lot of difficulty in performing certain activities.

25.7 CONTENT

25.7.1 Concepts and Definitions

Let one or two of the trainees share their views about the concept of *seeing*. Ask all the trainees to refer and read Chapter Sixteen, Section 16.4 of the Field Officer's Manual. Then discuss with them the concept of seeing.

Similarly, ask, at least, two trainees to share their perceptions about the concept of *hearing*. Afterwards, let all trainees read the part of Section 16.4 that covers the concept of hearing and discuss with them.

Also, seek the views of the trainees (at least two) about the concept of *walking*. Ask them to read the part of Section 16.4 that focusses on the definition and description of the concept. Proceed to discuss with them the concept of walking.

Again, allow the trainees (at least two) to express their views about the concept of *remembering and concentrating*. Let them read the aspect of Section 16.4 that deals with the concept of remembering and concentrating, and discuss with them.

Furthermore, let the trainees (at least two) express their opinions about the concept of *self-care*. Ask them to read the portion of Section 16.4 that covers the meaning and examples of the concept. Go ahead to discuss the concept with them.

Lastly, allow the trainees, at least two, to share the opinions about the concept of *communication*. Let them read the part of Section 16.4 that deals with the meaning of the concept of communication. Afterwards, discuss with them.

27.7.2 Difficulties in Seeing (P18a)

Let the trainees read P18a. Discuss with them how to obtain information on difficulties in seeing. **Emphasise** that questions on difficulties in seeing should be asked whether or not the respondents show obvious signs of difficulties such as the wearing of glasses. **Stress** that the focus should be challenges related with:

- seeing things close up or far away;
- seeing out of one eye or both; and
- only seeing directly in front but not to the side.

Take the trainees through how to record information on difficulties in seeing.

27.7.3 Difficulties in Hearing (P18b)

Refer the trainees to P18b, and discuss with them how to obtain information on difficulties in hearing. **Emphasise** that questions on difficulties in hearing should be asked whether or not the respondent uses a hearing aid. **Point out** that the focus should be on:

- the use of one’s ears to absorb what is being said and/or what is happening around;
- the challenges of hearing or not hearing in a noisy or quiet environment; and
- distinguishing sounds from different sources in one or both ears.

Guide the trainees to demonstrate how to record information on difficulties in seeing.

27.7.4 Difficulties in Walking (P18c)

Task the trainees to read P18c. Discuss with them how to obtain information on difficulties in walking. **Emphasise** that the capacity to walk should be without assistance of any device. **Point out** that if such assistance is needed, then the person has difficulties in walking.

Use a role-play to let the trainees practice how to record information on difficulties in walking.

27.7.5 Difficulties in Remembering and Concentrating (P18d)

Encourage the trainees to read P18d. Discuss with them how to obtain such information from respondents. **Emphasise** the following issues on difficulties in remembering and concentrating in Section 16.4. This may be:

- challenges related to finding one’s way around;
- being unable to concentrate on a task;
- forgetting one’s whereabouts;
- not remembering what someone just said; and
- becoming confused or frightened about most things.

Demonstrate with the trainees how to record information on difficulties in remembering and concentrating.

27.7.6 Difficulties in Self-Care (P18e)

Ask the trainees to read P18e. Then discuss with them how to obtain information on difficulty in self-care from respondents. **Emphasise** that difficulties in self-care deals with the inability to independently perform tasks such as washing one’s self, dressing, brushing of teeth, zipping and eating.

Practice with the trainees how to record information on difficulties in self-care.

27.7.7 Difficulties in Communicating (P18f)

Ask the trainees read P18f. Proceed to discuss with them how to obtain information on difficulty in communication from respondents. **Emphasise** that difficulties in communicating deals with difficulty in understanding or being understood by others, such as impairment in speech.

Clarify that difficulty in understanding or being understood due to non-native or unfamiliar language is not included. Refer the trainees to Section 16.4 for emphasis.

Practice with the trainees how to record information on difficulties in communicating.

Allow the trainees to ask questions. Engage them to respond to questions posed before you present the accurate answers.

27.8 REVISION

Present a summary of the presentation. Use the following questions to assess the knowledge and understanding of the trainees.

1. Explain the following concepts used in difficulties in performing activities:
 - a. Seeing

- b. Hearing
- c. Walking
- d. Self-care
- e. Remembering and concentrating
- f. Communicating

2. Use the scenarios in Presentation Slides 29 and 30 to complete Questions 18a-P18f.

If there are gaps based on the responses provided, you need to revisit the specific discussion(s).

Inform the trainees about the next topic for discussion.

CHAPTER 26

PRESENTATION TWENTY-FIVE: INFORMATION AND COMMUNICATION TECHNOLOGY

26.1 INTRODUCTION

One of the key aspect of the 2021 PHC is the introduction of a detailed module on Information and Communication Technology (ICT). The intention is to obtain information on ownership and use of ICT devices and internet in the **last three months** on persons six years or older, and use of mobile phone for money transfer and other financial transactions.

26.2 PURPOSE

The purpose is to develop the knowledge and skills of trainees to be able to obtain information on ownership and usage of ICT devices and internet access.

26.3 LEARNING OUTCOMES

By the end of the presentation, trainees should be able to:

1. Explain the concepts of information and communication technology (ICT), ownership, usage, and access;
2. Identify the ICT devices and their uses; and
3. Apply the concepts and procedures to obtain and record information accurately.

26.4 TEACHING AND LEARNING MATERIALS

The following materials will be used at different stages of the presentation:

- Projector
- Laptop
- Field Officer's Manual
- PowerPoint Presentation Slides
- PHC 1A, PHC 1B

26.5 WHY ICT IN CENSUS

Let the trainees share their views on why it is important to ask questions about ICT in the 2021 PHC. Briefly discuss the following them:

- This module is to obtain information on the population six years or older:
 - to inform policy and monitor progress towards universal access to ICT services;
 - to assess universal access to ICT services, one of the means for enhancing international cooperation in the 21st Century; and
 - to assist in measuring SDG indicators under goals 4, 5, 9 and 17.

Draw attention to the centre-stage that ICT took in the era of COVID-19. It became the lifeline for a number of people in various ways. Let the trainees discuss some of their experiences with the use of mobile devices.

26.6 KEY INDICATORS

Briefly discuss with the trainees that the following indicators will be derived from the data generated from the ICT:

- Proportion of population six years or older who:
 - own mobile phones;
 - use mobile phone;
 - use internet by place of residence;
 - use mobile phone for mobile money transfer and other financial transactions.

26.7 CONTENT

26.7.1 Concepts and Definitions

Let the trainees (at least, two) present their views on concept of *information and communication technology* ICT. Ask them to read Chapter Sixteen, Section 16.5 of the Field Officer's Manual. Proceed to discuss the concept with them.

Also, seek the views of the trainees (at least two) about the concept of *ownership of devices*. Refer them to the part of Section 16.5 that deals with the concept, and then discuss with them the concept of ownership of ICT devices.

Thirdly, ask one or two of the trainees express their perceptions about the concept of *usage of devices*. Let them (all trainees) read from the part of Section 16.5 which covers the concept of ownership of ICT devices. Afterwards, discuss the concept with them.

Lastly, let one or two trainees share their views about the *concept of access to devices*. Ask them to read the specific portion of Section 16.5 that focusses on the subject. Afterwards, discuss the concept of access to ICT devices with the trainees.

26.7.2 ICT Devices (P19a – 19b)

Ask the trainees to identify ICT devices. Refer them to the pictures on Slides 11 – 19 to show the main devices. Again, let them read P19a, and discuss the ownership of ICT devices.

Let the trainees describe what they use ICT devices for. Refer the trainees to P19b. Discuss the usage of mobile phones for money and other financial transactions.

Stress that the essence of P19a and P19b is to obtain information on ownership and usage of ICT devices among the population **6 years or older**.

Point out that devices that are used for playing games, calculation and other non-economic should **not** be considered.

26.7.3 Access to Internet (P19c)

Ask the trainees to identify the available internet services they know. Refer them to read the related information on P19c. **Prompt** them that the focus is to obtain information on usage from persons aged **6 years or older** in the last three month regardless of ownership.

Let the trainees share their experiences in the usage of the internet in the last three months. Use these experiences and guide them to record the information accurately.

Allow the trainees to ask questions. Engage them to respond to questions posed before you present the accurate answers.

26.7.4 Practical session

Take the trainees through Questions 19a – 19d on the PHC 1B Questionnaire. Afterwards, pair the trainees and task one of them to collect and record information on P19a – P19c.

26.8 REVISION

Present a summary of the presentation. Use the following questions to assess the knowledge and understanding of the trainees.

1. Distinguish between the following pairs of concepts:
 - a. ICT and ICT devices;
 - b. Smart phone and non-smart phone;
 - c. Ownership of devices and usage of devices; and
 - d. Access to devices and internet.
2. Use the scenarios on Slide 29 to complete Questions 19a – 19d

If there are gaps based on the responses provided, you need to revisit the specific discussion(s).

Inform the trainees about the next topic for discussion.

CHAPTER 27

PRESENTATION TWENTY-SIX: FERTILITY

27.1 INTRODUCTION

Fertility is one of the two components of natural population change. The other is death. Therefore, fertility dynamics are therefore crucial to planning and policy decisions. This presentation covers issues of fertility of females 12 years or older. Essentially, it deals with the age at first birth, total number of children (male and female) ever born alive, and the survival status of their children. Other information including the last live births to women aged 12-54 are also covered.

27.2 PURPOSE

The purpose of this presentation is to equip with trainees with the requisite knowledge and skills to obtain information on fertility among females 12 years or older.

27.3 LEARNING OUTCOMES

At the end of the presentation, the trainees will be able to:

1. Explain the importance of the fertility module
2. Explain the following concepts: fertility, live-birth, still-birth, children ever born and child survival status
3. Describe the challenges associated with collecting fertility and child survival related data
4. Apply the concepts and procedures to obtain and record information on fertility and child survival status accurately.

27.4 TEACHING AND LEARNING MATERIALS

The following materials will be used at different stages of the presentation:

- Projector
- Laptop
- Field Officer's Manual
- PowerPoint Presentation Slides
- PHC 1A and PHC 1B

27.5 WHY FERTILITY IN CENSUS

Ask, at least, two of the trainees to discuss the need to collect information on fertility in the 2021 PHC. Itemise their responses and in addition draw attention to the following:

- Fertility is a key component of population change (the others are mortality and migration) and the **main driver** of natural population growth;
- Complete and accurate data on births and deaths of children are used to generate various fertility and child survival indicators which support the implementation of population and development programmes;

- Fertility data are also important for determining the distribution of social services such as educational and health facilities;
- The Census provides an opportunity to obtain disaggregated fertility data at lower levels of administration such as the districts and localities in areas where registration of births is low or does not exist; and
- Census data on fertility and child survival will complement available administrative and survey data in computing key fertility and child survival indicators.

27.6 KEY INDICATORS

Briefly explain the following indicators with the trainees.

1. Total fertility rate
2. Mean age at birth of first child
3. Mean children ever born and surviving by sex

27.7 CONTENT

27.7.1 Concept and Definitions

Let, at least two trainees express their views about the concept of *fertility*. Ask them to read Chapter Sixteen, Section 16.6 of the Field Officer's Manual, and then discuss the concept with them.

Also, seek the views of, at least, two of the trainees on the concept of *still-birth*. Let them read the portion of Section 16.6, and discuss the concept with them.

Again, let one or two of the trainees share their views on the concept of *age at first birth*. Refer them to the part of Section 16.6 that deals with the concept. Go ahead to discuss with the trainees the concept of age at first birth.

Furthermore, refer the trainees to read the aspects of Section 16.6 that focus on the concept of *children ever born*. Proceed to discuss the concept with them.

Lastly, ask the trainees to read about the concept of *children still alive* at Section 16.6. Afterwards, discuss the concept with them.

27.7.2 Fertility

Refer the trainees to PHC 1A and PHC 1B. **Emphasise** that those eligible to answer questions on fertility are:

1. All females aged 12 years or older (PHC 1A - P20 – 27).
2. All females aged 12-54 years (PHC 1B - P20 – P27).

Furthermore, **underscore** that fertility questions focus on the number of **all biological** children (males and females) ever born alive to the woman regardless of:

- whether the child was alive or has since died as at the Census Night;
- whether the child was born in or out of marriage (or union);
- whether the child was born in the present or previous marriage (or union);
- whether the child lives with the mother in the same household or elsewhere; and

- the age or the marital status of the child.

Further, discuss with the trainees the categories of children who should not be included, as specified at Section 16.6.

27.7.3 Children Born Alive

Ask the trainees to read the aspects of P20 which touches on children ever born alive, and discuss with them how to determine that a child is born alive. **Indicate** to the trainees that:

Total number of children ever born (P20) = Children living with you (P21) + Children living elsewhere (P22) + Children dead (P23).

Guide the trainees to demonstrate how to obtain and record information on children ever born alive. **Stress** that the number of children born alive to females (12 years or older) in the household should be recorded by **sex of the child**.

Allow the trainees to ask questions. Engage them to respond to questions posed before you present the accurate answers.

27.7.4 Completing Questions on Fertility

Highlight that before completing the fertility questions, the following additional emphasis should be considered:

1. This is a sensitive module and therefore confidentiality should be emphasised;
2. The focus is on live births (i.e. children who were born alive, even if the child died immediately after birth; but excludes still-births – children born dead);
3. Pay attention to sex of child ever born
4. Interview the individual woman separately - to the extent possible
5. Watch out for consistency or balance between total number of children ever born and the sum of those living in the household, elsewhere and dead i.e. the whole must be equal to the sum of the parts
6. Recall lapse - inability of older women to remember vital events and dates

Afterwards, refer the trainees to PHC 1A and 1B Questionnaires, and take them through all the fertility-related questions (P20 – P27). Guide the trainees to go through each question and practice with them how to record the responses appropriately using the CAPI ‘duplicates’ and exercises in the Presentation Slides.

27.8 REVISION

Present a summary of the presentation. Use the following questions to assess the knowledge and skill of the trainees on fertility.

1. Let trainees explain the rationale behind the following inclusion criteria for the questions on fertility:
 - a. these questions are to be asked of females who are 12 years or older for children ever born
 - b. questions on the last child are for females aged 12-54 years
 - c. the questions apply to only biological children

- d. information should only be collected on children who were born alive on or before census night
2. Let trainees explain the following concepts: fertility, live birth, stillbirth, age at first birth, children ever born, children ever born alive and children ever born but dead
3. Pair trainees to administer the questions to one another to elicit responses on children ever born to females 12 years and over in their households.
4. Use the scenario on Slide 41 and Slide 43 to complete questions P20 – P27.

If there are gaps based on the responses provided, you need to revisit the specific discussion(s).

Inform the trainees about the next topic for discussion.

CHAPTER 28

PRESENTATION TWENTY-SEVEN: MORTALITY

28.1 INTRODUCTION

Mortality is the other component of natural population change. The two (fertility and mortality) are the indicators for the measurement of population growth in an area. The nature of deaths also gives indication of the quality of life. In addition, it provides data for estimating the level and pattern of mortality. The mortality (household deaths) module seeks to collect information on household members who died in the 12 months preceding the Census Night.

28.2 PURPOSE

The purpose of this presentation is to equip trainees with knowledge and skills to collect and record information on deaths and the causes of deaths of household members during the 12 months period prior to the Census Night.

28.3 LEARNING OUTCOMES

At the end of the presentation trainees should be able to:

1. Explain the concepts: household death, maternal-related death, death due to unnatural cause.
2. Classify deaths of household members according to the “causes”; and
3. Apply the concepts and procedures to record information on household deaths accurately.

28.4 TEACHING AND LEARNING MATERIALS

The following materials will be used at different stages of the presentation:

- Projector
- Laptop
- Field Officer’s Manual
- PowerPoint Presentation Slides
- PHC 1A
- Video

28.5 WHY MORTALITY IN CENSUS

Let the trainees share their views about the need for information on mortality. Discuss the information below with them. **Point out** the relevance of information on national planning and policy decisions.

- Mortality data are essential:
 - for national development planning and general decision making;
 - for measuring development goals;

- for monitoring development plans and the Sustainable Development Goals.
- Mortality data in the census relate to the ability to provide disaggregated data at the lowest administrative or spatial level.
- The data is used for measuring levels and trends of deaths, age-pattern and maternal mortality.

28.6 KEY INDICATORS

Ask the trainees to mention some of the key indicators to be derived from the data on mortality. Briefly discuss with them the relevance of the key indicators below.

- Crude death rate: The number of deaths in the total population and usually calculated per 1,000 persons
- Age and sex specific death rates: The proportion of deaths at a particular age by sex
- Maternal mortality rate: Maternal death per 1000 women aged 15-49 years
- Maternal mortality ratio: Maternal deaths per 100,000 live births
- Life expectancy: Average number of years lived at the prevailing mortality condition

28.7 CONTENT

28.7.1 Concepts and Definitions

Let the trainees (at least two) share their views about the concept of *mortality*. Ask them to read Chapter Sixteen, Section 16.7 of the Field Officer's Manual. Proceed to discuss with the trainees the concept of mortality.

Again, let one or two of the trainees express their opinions about the concept of *household death*. Note these responses, and ask them to read the part of Section 16.7. Afterwards, discuss with them the concept of household death.

Then again, ask, at least, two of the trainees to present their perceptions about the *concept of maternal death*. Refer the trainees to the information at Section 16.7 that covers the maternal mortality, and proceed to discuss with them the concept of maternal death.

Furthermore, let, at least, two of the trainees talk about the *concept of unnatural death*. Refer them to the part of Section 16.7 that explains the concept of deaths due to unnatural causes. Go ahead to discuss the concept with the trainees.

28.7.2 Completing Question on Household Deaths

Ask the trainees to refer to the PHC 1A Questionnaires. Take them through questions M01 and M02a – M02e. Guide them to demonstrate how to obtain information and record on household deaths.

Emphasise that mortality issues are very sensitive, and therefore, Enumerators should prepare the minds of the respondents before obtaining the information. Use the information on Presentation Slide 12 to discuss how to prepare the minds of respondents.

Remind the trainees that household deaths comprise all deaths to members of the household during the 12-month period immediately preceding the Census Night regardless of the place of occurrence.

Allow the trainees to ask questions. Engage them to respond to questions posed before you present the accurate answers.

28.8 REVISION

Present a summary of the presentation. Use the following questions to assess the knowledge and skills of the trainees on how to obtain and record information on mortality.

1. What do these concepts mean in the 2021 PHC: household death, maternal-related death, and death due to unnatural cause?
2. Identify and categorise household deaths and their causes.
3. Use the scenarios on Slide 20 to complete the questions M01 and MO2a – MO2e.

If there are gaps based on the responses provided, you need to revisit the specific discussion(s).

Inform the trainees about the next topic for discussion.

CHAPTER 29

PRESENTATION TWENTY-EIGHT: HOUSING CONDITIONS

PART ONE (H01 – H10)

29.1 INTRODUCTION

The 2021 PHC is the third census in the country with a housing component. The first was in 2000 and the second in 2010. The objective of the housing census is to obtain data for the development of benchmark statistics, formulation of housing policy and programmes, and assessment of quality of housing. This presentation is divided into two parts. This is the first part.

29.2 PURPOSE

The purpose is to develop knowledge and skills of trainees to enable them to collect information on conditions of all housing units, tenure and holding arrangement and ownership type, and ownership of household assets in the country.

29.3 LEARNING OUTCOMES

At the end of the presentation, trainees should be able to:

1. Explain the following concepts: housing, and housing conditions;
2. Apply the concepts and procedures to obtain and record responses on housing and housing conditions accurately.

29.4 TEACHING AND LEARNING MATERIALS

The following materials will be used at different stages of the presentation:

- Projector
- Laptop
- Field Officer's Manual
- PowerPoint Presentation Slides
- PHC 1A
- Video

29.5 WHY HOUSING CONDITIONS IN CENSUS

Let the trainees present their views about the importance of a module on housing conditions in Census. Briefly discuss the following with them.

- To assess the adequacy of housing (stock) to meet the housing deficit and plan for the future.
- To appraise the quality of housing (condition)
- To determine housing ownership status (tenure)
- To critically assess the household amenities (utilities, assets)
- To strategically link population and space e.g. disaster response and identification of vulnerable populations.

29.6 KEY INDICATORS

Ask the trainees to mention some of the key indicators that can be derived from the data on housing conditions. Briefly present some of the indicators to the trainees, and **emphasise** the relevance of each to policy decisions.

- Housing stock
- Proportion of households by type of dwelling unit
- Main construction materials for dwelling units (outer walls, roof and floor)
- Room occupancy
- Tenure and holding arrangements (Status of tenure)
- Proportion of households using electricity for lighting
- Proportion of households using LPG
- Proportion of households using fuel wood for cooking

29.7 CONTENT

29.7.1 Concepts and Definitions

Let the trainees (at least two) express their views about the concept of *housing*. Ask them to read Chapter Seventeen, Section 17.2 of the Field Officer's Manual. Then discuss with them the concept of housing. Similarly, seek the views of the trainees about the concept of *housing conditions*. Proceed to discuss with them the concept of housing conditions.

29.7.2 Type of Dwelling (H01)

Let the trainees recall the definition of the concept of dwelling unit. Remind them of the two essential features of a dwelling unit, namely, separateness and independence. Refer the trainees to the different types of dwelling (H01; (see Section 17.2.1 and Presentation Slides 9 – 16). Guide the trainees on how to obtain and record information on types of dwelling units).

29.7.3 Main Construction Material of the Wall (H02)

Let some of the trainees mention some of the material used to construct the walls of buildings. Direct them to H02. Use the pictures in Section 17.2.1 and Presentation Slides 18 – 23 to describe the construction materials used for the types of walls, **emphasising** that the focus is on the **predominant** construction material used for the wall of the dwelling or structure.

Use H02 to guide the trainees to demonstrate how to obtain and record information on types of constructions materials for the wall.

29.7.4 Main Roofing Material Used for the Building (H03)

Ask the trainees to mention some of the materials used to roof a dwelling unit. Direct them to H03. Use the pictures in Section 17.2.1 and Presentation Slides 26 – 29 to discuss the different categories of material used to roof dwelling units. **Emphasise** that question H03 refers to the **predominant** roofing material. Assist the trainees to grasp how to obtain and record correctly, information about the main roofing material used for the building.

29.7.5 Main Construction Material of the Floor of the Building (H04)

Discuss the different categories of the material used for the floor of the building. **Emphasise** that the focus of H04 is the **predominant** construction material used for the floor of the dwelling unit.

Use the pictures in Section 17.2.1 and Presentation Slides 32 – 35 to deepen the understanding of the trainees. Guide them to obtain and record accurately, the information on construction material used for the floor of dwelling unit.

29.7.6 Tenancy/Holding Arrangements (H05)

Let the trainees identify the tenancy/holding arrangement they know. Take them through question H05 to grasp how to obtain and record information on the various response categories of Tenure/Holding arrangement of a household.

Guide them to differentiate between rent-free, perching and squatting. **Draw** their attention to the Skip Pattern on ‘Owner-Occupied’ (Option 1).

29.7.7 Ownership Type (H06)

Ask the trainees to read H06. Then discuss with them, indicating how to obtain and record accurately, information on ownership type. **Point out** the difference between ‘ownership’ and ‘tenure’ (H05). Discuss with the trainees the various response categories and draw their attention to the difference between the two concepts (ownership and tenure).

29.7.8 Number of Rooms (H07a)

Let the trainees explain what constitute a room. Ask them to read H07a. Proceed to indicate the spaces considered as rooms used by households. Go through question H07a with the trainees and guide them to demonstrate how to obtain and record rooms used by the household. **Stress** that bathrooms, toilets and kitchens do not constitute rooms in this context.

29.7.9 Number of Sleeping Rooms (H07b)

Let the trainees identify spaces classified as rooms used by the household for sleeping. Refer them to H07b. Proceed to discuss with them the spaces classified as sleeping rooms in the household. Take the trainees through question H07b and guide them to practice how to obtain and record accurately, information on number of sleeping rooms in household.

Emphasise that sleeping rooms excludes kitchen, bathroom, dining room, study and room used for business or professional purposes (e.g. stores) or garages (unless these are used as sleeping places). **Point out** that the number of sleeping rooms (H07b) should not exceed the number of rooms (H07a).

29.7.10 Lighting (H08)

Ask the trainees to identify sources of lighting in houses. Let them classify the sources mentioned for lighting into main and secondary sources of lighting. Use the pictures in Section 17.2.1 and Presentation Slides 45 – 49 to describe the different lighting sources.

Take the trainees through question H08 and show them how to obtain and record accurately, sources of lighting in houses/households. **Emphasise** that:

- If only one source is used, that one should be recorded in H08a, and ‘None’ (Option 12) in H08b.
- If two sources of lighting are used, they should record the one **mostly used** as the main source in H08a and the other as secondary source in H08b.

29.7.11 Cooking fuel for the household (H09)

Ask trainees to identify the types of cooking fuel used by households. Let them classify the types of cooking fuel and into main and secondary. Explain to the trainees that information on both main and secondary sources is to be obtained. Take them through the types of cooking fuel in H09.

Proceed to use the pictures in Section 17.2.1 and Presentation Slides 54 – 58 to describe the different cooking fuel sources. **Point out** that where there is no secondary source, Option ‘12’ should be entered.

Guide the trainees to complete the example below:

Example: If the source of cooking fuel is electricity and secondary source is LPG, the entries should be made as shown below:

Main source

0	4
---	---

Secondary Source

0	2
---	---

29.7.12 Cooking space for the household (H10)

Ask trainees to identify the types of cooking spaces used by households. Let them read H10. Go through question H10 with them guiding them to indicate how to obtain and record information on cooking space for the household. Let them discuss issue of multiple cooking spaces and **stress** that where there is more than one cooking space, they should indicate the **main**.

Emphasise the point to the trainees that there could be situations where the household may be catered for from outside (i.e. chop bars, restaurants, and open market). **Point** to trainees the need to probe in such circumstances because some of them occasionally cook.

Allow the trainees to ask questions. Engage them to respond to questions posed before you present the accurate answers.

29.8 REVISION

Present a summary of the presentation. Use the questions below to assess the knowledge and skills of the trainees.

1. How do we explain the following concepts in the context of the 2021 PHC:
 - a. Housing
 - b. Housing conditions
2. Use the scenario on the Presentation Slides to complete H01 – H10 in the PHC 1A questionnaire.

If there are gaps based on the responses provided, you need to revisit the specific discussion(s).

Inform the trainees about the next topic for discussion.

CHAPTER 30

PRESENTATION TWENTY-NINE: HOUSING CONDITIONS H11-H13

30.1 INTRODUCTION

Provision of safe and affordable water for drinking and other domestic purposes is the sixth SDG, and also, an indicator of the well-being of the people. Similarly, ownership of household assets is a measure of socio-economic status and serves as a source of security for the household. This presentation, which is the second part of Housing Conditions, covers questions on access to safe water and ownership of assets in the household.

30.2 PURPOSE

The purpose of this presentation is to equip trainees with knowledge and skills to be able to collect information on access to safe water to the dwelling units and ownership of household assets.

30.3 LEARNING OUTCOMES

By the end of this presentation, trainees should be able to:

1. Explain the following concepts: source of drinking water; time taken to draw water; and water for domestic use; and
2. Apply the concepts and procedures to obtain and record responses accurately.

30.4 TEACHING AND LEARNING MATERIALS

The following materials will be used at different stages of the presentation:

- Projector
- Laptop
- Field Officer's Manual
- PowerPoint Presentation Slides
- PHC 1A

30.5 WHY HOUSING CONDITIONS IN CENSUS

Let the trainees discuss the importance of collecting information of access to safe water in dwelling units and ownership of household assets in censuses. Briefly discuss the following:

- Strategically link welfare of the population to availability of improved sources of drinking water and reasonable time spent to collect the water;
- Assess the availability of water for drinking and other domestic purposes;
- Assess basic drinking water services;
- Critically assess ownership of household assets; and
- Appraise the adequacy of bathing facilities used by the households.

30.6 KEY INDICATORS

Ask the trainees to mention some of the key indicators that can be derived from the data to be collected on access to safe water and ownership of household assets. Briefly discuss some of the indicators with them, and **emphasise** the relevance of each the following indicators to policy decisions:

- Proportion of household with access to improved water source;
- Proportion of households sharing bathing facility with other households;
- Mean time taken access water;
- Ownership of household assets by type of asset; and
- Socio-economic status of households.

30.7 CONTENT

30.7.1 Concepts and Definitions

Let the trainees (at least, two) share their understanding of the concept of *source of water*. Go ahead to discuss the concept with them.

Again, ask the trainees to discuss the concept of *pipe-borne water*. Proceed to discuss the concept with them.

Ask some of the trainees to share their knowledge on the concept of *bathing facility*. Continue to discuss the concept with them.

Also, let the trainees (at least, two) to talk about their understanding of the concept of *ownership of household assets*. Afterwards, discuss with them the concept of ownership of household assets.

Lastly, invite the trainees to share their views about what constitutes *time taken to draw water*. Discuss the concept of time taken to draw water with them.

30.7.2 Water Supply - Main Source of Drinking Water for the Household (H11a)

Let trainees identify the sources of drinking water available to, and used by households. Refer them to read H11a. **Stress** that the **main** source of drinking water is that which the household regularly uses. **Emphasise** that **only one response** among the options provided should be recorded. Take the trainees through how to obtain and record the response in question H11a.

30.7.3 How long does it takes to get to the water source, get water and come back (H11b)?

Get the trainees to discuss how best to ask questions about the time taken to draw water. Get two or three of the trainees to demonstrate how to calculate the time taken to draw water. Let the trainees explain what is meant by the phrase ‘**How long?**’ Ask them to read H11b.

Draw trainees’ attention to the fact that the period in question is/could be the **sum of**:

1. Time spent in reaching the source of drinking water;
2. Time spent in a queue (waiting time)
3. Time spent at the source in filling container/receptacle;
4. Time spent in returning home from the source of water;

Remind trainees to state the time in minutes.

Ask two trainees to undertake a role-play. In the role-play one of the trainees must obtain information on how long it takes the other trainee to get water.

Let the rest of the trainees calculate the time spent to get water back home. Guide them to records the time accurately.

30.7.4 Water used for domestic purposes (H11c)

Ask the trainees to identify all the sources of water used for domestic purposes. Let them read H11c. **Emphasise** that the essence is on the source of water **used for other domestic purposes** (e.g. cooking, washing, scrubbing etc.) other than drinking. Take the trainees through question 11c and guide them to obtain and record the response(s) accurately.

30.7.5 Bathing facilities for the household (H12)

Invite the trainees to identify the types of bathing facilities available to households (including public and private ones). Refer them to read H12. **Emphasise** that this question refers to where household members usually take their bath. Lead them to complete question H12.

30.7.6 H13 Ownership of household assets (H13)

Ask the trainees to identify the assets available to households. Let them read H13. **Point out** to them that this question focuses on assets owned by households. **Stress** that these assets must be available for use. However, they may or may not be used at the time of the 2021 PHC. Use the pictures in Section 17.2.2 and Presentation Slides 18 – 24 to show and discuss some of these assets with the trainees. **Point out** to the trainees that:

- The question must be asked for each asset (A-R); and
- All assets owned by all household members should be recorded including those belonging to the household head.

30.7.7 Number of household assets owned (H13a)

Draw the trainees' attention to the fact that for each item under H13, the total number of assets should be recorded.

Allow the trainees to ask questions. Engage them to respond to questions posed before you present the correct answers.

30.8 REVISION

Present a summary of the presentation. Use the following questions to assess the knowledge and skills of the trainees.

1. How should the following concepts be explained:
 - a. Source of water
 - b. Pipe-borne water
 - c. Bathing facility
 - d. Ownership of household assets
 - e. Time taken to draw water.
2. Use scenario on the Presentation Slide to complete questions H11-H13.

If there are gaps based on the responses provided, you need to revisit the specific discussion(s).

Inform the trainees about the next topic for discussion.

CHAPTER 31

PRESENTATION THIRTY: SANITATION

31.1 INTRODUCTION

Sanitation is a key measure of health and well-being of people. Information on sanitation can be used to assess the extent of achievement of the sixth Sustainable Development Goal (SDG), which is, to ensure the availability and sustainable management of water and sanitation for all. This presentation covers issues on sanitation in households, with emphasis on solid waste storage, toilet facilities and wastewater disposal. The focus is to collect data on the disposal of solid and liquid waste in the country during the 2021 PHC. This presentation covers four components of sanitation, namely, solid waste, toilet facilities, defaecation points and wastewater disposal.

31.2 PURPOSE

The purpose of this presentation is to develop the capacity of trainees to enable them collect information on household toilet facilities as well as disposal of solid and liquid wastes.

31.3 LEARNING OUTCOMES

By the end of the presentation, trainees will be able to:

1. Explain the following concepts: sanitation, solid waste, liquid waste, user-interface/drop hole, improved toilet, and receptacle.
2. Identify the types of toilet facilities;
3. Obtain and record information on defaecation points for households without toilet facilities; and
4. Record information on waste water disposal.

31.4 TEACHING AND LEARNING MATERIALS

The following materials will be used at different stages of the presentation:

- Projector
- Laptop
- Field Officer's Manual
- PowerPoint Presentation Slides
- PHC 1A
- Flip Charts
- Markers

31.5 WHY SANITATION IN CENSUS

Let the trainees discuss the reasons for collecting information on sanitation during the 2021 PHC. Discuss the following reasons with them, emphasising the relevance of such information to national planning and policy decisions:

- Data on sanitation can be used to measure the coverage and trends of sanitation;
- Information on sanitation provides information on urban and rural disparities in access to sanitation; and

- Data can be used to show urban and rural perspectives on sanitation.

31.6 KEY INDICATORS

Invite the trainees to identify some of the indicators that can be derived from the data on sanitation. Discuss with them the following key indicators:

- Proportion of households with toilet;
- Proportion of households using public/communal toilets;
- Proportion of the households/population that practice open defaecation;
- Proportion of households that share toilet with other households;
- Average number of toilet rooms available to households;
- Proportion of households using standard waste bins by urban/rural;
- Proportion of households that practice open burning of waste; and
- Proportion of household that dispose of their waste water by throwing out.

31.7 CONTENT

31.7.1 Concepts and Definitions

Let one or two of the trainees share their views about the concept of *sanitation*. Task them to read Section 17.3. Then discuss with them the concept of sanitation.

Ask the trainees (at least two) to talk about their understanding on the concept of *solid waste*. Refer them to read Section 17.3. Afterwards, discuss with them the concept of solid waste.

Also, engage the trainees to share their knowledge on the concept of *liquid waste*. Direct the trainees to Section 17.3, and continue to discuss the concept of liquid waste.

Let the trainees recall and share their understanding on the concept of *toilet*. Take note of the responses and present the definition to them, if needed. Similarly, task them to recall the definition of *containment*. If necessary, discuss the concept of containment with the trainees.

Furthermore, seek the views of the trainees (at least two) about the concept of *user-interface or drop hole*. Let them read Section 17.3 and discuss the concept with them.

Invite the trainees to talk about their understanding on the concept of *improved toilet*. Refer them to Section 15.3 and discuss the concept with them.

Ask the trainees (one or two) to talk about their knowledge on the concept of *receptacle*. Afterwards, refer them to Section 17.3 and discuss the concept with them.

31.7.2 Type of refuse receptacle used by the household (S01)

Indicate to the trainees that they are to find out from households the type of refuse container (e.g. bin, sack, trays, boxes, etc.) they usually use. Show the trainees pictures of refuse containers at Section 17.3 and Presentation Slides 11 – 15.

Take the trainees through question S01 of the PHC 1A Questionnaire, and lead them to record the information accurately.

31.7.3 Disposal of solid waste by household (S02)

Ask the trainees to discuss what constitutes solid wastes. Refer to Presentation Slides 17 – 24 and show them pictures of various means by which households dispose their solid wastes.

Discuss question S02 with the trainees and lead them to record information on disposal of solid wastes. **Emphasise** that the **main** means of disposal of solid wastes used by the household should be recorded.

31.7.4 Type of toilet facility mainly used by the household (S03)

Ask the trainees to identify the types of toilet facilities households use (show pictures to the trainees). **Point out** to them that they should observe and record toilet facilities used by the household. Use question S03 and guide the trainees to record information about the types of facilities accurately.

Draw the attention of the trainees to the **Skip Pattern** between options ‘10’ and ‘12’ (to question S03) and **S08** and **S07** respectively.

31.7.5 Type of drop hole/seat mainly used by the household (S04)

Show pictures to the trainees the types of drop holes or seats in households. **Remind** them that **S03** is about the entire toilet facility or installation [the structure] while **S04** describes the type of drop hole that receives the faeces. Take the trainees through S04 and guide them to record information on types of drop hole.

31.7.6 Number of toilet cubicles available to the household (S05)

Remind the trainees that toilet rooms refer to the number of useable toilet cubicles available to households. Also **draw** their attention that toilet cubicles reserved for Landlords and/or his/her dependents (usually in compound houses) but often locked should **not** be counted as one of the rooms available to other households. Refer the trainees to **S05**, and guide them to record information on number of toilet cubicles accurately.

31.7.7 Does this household share toilet facility with other households (S06)?

Point out to the trainees that the focus of this question is to find out if the toilet facility is used exclusively by the household or is shared with other households. Task them to read S06. Also, **remind** them that this question is not applicable to households whose response options are ‘10’ and ‘12’ in S03.

Guide them to record information about shared household toilet facility. **Draw** the attention of trainees to the **Skip Pattern** between response option ‘3’ of **S06** and **S08**.

31.7.8 Defaecation point for households without toilet facility in dwelling (S07)

Engage the trainees to identify defaecation points commonly used by households. Refer them to S07. Use the pictures in Presentation Slides 53 – 54 to deepen their understanding. **Stress** that question S07 is to be answered by households who choose response option ‘01’ (no toilet facility) in **S03**.

31.7.9 Liquid waste disposal by households (S08)

Let the trainees describe how households commonly dispose of waste water. Direct them to read S08, then proceed to lead them to record information about disposal of liquid waste accurately.

Allow the trainees to ask questions. Engage them to respond to questions posed before you present the correct answers.

31.8 REVISION

Present a summary of the presentation. Use the following questions and role-plays to assess the knowledge and skills the trainees.

1. Discuss the following concepts: sanitation, solid waste, liquid waste, user-interface/drop hole, improved toilet, and receptacle.
2. Use the following role-plays to obtain and record responses to Questions S01-S04. Follow the following steps:
 - a. Ask two trainees to represent an enumerator and a household head.
 - b. Let the enumerator interview and record the responses accordingly.
 - c. After the role-play, let the rest of the trainees make comments and suggestions. Discuss with trainees other relevant observations you made.
3. Repeat the approach in '2 a-c' with two different trainees to obtain and record responses to Questions S05-S08

If there are gaps based on the responses provided, you need to revisit the specific discussion(s).

Inform the trainees about the next topic for discussion.

NB: PRESENTATIONS 31-36 ARE PRACTICAL SESSIONS

CHAPTER 32

PRESENTATION THIRTY-EIGHT: DATA QUALITY MONITORING AND CLEARANCE

32.1 INTRODUCTION

The collection of quality data and timely release of the results constitute aspects of international standards required of every census. To achieve this standard the Ghana Statistical Service has put in place the necessary structures to make the collection of quality data and timely release central in the 2021 PHC. In view of this, data quality assurance mechanisms have been established at all levels (national, regional, district, SA and EA), involving various actors and compliance with logical validation rules that have been embedded in the CAPI Application.

32.2 PURPOSE

The purpose of this presentation is to equip trainees with the requisite knowledge and skills to apply the procedures in data quality monitoring and management in relation to the roles and responsibilities of Field Officers.

32.3 LEARNING OUTCOMES

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

1. Explain the concepts of data quality monitoring, data management, and near real-time data;
2. Explain the benefits of field data quality monitoring and management ;
3. Specify the roles of the different categories of Field Officers in achieving near real-time data.
4. Explain the procedures to follow in wrapping up fieldwork activities and requirements for exiting the field.

32.4 TEACHING AND LEARNING MATERIALS

The following materials will be used at different stages of the presentation:

- Projector
- Laptop
- Field Officer’s Manual
- PowerPoint Presentation Slides

32.5 WHY DATA QUALITY MONITORING AND CLEARANCE IN CENSUS

Engage the trainees to share their understanding on why data quality monitoring and clearance are relevant in censuses. Refer them to Chapter Eighteen, Section 18.3, and briefly discuss the following with them.

The Field Data Quality Management for 2021 PHC begins at the EA level through the SA level to the District level. The District Data Quality Management Teams (DDQMT) at comprises members representing four distinct functional areas:

1. District Census Officer (DCO)- Census Administration;
2. District Field Supervisor (DDM)Census Field;
3. District Data Monitor DDM) –Data Assurance; and

4. District IT (DIT) – Support Technology Support.

The DDQMT operates under direct supervision of the Regional Data Quality Management Team (RDQMT), and general supervision of the National Data Quality Management Team (NDQMT) based at the Head Office (HQ) which has oversight responsibility for monitoring data quality.

32.6 CONTENT

32.6.1 Concepts and Definitions

Let the trainees (at least two) share their views about the concept of field data quality monitoring. Refer them to read Chapter Eighteen, Section 18.2 of the Field Officer's Manual, and proceed to discuss with them the concept of data quality monitoring.

Also, task the trainees (at least two) to read Section 18.2, and then proceed to discuss with them the concept of field data quality management.

Ask the trainees (at least two) talk about their knowledge on the concept of near real time data. Let them Section 18.2. Then discuss with them the concept of near real time.

32.6.2 Scope of Data Quality Monitoring and Clearance

Let the trainees read Section 18.4. Discuss with them the roles they have to play to conduct data quality monitoring and clearance, and the relevance of these roles to data quality assurance.

32.6.3 District Data Quality Management Team

Task the trainees to read Section 18.5 on composition of the District Data Quality Management Team (DDQMT). Emphasise that the DDQMT comprises the:

1. Data Monitor (DM);
2. District Census Officer (DCO);
3. District Field Supervisor (DFS); and
4. District IT Support (DIT)

Point out to the trainees the specific functions of these Field Officers towards achieving data quality at the district level. Emphasise to them that Supervisors are to report any challenge they face on the field to the DDQMT. Also, discuss with the trainees the day-to-day activities of the DDQMT.

32.6.4 Syncing of Data

Ask the trainees to recall the procedures in syncing. Remind them about the data flow, and the mantra *No Sync, No Sleep*. Refer them to Section 18.6 and emphasise the relevance of daily syncing of data.

32.6.5 Correction of Errors

Let the trainees read Section 18.7. Discuss with them the responsibility of Field Officers including identifying and correcting of errors and inconsistencies. Point out to them that after the correction of errors and inconsistencies, Enumerators are mandated to re-sync the data to the Supervisor and HQ. Supervisor are also mandated to re-sync the corrected data to HQ.

32.6.6 Clearance

Task the trainees to read Section 18.8. Proceed to discuss with them the processes involved in wrapping up field work. Stress that the outcome of the data quality processes will determine the clearance of Field Officers. Indicate to the trainees that final payment of remuneration will be done after clearance.

Allow the trainees to ask questions. Engage them to respond to questions posed before you present the accurate answers.

32.7 REVISION

Present a summary of the presentation. Use the questions below to assess the knowledge and understanding of the trainees.

1. Distinguish between Field Data Quality Management and Field Data Quality Monitoring.
2. What are the benefits of Field Data Quality Management?
3. How could Field Officers achieve near real-time data?
4. Outline the procedures in clearance of Field Officers.

If there are gaps based on the responses provided, you need to revisit the specific discussion(s).

Inform the trainees about the next topic for discussion.

CHAPTER 33

PRESENTATION THIRTY-NINE: LEADERSHIP OF THE FIELD SUPERVISOR

33.1 INTRODUCTION

In Presentation Two, the roles and behaviour of Field Officers, namely the Enumerator and Supervisor, are discussed. Some of these roles are general while others are specific. This presentation focusses on additional duties of the Supervisor before, during and after the 2021 PHC. Performance of these duties are crucial to the success of the Census.

33.2 PURPOSE

The purpose of this presentation is to equip trainees with the requisite knowledge on the duties before, during and after enumeration, and their implications on the 2021 PHC.

33.3 LEARNING OUTCOMES

At the end of the presentation, the trainees should be able to:

1. Describe the roles of the Supervisor before, during and after;
2. Distinguish between the roles of the Supervisor and the Enumerator;
3. Describe the similarities between the roles of the Supervisor and the Enumerator;

33.4 TEACHING AND LEARNING MATERIALS

The following materials will be used at different stages of the presentation:

- Projector
- Laptop
- Field Officer's Manual
- PowerPoint Presentation Slides
- Flip Chart
- Markers

33.5 WHY LEADERSHIP OF SUPERVISOR CRITICAL FOR CENSUS FIELDWORK

Let the trainees talk about the understanding on why leadership of the supervisor is important in census fieldwork. Discuss the following with them:

- The Field Officers are organised into teams of Enumerators led by Supervisors;
- Supervisors manage field operations in their assigned areas and facilitate the cooperation of community members by:
 - Introducing the team to the communities, creating awareness about the Census exercise
- Fieldwork has to be closely monitored to ensure that the concepts and procedures of collecting data are adhered to by all.
- Supervisors are the first level monitors on the field.

- Supervisors ensure that enumerators do quality work by identifying weaknesses, coaching, retraining and balancing workload of the team.

33.6 CONTENT

33.6.1 Duties of the Supervisor BEFORE Enumeration

Let the trainees recall the roles of Enumerators before enumeration, and explain the relevance of each of these roles to the 2021 PHC. Ask them to share their knowledge on the roles of the Supervisor before enumeration. Write them on the flip chart.

Encourage them to explain each of the roles identified and the relevance to quality data collection. Task the trainees to read Chapter Nineteen, Section 19.3 of the Field Officer's Manual. Proceed to discuss with them the duties of the Supervisor before the enumeration.

Ask the trainees to **distinguish** between the duties of the Enumerator and Supervisor. **Point out** and discuss with them the following: completeness, accuracy, consistency and daily submission of information.

33.6.2 Duties of the Supervisor DURING enumeration

Let the trainees recall the roles of Enumerators **during** enumeration, and show the relevance of each of these roles to the PHC. Afterwards, ask the trainees to talk about their understanding on the duties of the Supervisor **during** enumeration.

Write the responses on the flip chart. Encourage them to explain each of the duties identified and its relevance to quality data collection. Task the trainees to read Section 19.4, and discuss with them the duties of the Supervisor during enumeration.

Lead the trainees to **distinguish** between the duties of the Enumerator and Supervisor. **Point out** and remind them of the following: completeness, accuracy, consistency and daily submission of information. **Stress** on the need for conducting re-interviews to ensure data quality.

33.6.3 Duties of the Supervisor AFTER enumeration

Let the trainees recall the roles of Enumerators **after** enumeration. Ask them to discuss the relevance of each of these roles to the 2021 PHC.

Afterwards, lead the trainees to identify the duties of the Supervisor after enumeration. Write them on the flip chart. Let them explain each of the duties identified and its relevance to quality data collection.

Task the trainees to read Sections 19.5 and 19.6, and discuss with them the duties of the Supervisor after enumeration.

Allow the trainees to ask questions. Engage them to respond to questions posed before you present the accurate answers.

33.7 REVISION

Present a summary of the presentation. Use the following sample questions to assess the knowledge and understanding of the trainees. *(If not projecting, write them on the flip chart before training begins to save time)*

1. What should be the roles of the Supervisor:
 - b. Before enumeration;
 - c. During enumeration; and

- d. After enumeration,
 2. Enumerate the differences between the duties of the Enumerator and the Supervisor.
 3. What are the similarities and differences between the duties of the Enumerator and the Supervisor?

If there are gaps based on the responses provided, you need to revisit the specific discussion(s).

Inform the trainees about the next topic for discussion.

CHAPTER 34

PRESENTATION FORTY: TEAM FORMATION

34.1 INTRODUCTION

The success of the 2021 PHC data collection depends on the general preparedness of field officers and their ability to execute their functions effectively. One of the ways to achieve this success is for the field officers to work a teams. For that reason, effort needs be put into the formation of functional teams to ensure that the ultimate goal is achieved. The field officers will therefore be put into teams comprising a Supervisor and a number of enumerators to work in each SA. This section of the Trainer’s Guide covers issues relating to how to compose an effective team to work in areas where they are known, where they are familiar with, and with shared responsibilities. The focus will relate to the formation of team for field practice and actual field work.

34.2 PURPOSE

The purpose of this presentation is to equip Centre Leads and training teams with knowledge, techniques and skills for team formation.

34.3 LEARNING OUTCOMES

At the end of this presentation, the trainees should be able to:

1. Distinguish between field practice and actual field work team formation; and
2. Apply the guidelines to form team correctly.

34.4 TEACHING AND LEARNING MATERIALS

The following materials will be used at different stages of the presentation:

- Projector
- Laptop
- Field Officer’s Manual
- PowerPoint Presentation Slides
- Tablets/CAPI
- Chalk
- EA Maps (PHC 2)
- Pin Numbers

34.5 WHY TEAM FORMATION IN CENSUS

Ask the trainees to discuss the reasons for forming teams for field work in a Census. Then discuss with them that the 2021 PHC will form functional teams at the lower (SA and EA) levels to enable the Census officials to:

- Plan the data collection within the designated duration;
- Select the right trainees;
- Track persons responsible for each area;
- Determine whether to make provisions additional support; and

- Determine any challenges that are likely to affect the success of the data collection, and to mitigate them.

34.6 CONTENT

34.6.1 Concepts and Definitions

Let the trainees share their views about the key members to consider in team formation. Afterwards, discuss the concept *centre lead* and *training team* with them.

34.6.2 Field Practice Guidelines

Let the trainees share their views about guidelines for field practices. Ask them to outline the specific field practice guidelines in the 2021 PHC. **Emphasise** the following:

1. The training teams should select between minimum of three and a maximum of 10 EAs depending upon size and closeness to the training centre. It is advisable to select areas that would not require transportation arrangement. Point out that:
2. The DCO and DFS must inform community leaders within the selected EAs of the field practice two days earlier;
3. The facilitators should assist with the forming teams (comprising, at least, 5 members) to be deployed in each of the EAs;
4. Each team must remember to follow the community and household entry protocols.
 - a. The team must identify a lead person to speak on their behalf preferably in the local language;
 - b. The remaining team members must pay key attention and report on their observations afterwards during class engagements.
5. The team should canvas the EA together.
 - a. They should remember to identify sleeping places of out-door sleepers if any.
6. Supervisors must assign EAs to their enumerators before start of work.
7. Each team should chalk, at least, 20 structures. Afterwards, each member of the team should list at least five households.
8.
 - a) Chalking of structures must be supervised by the Supervisor and Facilitators.
 - b) Supervisors and Facilitators must sit in interviews and record their observations for class discussions.
 - c) Chalking should follow this format: **FP/EANumber/Structurenumber** in order to minimize misidentification during actual fieldwork.
 - d) Arrows to indicate the direction of movement should be clearly drawn. Ensure that trainees understand the placement and the direction of the arrows.
9. All enumerators should sync with their supervisors after data collection.
10. Supervisors should check for duplicates and gaps before syncing to HQ.
11. The IT team must be on the field to provide support.
12. Data monitor must analyse data synced and submit to facilitators to aid discussions in class.

34.6.3 Resources Needed for Field Practice

Ask the trainees to identify the resources required for field practice. Present the following as the main resources needed:

- Tablet: This is the primary device for collecting the data on the field.
- Chalk
- EA maps with their descriptions (PHC2 forms)

- Pin numbers. This will be extracted from the recruitment database and provided by the DIT.

34.6.4 Guidelines for Actual Field Work

Let the trainees share their views about guidelines for actual field practices. Task them to outline the specific field practice guidelines in the 2021 PHC. Discuss the following guidelines with them.

1. Potential supervisors selected will undergo training before the final selection is made.
2. An SA assigned to a supervisor must not exceed eight EAs.
3. Enumerators should be identified and selected taking into consideration the following:
4. a) their places of residence or familiarity to area (in situations where there are no options, field officer must express interest in order not attract any special allowance)
b) Knowledge of Census instruments
c) Ability to speak the local language(s)
d) Ability to work in teams (Have in place a reserve list in case of any substitution or replacement).
5. For remote or forest-like Type 3 EAs, enumerators must be paired to undertake group enumeration to ensure safety. Consideration should be given to the sex of the enumerators as well.
6. For school enumeration, consideration should be given to the sex of enumerators assigned to the group quarters. E.g. female dormitory should be assigned to female(s) and vice versa.
7. Assign separate dedicated teams (field officers) other than the SA team in the case of group quarters (e.g. boarding schools or halls of residence, prisons, etc.)

Afterwards, **stress** that the selection of trainees as field officers (supervisors and enumerators) should be completed immediately after training. Add that potential supervisors should be identified and selected taking into consideration the following criteria:

1. Knowledge in Census operations.
2. Knowledge of the Census instruments.
3. Ability to speak the local language(s).
4. Evidence of leadership qualities.
5. Ability to work in teams.
6. Knowledge about the SA.

34.6.5 Resources Needed for Actual Field Work

- Tablet: This is the primary device for collecting the data on the field.
- Chalk
- District Map
- SA Map
- EA Maps with PHC 2
- Assignment Sheet (to inform selected trainees about their assignment to teams)
- Backpack/bag
- Pin numbers (to be provided by the DIT)

34.6.6 ENUM File

Let the trainees express their knowledge about the ENUM File (Enumerator File). Proceed to discuss the ENUM File with them. Use the PowerPoint Presentation (Slides 15-16) to discuss the ENUM File with the trainees.

34.6.7 SA and EA Assignment Sheet

Let the trainees recall the description of the SA Assignment Sheet. Also, ask them describe the EA Assignment Sheet. Use the PowerPoint Presentation (Slides 17-18) to discuss the SA and EA Assignment Sheet.

34.6.8 SA and EA Teams

Use the PowerPoint Presentation (Slides 19) to discuss the SA and EA Teams. Point and discuss the roles and relevance of the Centre Lead and the Training Teams.

34.7 REVISION

Present a summary of the presentation. Assess the knowledge and understanding of the trainees with the following questions.

1. Differentiate between the Field Practice and Actual Field Work based on the following:
 - a. Guidelines for Field Practice and Actual Field Work; and
 - b. Resources required for Field Practice and Actual Field Work.

2. How can teams be formed for the 2021 PHC data collection?

If there are gaps based on the responses provided, you need to revisit the specific discussion(s).

Inform the trainees about the next topic for discussion.

CHAPTER 35

GUIDELINES ON ORGANISING VIRTUAL TRAINING

35.1 INTRODUCTION

The 2021 PHC has two main modes of engagement. These are the face-to-face, and the virtual modes. While the face-to-face mode is commonly known, the virtual mode has gained popularity particularly, due to the spread of Covid-19 pandemic. The Ghana Statistical Service, which, for the first, introduced the use of computer-based technology to conduct the 2021 PHC, adopted the virtual mode to train its officers that would be participating in the Census. The section of the Trainer's Guide presents guidelines on how to organise a virtual training.

35.2 GUIDELINES FOR CONDUCTING VIRTUAL TRAINING

To conduct a virtual training, there are three important stages to consider. These are the planning, presentation and evaluation stages. At each stage, there are specific guidelines that should be followed.

Planning: The planning stage is the crucial stage in the sense that the subsequent stages and guidelines hinge, largely, on the planning stage. Thus, there is the need for the right team, usually, a three member team (the presenter, moderator and an assistance) to be constituted. The following guidelines should govern the planning stage. That is, the training team should:

- Reflect on the focus of the training. For the 2021 PHC trainings, the focus is an interactive workshop training.
- Specify the general roles of each member - the presenter (or trainer), moderator and standby trainer/moderator (who will step in when the trainer or the moderator is temporarily not available).
- Assigned specific tasks and responsibilities. The team should select and acknowledge one of the members as the leader.
- Develop a training schedule that must be followed.
- Conduct a pretest (at least once) to ensure that all equipment, logistics and materials, especially devices (tablets, laptop, etc) and internet connectivity for available to the training team are functional, user-friendly, stable and reliable to use.
- Be conversant with the use of the devices and virtual platform (e.g. Zoom, Google Meet, Google Classroom, etc) that will be used for the training, and the duration per session or period of the training.
- Develop a back-up plan for supply of power (e.g. power bank) and internet connectivity (e.g. reliable Wi-Fi and data supply).
- Encourage trainees to prepare adequately for the training. They should make sure that:
 - the device they will use is reliable, stable, and the battery fully charged;
 - they have access to stable power supply, and internet coverage and connectivity;
 - and
 - they should have alternative or back-up plan for device, supply of power and internet connectivity.
- Develop the rules of engagement. These include the rules governing:
 - moderation (see the Table 1);
 - when and how to make contribution, ask and respond to questions; and
 - how to use the application tools in the virtual platform including how to use the chat, microphone, etc.

- Prepare to set-up for the training, at least, 45 minutes before presentation.

Presentation: The presentation stage is likely to be successful if the guidelines at the planning stage are followed. The guidelines to follow at this stage are as follows:

- The presenter should adhere to the basic principles that relate to presentation (refer to the presentation slides on How to Make a Good Presentation).
- The moderator should follow the basic guidelines that govern virtual moderation (see Table 1), and monitor and ensure the optimal use of the tools in the virtual platform, time and space, and adherence to the ground rules.
- The standby team member should monitor attendance and any other relevant event or activity that is not directly related to the presentation, but to the training workshop.
- The presenter should follow the logical sequence prescribed in the Trainer’s Guide.
- The team should endeavour to exhaust the revision or evaluation questions to be sure that the content of presentation has been grasped, and the learning outcomes achieved.

Evaluation: The essence of the evaluation stage is of two importance. Firstly, the training team will use the time to assess their performance, and the success of the training. Secondly, it provides the opportunity to make the subsequent presentations even better by addressing the flaws, and maintain the strengths that were identified during the presentation. The following guidelines should be observed.

- The team should administer an assessment tool to the trainees to respond to be analysed immediately after the presentation. This should be a virtual assessment tool. The results will help the training team to identify flaws and strengths.
- The training team should hold a post-presentation meeting to assess and discuss how the guidelines at both the planning and presentation stages were followed.
- Develop strategies to make the subsequent presentations better.

35.3 HOW TO MODERATE A VIRTUAL TRAINING

The moderating of virtual training is equally, an important task. The moderation complement the task of the presenter. There are specific guidelines that should be observed before, during and after moderation. This is presented in Table 1.

Possible Challenges and Solutions

If all the guidelines that have been spelt out are followed, challenges will be minimal. Table 2 presents the possible challenges that the training team and the trainees could face during virtual presentations and training.

Table 1: Guidelines for Moderating Virtual Training

#	Main Activity	Description
1	Be prepared	You have to be ready. At least know the purpose and the agenda for the meeting. Know the speaker and who the audience are.
2	Open your virtual site and start on time	<ul style="list-style-type: none"> • Get started by opening your virtual site on time to check equipment, make sure each presentation is loaded, meet presenters and resolve any last-minute issues. • It is important to ensure each presenter has her/his allotted time and has time for discussions in terms of questions and answers.

3	Do a little reading	You need to have some basic information about the presentation/topic. Do not be tempted, however, to assume the role of the speaker.
	Call to order	The moderator will address the audience few minutes prior to session start time and inform them that they should be ready, as the meeting will begin shortly. The moderator will remind attendees that recording of sessions in any form is prohibited. Attendees can do so only if permission is obtained from the 2020 census organizers
4	Relate with the speaker(s)	A day to the presentation/training, get in touch with the speaker to plan (including the ground rules). About an hour to the presentation, find out from the speaker if the plan has changed. Plan: <ul style="list-style-type: none"> a. The duration b. When to invite questions and how (orally or in writing) c. When to prompt the speaker about time left and how (orally or using the chart tool)
5	Place Trainers or Facilitators at the centre stage	Keep what you say simple and short. If necessary, repeat the question from the audience.
6	Be the timekeeper	Plan the time with the speaker. For instance, when to invite questions and how to invite the questions from the audience. Prompt the speaker to allow for questions. About 10mins and 5mins to time, prompt the speaker orally or use the chart tool (whichever you arranged with the speaker earlier). At the moment, these are the precedents. <ul style="list-style-type: none"> a. After every 20 mins, speaker pauses for questions. Audience can raise the hand or use the Q&A tool. b. After 60mins, there is health-break (for 10mins) c. Audience can raise hands any time in the course of the presentation to seek clarification or ask a related question. d. Announce the duration of the presentation before it starts.
7	Ask the appropriate questions	Your reading would let you also know who your audience is and what they would like. Ask questions that your audience would like to hear, not what you want to know.
8	Pay attention	Your main task is to pay attention to both the speaker and the audience. You have to pay rapt attention to the presenter to help you ask the right questions. If you have seen the presentation before, pay attention to the audience. For example: <ul style="list-style-type: none"> a. Have you had the full number of audience? b. Are your audience participating or attentive or available all the time? Plan with the co-moderator how to monitor these.

9	Act as the Moderator	You are in charge of the session as a moderator, and the audience are your guests. You have to make your audience happy with warm welcoming language. Make space for your audience to speak as planned. You may help some to reframe questions for clarity.
10	Conclude and ensure your audience leave.	It is appropriate to have a few minutes to do a quick summary of the presentation highlighting the salient points that the audience need. If the session ends with you, make sure everyone leaves before you do. Usually, there is post discussion with the speaker or the organisers.
11	You need a co-moderator	You need a co-moderator for several reasons: <ul style="list-style-type: none"> a. If you leave briefly (e.g., to the washroom) or your connection disrupts temporarily, s/he would take over. b. To monitor hands of audience raised or not lowered. c. To assist you to read questions in the Q&A tool. d. To help you conduct hand/text-count if there are decisions to take, actions to execute, etc.
12	Evaluate forms and ensure that reports are prepared	Moderators must ensure that monitoring tools such as evaluation forms are administered the understanding levels and impact of the presentation Ensure that reports are being prepared and disseminated

Table 2: Possible Challenges and Solutions during Virtual Training

Challenge	Strategy	Comment
Internet connectivity	Provision of office space (with social distancing protocols) in place for presenters to use internet. Uploading of recorded sessions for participants who are not able to connect to session.	Ensures early and reliable set-up, and stable supply of internet.
Participant visibility and engagement – absenteeism	Attendance reports generated by Zoom after each session to give information on the time each participant logged on	Provides a record of trainees who did not attend at all but cannot track those who are logged in but absent.
Participant visibility and engagement – presence and engagement	Random selection of trainees during sessions to answer questions or read sections of the manual.	A good way of checking whether participants are physically present behind their devices.
Time management – sessions starting late	Open virtual meeting space at least 10 minutes before meeting starts so	Creates a friendly space for informal courtesies, and prepares participants.

	that participants can all be present by start time.	
Time management – sessions running longer than scheduled	<p>Review of the length of presentations so that they can align with the allotted times on the schedule.</p> <p>Tasking presenters with practicing beforehand to ensure their presentation fits within the allotted time.</p>	Ensures that timetable or schedule is followed.
Background interferences and distractions	All trainees should be muted on entry and not have the ability to unmute themselves unless the host unmutes them.	Once unmuted, the trainees have control over the ability to unmute their microphones and thus create background interferences. The host can take responsibility for muting such trainees immediately instead of the moderator having to ask and wait for the participant to mute themselves.

CHAPTER 36

GUIDELINES FOR ORGANISING IN-PERSON TRAINING

36.1 INTRODUCTION

This document has been developed to offer guidance for training teams at training centres for conducting effective training of field officers during the 2021 Population and Housing census (PHC).

36.2 GOAL AND SPECIFIC OBJECTIVES

The main goal of the guidelines for managing training centres is to ensure a standardized mode of conducting and delivering an effective training programme for field officers during the 2021 Population and Housing Census (PHC).

The specific objectives are:

- To ensure all training processes are carried out at the right time
- To ensure all training materials are adequate, ready and available
- To provide a benchmark for achieving complete coverage and acquire quality data due to high calibre of field officers

36.3 USERS OF THESE GUIDELINES

This guideline has been developed to guide the delivery of a standardized census training programme specifically for training teams which comprises of Centre Leads and their deputies, the District Data Quality Management Team (DDQMT) and Facilitators.

36.4 GUIDELINES

The document has been categorized under two broad areas as activities before training and during training periods. Each of these two periods has a set of activities under them that need to be achieved in order to guarantee a successful training programme.

36.5 BEFORE TRAINING

36.5.1 Shortlisting applications

This activity would be carried out using the minimum qualification threshold as the key determinant for the shortlisting.

36.5.2 Screening

All shortlisted applicants will be invited for screening through text messages. This activity shall be conducted by a panel. Depending on the number of applications received, multiple panels could be formed to effectively complete this task. The panel shall comprise of the following:

- Regional Statistician or regional rep
- Centre Lead
- District Census Officer
- Members of the DCIC

Applicants are expected to come along with hard copies of their certificates together with any other accompanying documents that would be so requested. During this screening, applicants will be assessed based on some key indicators.

Based on the outcome of the screening, applicants will be categorized into three groups i.e. Trainee, first reserve and second reserve lists. Text messages will be sent to the trainee list informing them to report for training on 31st May 2021.

For mining areas or districts, it is advised to focus on recruiting mostly brilliant SHS graduates over graduates in order to significantly curtail attrition and unannounced withdrawals from training.

36.5.3 Registration

The registration will be done a day prior to the commencement of training. In case some participants do not show up for the registration, immediately, the team shall reach out to the first and second reserve lists to fill the gap depending on their availability. The team should invite two additional persons as backup for each class depending on the number of classrooms at that centre.

36.5.4 Class Allocations

The Centre Lead together with his team after registration should assign classrooms to each trainee before training commences. The class allocations should be based on trainee locality of residence. This is critical for team formation for actual field work as it promotes synergies and team work among the trainees. These class allocations should be printed and pasted on the door(s) of each class before the day of training.

36.5.5 Pay courtesy calls

Courtesy calls to the MMDA leadership as well as the traditional authorities plays a key role to attract the needed support, participation and cooperation for smooth census operations at the district. It must be noted also that, the M/DCE or the M/DCD or the M/D Magistrate will be needed to conduct the oath swearing for trainees.

36.5.6 Stock taking of materials

The DCO shall be responsible for receiving all logistics delivered to the training centre. There shall be three sets of logistics to be received namely:

- Training materials
- Publicity, Education and Advocacy materials
- Field materials

The quantities of each category should be verified upon arrival and signed off by the DCO on a waybill. The LMIS platform shall be utilized also for tracking the dispatch of these sets of logistics as well. The DCOs shall be taken through an orientation on the use of the LMIS platform.

36.5.7 Inception meetings

The Centre Lead is mandated to organize meetings with his/her DDQMT and training team (facilitators) as follows:

- To establish rapport for effective coordination, adequately delegate roles and set a reporting structure among them.
- To take stock and ensure all logistics are provided to the training centers by liaising with the RS and DCO i. e. tablets, manuals, questionnaires, projectors, flip charts, markers, chalks, maps

- To assess the cleanliness of the environment, class size, furniture arrangements, availability of functional electrical sockets, classroom conditions and other related issues. This is to ensure that the training environment is conducive for training.
- To check for sitting arrangements, availability of washrooms, etc.
- To together with the DDQMT, arrange with the Caterer(s) and agree on an acceptable time and modalities for serving of meals in order not to disrupt the smooth running of the training.

36.6 TRAINING

36.6.1 Welcoming or Opening

The trainees are to be welcomed and informed of the purpose of the census. Announce the financial arrangements in store for them and be given the opportunity to withdraw if they do not find it attractive for whatever reasons. It must be stressed also that, withdrawing during the course of training will attract a penalty that will amount to blacklisting for five years.

36.6.2 Mock Interviews

Preferably, mock interviews and role plays should be conducted in the usual local languages spoken at the district during class periods as indicated on the timetable. Both facilitators and trainees are all entreated to take note of all mock interviews and provide constructive feedback afterwards.

36.6.3 Distribution of Tablets

Tablets are expected to be distributed to all trainees in their various classes according to initial teams formed.

36.6.4 Identification of Supervisors

Facilitators are required to identify prospective supervisors using multiple approaches including baseline assessment, contributions in class, quizzes, and demonstration of leadership qualities. As a result, facilitators will be again required to submit a list of identified prospective supervisors to the Centre lead latest by day eight of training. The centre lead will however, have to communicate to the facilitators the average number of names to be submitted from each class based on the number of supervision areas (SAs).

36.6.5 Debriefing

Close of day debriefing sessions are mandatory and are to be chaired by the Centre Lead. The provisions for what discussions are to ensue during these meetings are detailed in the Debriefing guidelines.

36.6.6 Compilation of Trainee master list

The Centre Lead and deputy centre lead are to ensure trainee list are compiled and validated devoid of errors and submitted to their designated regional officers latest by the third day into training.

36.6.7 G-Money Payment Platform

Centre leads shall be oriented on how to interact with the G-money platform in order to monitor any failed transaction for immediate intervention with regards to updating the trainee details where necessary. The designated regional officers shall be responsible for issuing payment to the list submitted by the centre lead.

36.6.8 Field Practice

Data monitor to communicate to facilitators to announce to trainees across all classes to sync data collected during field practice to HQ. The essence is to enable the Data monitor analyse data to be made available to the facilitators to enable them identify subject areas that may require emphasis.

36.6.9 Catering Arrangements

Three meals will be provided daily to all trainees for breakfast, lunch and snack. Training team are to ensure menu is provided to them with clear periods for delivering these meals.

36.6.10 Effective use of training materials on tablets

For prudent training, all census training materials including field officer's manual, presentations, questionnaires etc, will be made available on all tablets to facilitate training. In the event of unavailability of projectors, trainees will be entreated to use these materials from their tablet screens.

36.6.11 Checklist for training centres

A comprehensive checklist is needed by the training team to enable them ensure the centre is equipped with the necessary resources to undertake a successful census. The checklist has been provided below.

Table 1: Checklist for Training Centre

S/N	Activity	Quantity/ Number	Remarks
Training			
1	Training venue		
2	Classrooms		
3	Additional classrom for Training team		
4	Number of Enumerators needed for Enumeration		
5	Number of enumerators for hotel and hospital enumeration		
6	Facilitators		
7	Sockets in classroom		
8	Power source in classrooms		
9	Maps		
10	Description forms (PHC2)		
11	Light in classrooms		
12	Washrooms		
13	Tables		
14	Chairs		
15	A4 sheets		
16	Staplers		
17	Stapling pins		
18	Trainee list		

S/N	Activity	Quantity/ Number	Remarks
19	Assessment questions		
20	Printer		
21	Extension boards		
22	Projectors		
23	Flip charts		
24	PHC 1A questionnaires (8 sheets)		
25	PHC 1B questionnaires (6 sheets)		
26	PHC 1C questionnaires (2 sheets)		
27	PHC 1D questionnaires (3 sheets)		
28	PHC 1E questionnaires (1 sheet)		
29	Listing Form (4 sheets)		
30	Field Officer's Manual (165 sheets)		
31	Debriefing guidelines		
32	Guidelines for managing a training centre		
33	Markers 10 pcs		
34	Dusters 3 pcs		
35	Maps and PHC2		
36	Pens		
37	Training Videos		
38	Training Audios		
39	Training timetable		
Field practice			
40	Protocols for field practice		
41	Logistics for field practice		
42	Selection of EAs for field practice		
43	Team Composition for field practice		
Materials for fieldwork			
44	Tablets		
45	Bags		
46	Field caps		
47	Power bank		
48	Rain coat		
49	Wellington boots		
50	Reflective Jackets		

S/N	Activity	Quantity/ Number	Remarks
51	ID Cards		
52	Flash Light		
53	Flash light Battery		
54	Questionnaires		
55	Chalk		
56	Selection of Field officers		
57	Verification of list of EAs		
58	Team Composition for main fieldwork		
59	Oath of secrecy		
60	Contract letters		
61	Certificate of enumeration		
62	Stickers for listing (where applicable)		
63	Field Operations Handbook for Monitors		
64	Introductory letters		
65	Letters to institutions		
66	Flashlights and battery		
67	Distribution of logistics for main field		
COVID-19 Protocol materials			
68	Sanitizers		
69	Face mask		
70	Veronica buckets		
71	Temperature gun		
72	Liquid soap (gallons)		
73	Tissue		

TRAINING TIMETABLE

GHANA STATISTICAL SERVICE
2021 POPULATION AND HOUSING CENSUS
FACE-TO-FACE TRAINING OF NATIONAL TRAINERS
TIMETABLE

Date/ Time	7:00 - 8:00 am	8:00- 8:30am	8:30-9:30am	9:30- 10:30am	10:30 - 11:00 am	11:00- 12:00pm	12:00- 1:00pm	1:00- 2:00 pm	2:00-3:00pm	3:00- 4:00pm	4:00- 5:00pm	5:00 - 5:30 pm	5:30- 6:30pm	6:30- 7:00pm	7:00- 7:30pm
08-Apr									Reporting	Welcome Address, Opening, Ground Rules, Health and Administrative Issues			Debriefing		
09-Apr	Breakfast & Registration	Introductio n of Participants	Group Formation, Tablet Preparation & Distribution		Snack Break	CAPI SA/ EA Assignment	CAPI SA/ EA Assignment (Practicals)	Lunch Break	CAPI SA/ EA Assignment (Practicals)	CAPI Menu System	CAPI Navigation, Features	Snack Break	Map reading and Orientation	Debriefing	
10-Apr		Recap of DAY 1 Activities	Use of PDF/ Interactive Maps	Completing the Listing Form (Practical Session)		Completing the Listing Form (Practical Session)			Field Practice (Listing)				Field Practice (Listing)	Assessment	Debriefing
11-Apr		Discussion of Field Practice	Completing PHC 1A - Household Roster and Orphanhood (CAPI Practical)	Emigration (E01 - E02h) (CAPI Practical)		Socio-Demographic Characteristics (P00 - P10) (CAPI Practical)	Literacy and Education (P11a - P12c) (CAPI Practical)		Economic Activities (P13a - P13g) (CAPI Practical)	Economic Activity (P14) (CAPI Practical)			Economic Activity (P15 & P15a) (CAPI Practical)	Mock interviews	Debriefing
12-Apr		Recap of DAY 3 Activities	Economic Activity (P15 & P15a) (CAPI Practical)	Economic Activity (P16 & P17) (CAPI Practical)		Difficulties In Performing Activities (P18a-f) (CAPI Practical)	Information and Communication Technology (P19a-d) (CAPI Practical)		Fertility & Child Survival (P20 - P27) (CAPI Practical)	Mortality & Household Deaths (M01 - M02e) (CAPI Practical)	Housing Conditions (H01-H10) (CAPI Practical)		Housing Conditions (H11-H13a) (CAPI Practical)	Mock interviews	Assessment / Debriefing

Date/ Time	7:00 - 8:00 am	8:00- 8:30am	8:30-9:30am	9:30- 10:30am	10:30 - 11:00 am	11:00- 12:00pm	12:00- 1:00pm	1:00- 2:00 pm	2:00-3:00pm	3:00- 4:00pm	4:00- 5:00pm	5:00 - 5:30 pm	5:30- 6:30pm	6:30- 7:00pm	7:00- 7:30pm
13- Apr		Recap of DAY 4 Activities	Sanitation (CAPI Practicals)	CAPI Re- Interview		CAPI Report & Synchronizati on	Completing PHC 1B (CAPI Practicals)		Completing PHC 1C, 1D & 1E (CAPI Practicals)	How to use the Trainers' Guide	Presentati on on Field Operations Handbook		Mock interviews	Debriefing	
14- Apr		Preparation for Field Practice	Field Practice (Enumeration)			Field Practice (Enumeration)			Field Practice (Enumeration)	Discussion of Field Practice			Mock interviews	Debriefing	
15- Apr		Presentatio ns Assessment	Presentations Assessment			Presentations Assessment			Presentations Assessment				Presentations Assessment	Debriefing	
16- Apr		Recap of DAY 7 Activities	Presentations Assessment			Presentations Assessment			Departure						
Note 1: Mock interviews should be conducted in both English language and the local languages															
Note 2: Translation of the questions in the various local languages should be done alongside the CAPI practicals															
Note 3: During the debriefing sessions, ensure that on rotational basis, 1 or 2 classes join the discussions as attendees in order to introduce the National Trainers to the debriefing process															
Note 4: Team formation - Facilitators should provide a list of the trainees put into teams according to location and broad areas of expertise (CAPI, demography, economics & map reading)															

APPENDIX 1: LIST OF CONTRIBUTORS

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YOU COUNT, GET COUNTED