



Descriptive Analysis of the Nakpanzoo/Nabogu Sample Population

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¹ There were several researchers who contributed to the Northern Ghana data collection exercise for the household census which forms the basis of this paper. They include Dr. Edward Salifu, Elizabeth Musah and Khadijah Iddrisuh.

² This paper is the second in a series of community working papers which form part of the outputs for the Research Consortium on Educational Outcomes and Poverty (RECOUP) project in Ghana supported by the DfID and led by the University of Cambridge. The community working paper series will draw on the findings from a census conducted in four diverse communities across poverty pockets in Ghana.

Acronyms

A' Level	Advanced Level
BECE	Basic Education Certificate Examination
DFID	Department for International Development
JSS	Junior Secondary School
KVIP	Kumasi Ventilation improvement Pit
MDG	Millennium Development Goals
MS	Middle School
MSLC	Middle School Leaver Certificate
NGO	Non-Governmental Organization
O' Level	Ordinary Level
P1	Primary One
P3	Primary Three
P4	Primary Four
P6	Primary Six
PCA	Principal Component Analysis
PRO	Public Relation Officer
RECOUP	Research Consortium on Educational Outcomes and Poverty
SPSS	Statistical Package for Social Science
SSS	Senior Secondary School
SSSCE	Senior Secondary School Certificate Examination
TV	Television
VIP	Ventilation Improved Pit
VocTecCom	Vocational, Technical and Commercial
WC	Water Closet

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A 1 Population Age Distribution

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Introduction

The Research Consortium on Educational Outcomes and Poverty (RECOUP) is a Millennium Development Goal (MDG) inspired project sponsored by the Department for International Development (DfID) to study the impact of education on life outcomes including economic and social outcomes. The core objective of the project is to study the mechanisms that drive the cycle of deprivation, and to identify the policies needed to ensure that educational outcomes benefit the disadvantaged. The five year project is carried out in four developing countries- India, Pakistan, Kenya and Ghana.

In Ghana, four communities were selected; La and Obeyeyie in southern Ghana and Savelugu and Nakpazoo/Nabogu in Northern Ghana (one rural and one urban community each from North and South) were selected. These communities were selected based on their population size, incidence of poverty, ethnic homogeneity, history of schooling, rural/urban nature, willingness of the community to participate in the research, etc. The research focuses on the household and in each community households would be selected for in-depth studies. It is therefore imperative to have basic information on the characteristics of the households in the targeted communities to aid the selection of households for the in-depth studies. To this end, a household census was conducted in the selected communities. The Census collected data on demographic characteristics of household members, household assets and amenities as well as subjective wellbeing of the households. About 270 to 350 households were covered in each community.

The data gathered was captured and analysed using SPSS and other related statistical tools such as the Principal Component Analysis (PCA) to get a descriptive picture of the communities and to rank the households into wealth quintal. This will aid and inform the selection of households in these communities for further in-depth studies.

This report is the analysis of data gathered from Nakpazoo/Nabogu and the second of the four series of descriptive profiles of the communities under the project. Nakpazoo and Nabogu are two adjoining small peasant farming communities in the Savelugu/Nanton District of the Northern Region and are home to the Dagombas. Nabogu was added because the population of Nakpazoo was less than the required population of the Project.

Methodology

A standard questionnaire was designed to capture the characteristics of the individuals and the household. This was piloted two times to finally develop a questionnaire that was suitable to the communities and the project without compromising standards. Field enumeration officers comprising staff of Associates for Change (AfC) and Ghana Statistical Service (GSS)³, with a minimum educational qualification of first degree were trained to enumerate the selected communities. An enumerator's field manual was also developed to guide them⁴.

Prior to the commencement of the census, scoping and community entry was done to get acquainted to the community and also to introduce the project to the communities. These involved visiting and holding discussions/interviews with the District Directors of Education, District Health Officers, District Planning Officers, chiefs and elders⁵, teachers and head teachers, opinion leaders, youth, local NGOs, etc.

The census commenced with the identification of each structure (houses, Kiosks, etc.) with a RECOUP identification number. This was to ensure that all households or people are covered and also to avoid repetition. Enumeration officers went to each house/structure, identified household (s) and record relevant data. A household as used in the study is defined as "individual(s) within the same compound and who share their meals together, have a common source of major income, and have a common provision for other essentials of living" (GSS 1997).

The questionnaire is administered to anybody in the household capable of providing the needed information at the time of the enumerator's visit. The enumerator had to call-back to complete the questionnaire at a latter time if there was nobody able to provide the needed information or if the respondent failed to provide some useful information about any individual or household item(s). The census covers about 270 to 350 households and took about 3 to 4 weeks to complete in each community.

³ Enumerators have varies backgrounds: Statisticians, Economists, Sociologists, linguists, etc.

⁴ See Human and Social Strand: Associates for change Field Guide, Vol. 1

⁵ The enumerators visited the chief every morning before the start work and evening after the close of work for the day

The data collected was captured in Microsoft Excel by trained data entry clerks, edited and cleaned, and subsequently analysed using SPSS. Besides the production of relevant tables, using Principal Component Analysis (PCA), a Relative Poverty Index showing the wealth status of households in the community was developed.

Part A: Characteristics of Household Members

Part A presents the findings on the composition and characteristics of individuals in the Nakpanzoo–Nabogu. These are sex composition, age, relationship to the household head and the religious beliefs of the people. Literacy and educational levels as well as occupation, skills training and ethnicity are discussed.

A1. Sex composition

The census at Nakpanzoo/Nabogu study area captured 1,828 individuals comprising 46.6% males and 5.4% females (*See table A1.1*).

Table A1.1: Sex

Sex	Number of people	Percent
Male	851	46.6
Female	977	53.4
Total	1828	100.0

About 15.8 percent of the population have migrated out of the community. This population is referred to as non-residents and 64.9 % of the non-residents are females (*Table A2*). An individual is described as a non-resident if at the time of the data collection; he/she was identified as a member of the household but had travelled out of the community. The higher proportion of female out migration could be linked to the high tendency for females especially girls from this part of the country to migrate to Southern Ghana to be head porters. However, substantial work need to done to further substantiate the claim.

Table A1.2: Household member residential status

Residential Status	Sex	Number of people	Percent
Resident	Male	750	48.7
	Female	790	51.3
	Total	1540	100
Non Resident	Male	101	35.1
	Female	187	64.9
	Total	288	100

A2. Age Distribution

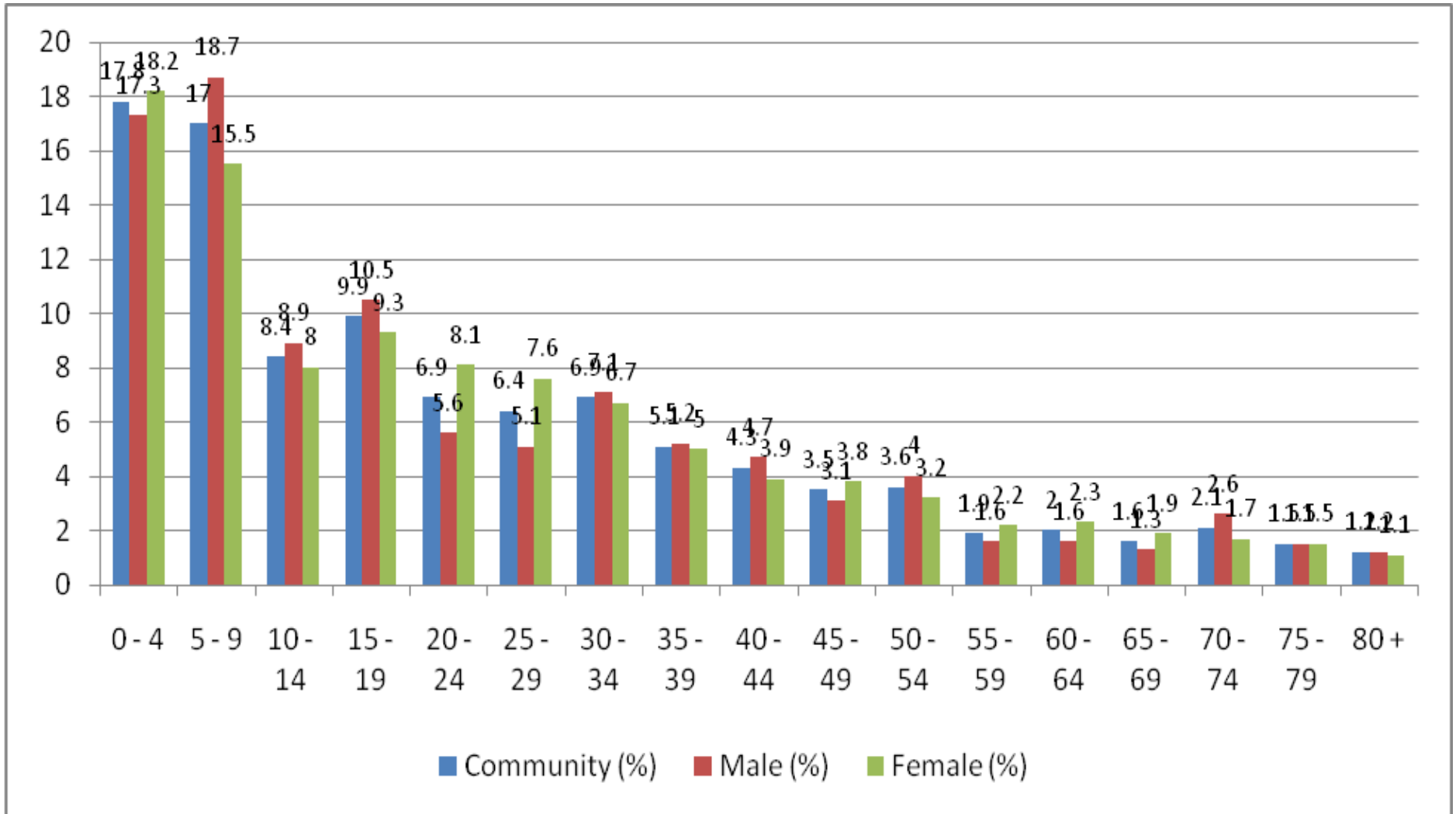
The community has fairly young population, over 66.0% of the population are less than 30 years and 44.8% of the total population are between aged 0 to 14 years. In this community, the most prevalent age group is the 0 – 4 years old, which accounted for 17.8% of the population and there are more females (53%) than males in this age group (*Table A3.1*).

Table A2.1: Age distribution

Age Group	Community		Male		Female	
	Number	Percent	Number	Percent	Number	Percent
0 – 4	272	17.8	129	17.3	143	18.2
5 – 9	261	17.0	139	18.7	122	15.5
10 – 14	129	8.4	66	8.9	63	8.0
15 – 19	151	9.9	78	10.5	73	9.3
20 – 24	106	6.9	42	5.6	64	8.1
25 – 29	98	6.4	38	5.1	60	7.6
30 – 34	106	6.9	53	7.1	53	6.7
35 – 39	78	5.1	39	5.2	39	5.0
40 – 44	66	4.3	35	4.7	31	3.9
45 – 49	53	3.5	23	3.1	30	3.8
50 – 54	55	3.6	30	4.0	25	3.2
55 – 59	29	1.9	12	1.6	17	2.2
60 – 64	30	2.0	12	1.6	18	2.3
65 – 69	25	1.6	10	1.3	15	1.9
70 – 74	32	2.1	19	2.6	13	1.7
75 – 79	23	1.5	11	1.5	12	1.5
80 +	18	1.2	9	1.2	9	1.1
Total	1532	100	745	100	787	100

The economically active population (15 – 59 years old) account for 48.4% while the aged, 60 years and older constitute just 8.4% of the total population. Among children between 0-14 years, there are higher proportions of males (44.8%) than females (41.7%), however, there is little difference in the proportions of females (8.5%) and males (8.2%), among the aged (60 years and above) *see fig A1*.

Fig. A 1 Population Age Distribution



The target population of the project, the youth aged between 16 and 25 years, constituted 16.3% of the total population. Within this age group, the ages 20 and 25 years out-number the other ages, accounting for 20.1% and 20.5% respectively and those aged 23 have the lowest representation of 5.2 (*See Table A3.2*)

Table A2.2: Age distribution of the youth aged 16 – 25

Age	Youth		Youth - Male		Youth - Female	
	Number	Percent	Number	Percent	Number	Percent
16	19	7.6	9	7.7	10	7.6
17	19	7.6	10	8.5	9	6.8
18	37	14.9	23	19.7	14	10.6
19	17	6.8	9	7.7	8	6.1
20	50	20.1	15	12.8	35	26.5
21	15	6.0	8	6.8	7	5.3
22	14	5.6	7	6.0	7	5.3
23	13	5.2	8	6.8	5	3.8
24	14	5.6	4	3.4	10	7.6
25	51	20.5	24	20.5	27	20.5
Total	249	100	117	100	132	100

A3. Relationship to Head of Households

As stated in the introduction, a household is described as individual(s) within the same compound who share their meals together, have a common source of major income, and provision for other essentials of living (GSS 1997). They should also acknowledge one person as their head.

In each household, one particular person is identified as the head of the household. This person may be the bread winner, the key decision maker, or both. Each household member's relationship to the household head was recorded. As indicated in Table A3.1, child to the household is the dominant relationship accounting for 44.7% followed by wife(ves) (17.7%) and household head (16.2%). There are very small numbers of house helps, fostered children, father/mother in-laws and brother/sister in-laws as observed on Table A3.1.

Table A3.1: Relationship to head of households

Relationship	Number of people	Percent
Household Head	249	16.2
Child	688	44.7
Father/Mother	35	2.3
Brother/Sister	73	4.7
Uncle/Aunt	1	0.1
Brother/Sister In-Law	3	0.2
Father/Mother In-Law	4	0.3
Fostered Child	7	0.5
House help	6	0.4
Cousin	4	0.3
Niece/Nephew	88	5.7
Grand Child	82	5.3
Only Wife or First Wife	205	13.3
Second Wife	50	3.2
Third Wife	15	1.0
Fourth Wife	3	0.2
Other	27	1.8

There are 249 households, 92.4% of these are headed by males and only 7.6% are headed by female (*Table A4.2*). It should however be noted that these include single member households⁶.

Table A4.2: Household heads by sex

Sex	Number of people	Percent
Male	230	92.4
Female	19	7.6
Total	249	100

A4. Marital status of person older than 12 Years

Marriage is an important social institution. In these communities, more than three out of every five inhabitants aged 12 years and over are married. About 38 percent of these marriages are monogamous and 26.2% are polygamous marriage. Those who are either single or never married

⁶ A person staying alone

comprised 28.8% and widowed accounted for 4.8%. Divorces and separation seem minimal in these communities as it accounted for only 1.9% .*See Table A5.1.*

Table A4.1: Marital status of person older than 12 years

Marital status	Community		Male		Female	
	Number of people	Percent	Number of people	Percent	Number of people	Percent
Single / Never Married	254	28.8	167	40.1	87	18.7
Living together	4	0.5			4	0.9
Married (monogamous)	334	37.9	166	39.9	168	36.1
Married (polygamous)	231	26.2	74	17.8	157	33.7
Divorced /Separated	17	1.9	3	0.7	14	3.0
Widowed	42	4.8	6	1.4	36	7.7
Total	882	100	416	100	466	100

Gender disaggregated data, shows that females marry more than male. About 40% of the male compared to only 18.7% of the female aged 12 and above are either single or have never married. There are more divorced or separated females (3%) than males (0.7%). This could be explained by the fact that there are high polygamous marriages and probably the men marry easily after divorce than women⁷. Also, polygamous marriages are high among the females (33.7%) than among the male (17.8%). *See table A4.1 above.*

More than halve (56.1%) of the youth are single or never married and there are more male than female youth who are single or never married. More than four out of every five (82.9%) male youth are either single or never married compared to almost three in every ten (32.8%) female youth. Almost three out of every ten (28.5%) youth are in polygamous marriage while less three in every twenty (14.2%) youth are in monogamous marriage. Almost two in every five (39.1%) females are married compared to less than one in every five (16.2%) male who are married.

⁷ However, finding the appropriate reasons for this trend goes beyond this paper which analysis census data which are deep enough

About 26% of female youth marriages are polygamous while only 0.9% of male youth marriages are polygamous. This means the female youth marry often than males and the female youth marry people who are older than them. They also accept polygamous marriages than their male counterparts. This may explain the absence of female youth with higher education (SSS and tertiary) in the communities. Entering into polygamous marriages and marrying people who are older than them could also means less control over key decision making in their life such as family planning, family size, etc. The male youth on the other hand may not engage in polygamous marriages now because some amount of resources are needs to carter for more than one wife but the youth male could enter into polygamous marriages when they accumulate resource with time

Table A5.2: Marital status Youth – 16 to 25 years

Marital status	Youth Population		Youth Male		Youth Female	
	Number of people	Percent	Number of people	Percent	Number of people	Percent
Single / Never Married	134	56.1	92	82.9	42	32.8
Living together	2	0.8			2	1.6
Married (monogamous)	68	28.5	18	16.2	50	39.1
Married (polygamous)	34	14.2	1	0.9	33	25.8
Divorced /Separated	1	0.4			1	0.8
Total	239	100	111	100	128	100

A5. Religion belief of inhabitants

The predominant religion in the community is Islam; more than nine in every ten people in the community are Muslims. Christianity and traditional religions are less practiced in the community accounting for 1.3% and 1% respectively (*Table A5*).

Table A5: Religion

Religion	Community		Male		Female	
	Number of people	Percent	Number of people	Percent	Number of people	Percent
Christian	19	1.3	6	0.8	13	1.7
Islam	1480	98.2	726	98.5	754	97.9
Traditional	8	0.5	5	0.7	3	0.4
Total	1507	100	737	100	770	100

A6. Literacy level

Literacy⁸ level is very low in the community, only one out of every four people in the community aged 15 and above said they could read and write. It is worse when the data is gender disaggregated; while two out of every five males aged 15 and above could read and write, only one out of ten females aged 15 and above could read and write. This mirrors the poor education development and gender inequality in educational access in the community. Again, education development in this region is known to be among the poorest in the country and thus Nakpazoo/Nabogu typifies this development (World Development report, 2005). See table A5.1

Table A6.1: Literacy levels of persons aged 15 years and above

Literacy	Community		Male		Female		Youth	
	Number of people	Percent	Number of people	Percent	Number of people	Percent	Number of people	Percent
Can read and write	205	25.4	162	42.3	43	10.1	86	43.4
Can not read and write	604	74.6	221	57.7	383	89.9	112	56.6
Total	809	100	383	100	426	100	198	100

⁸ Literacy is the ability to read and write

Literacy level among the youth is also not impressive; about three out of every five youth (58.1%) in the community are illiterates. A glaring picture of gender inequality is printed when the data is gender disaggregated. About three out of every ten male youth (32.5%) as against eight out of every ten female youth (80.9%) are illiterates in the community. However, literacy level of the youth (43.4) is higher than the literacy of the whole community signifying that literacy level among the youth is higher than the old and thus suggesting that there is a generational improvement in literacy attainment in the community. *See table A 6.2*

Table A6.2: Youth Literacy

Literacy	Youth		Male		Female	
	Number of people	Percent	Number of people	Percent	Number of people	Percent
Can read and write	104	41.9	79	67.5	25	19.1
Can not read and write	144	58.1	38	32.5	106	80.9
Total	248	100	117	100	131	100

A7. School Enrolment (Attendance)

According to table A7.1, about two in every five (40.3%) people in Nakpanzoo and Nabogu have ever attended formal school. About halve (50.8%) of the male as compared to a little above a quarter (30.4%) of the female population have ever attended formal school. *See Table A7.1*

Table A7.1: School enrolment (Attendance)

Literacy	Community		Male		Female	
	Number of people	Percent	Number of people	Percent	Number of people	Percent
Attended formal school	621	40.3	381	50.8	240	30.4
Never attended formal school	919	59.7	369	49.2	550	69.6
Total	1540	100	750	100	790	100

Like the literacy levels, enrolment among the youth is slightly higher than the entire population, 46.6% of the youth as compared to 40.3% of the entire community has reported ever enrolled in a formal school. Disaggregating enrolment by gender reveals a striking gap (42.7%) between the males and females in the community.

Table A7.2: Youth School Enrolment (Attendance)

Literacy	Youth		Male		Female	
	Number of people	Percent	Number of people	Percent	Number of people	Percent
Attended formal school	116	46.6	81	69.2	35	26.5
Never attended formal school	133	53.4	36	30.8	97	73.5
Total	249	100	117	100	132	100

A8. Highest Educational Attainment

Educational attainment refers to the highest level of study completed in the formal school system before exiting. Table A8 shows an abysmal education attainment in the community, most of the males exit school after basic education while most of the female exit after primary education. Even though, only 20% have not been to school, 54.2% of those who attended school had not more than six years of schooling. About 73% did not go beyond basic school and only 7% had post basic education. From the data, it can be observed that dropout rate increases with higher grades of education and the transition from primary school to JSS is very poor. Out of 40% who attended primary school, less than half (18.3%) are able to progressed to JSS and complete. Thus given the appalling educational attainment, the community is be far from reaping the full benefits of education in terms of behavioural and life style changes

Table A8.1: Highest Educational Attainment

Educational Attainment	Entire population		Male		Female	
	Number	Percent	Number	Percent	Number	Percent
None	96	20.5	56	19.0	40	23.0
Pre-School	65	13.9	36	12.2	29	16.7

P1-P3	83	17.7	45	15.3	38	21.8
P4-P6	106	22.6	72	24.4	34	19.5
JSS/Middle	86	18.3	57	19.3	29	16.7
VocTecCom	4	0.9	3	1.0	1	0.6
O'Level	9	1.9	9	3.1		
SSS	17	3.6	14	4.7	3	1.7
Professional	1	0.2	1	0.3		
Tertiary	2	0.4	2	0.7		
Total	469	100	295	100	174	100

Gender disaggregated data indicates that more females (23%) have never been to school than males (19%). The difference in school attendance between male and females is not very much at early stage but the rate of dropout among female at every grade of education is very high compared to males. From Table A8.1, 16.7% of females had only pre-school education as compared to 12.2 % of male and 24% male compared to 19.5 % female had basic education. Although secondary and post secondary education seem a rare phenomena in the community, the achievement of female in these two level of education compared to their male counterparts is worrying. Only 2.3% of female compared to 8.8% of male had secondary education and none of the females compared 1% of male had post secondary education (*Table A8.1*).

The education in the community is improving even though most of the youth still exit school after primary and Junior Secondary School. Only 1.2% of the youth in the community have not been to school compared to 20% of the whole community. In addition, the gender gap in educational attainment seems to be closing, almost same proportion of male and female youth have attained basic education. However, no female youth have been able to progress to secondary school as compared to 1.7% of females in the community. Also, only 8.9% of the male youth are able to complete secondary school. Thus there might be improvement in educational attainment among the youth but is only limited to basic education (*Table 9.2*).

Table A8.2: Highest educational attainment for the Youth

Educational Attainment	Youth		Male		Female	
	Number	Percent	Number	Percent	Number	Percent
None	1	1.2	1	1.8	1	0.7
P1-P3	6	7.2	1	1.8	5	18.5

P4-P6	29	34.9	21	37.5	8	29.6
JSS/Middle	40	48.2	27	48.2	13	48.1
VocTecCom	2	2.4	1	1.8	1	3.7
SSS	5	6.0	5	8.9		
Total	83	100	56	100	27	100

A9. Highest Educational Certificate Obtained

The low level of educational attainment undoubtedly reflected in the number of people in Nakpanzoo/Nabogu with certificates but the data on certificates paints a gloomier picture. More than four out of every five people in Nakpanzoo/Nabogu have no certificate. Less than 9% of the community have certificates in basic education and 2% have certificates in senior secondary, and vocational, technical and commercial education each. The discrepancy in educational attainment between males and females in the community continue to shown markedly in every education data. About 90% of females as against about 84% have no certificates. Also, 26 males representing 10.2 % compared to 9 females representing 6.3% have basic school certificates. Only two females have SSS certificates and no female has post secondary school certificate.

Table A 9.1: Highest Educational Certificate obtained

Highest Certificate Obtained	Entire population		Male		Female	
	Number	Percent	Number	Percent	Number	Percent
None	341	85.9	213	83.9	128	89.5
BECE/MSLC	35	8.8	26	10.2	9	6.3
O-Level	2	0.5	2	0.8		
SSSCE	8	2.0	6	2.4	2	1.4
VocTecCom	8	2.0	4	1.6	4	2.8
Professional	1	0.3	1	0.4		
Degree/Diploma	2	0.5	2	0.8		
Total	397	100	254	100	143	100

Twenty six percent (90 out of 249) of the youth population responded to this question. About 63% have no certificates, about 26% have basic school certificates and less than 12% have post basic education certificates. Virtually the same proportions of females and males have certificates in basic education but no female youth has SSS or tertiary education certificate.

Table A9.2.

Table A9.2: Highest Educational Certificate obtained by the Youth

Highest Certificate Obtained	Youth		Male		Female	
	Number	Percent	Number	Percent	Number	Percent
None	57	63.3	40	62.5	17	65.4
BECE/MSLC	23	25.6	16	25.0	7	26.9
SSSCE	4	4.4	4	6.3		
VocTecCom	5	5.6	3	4.7	2	7.7
Degree/Diploma	1	1.1	1	1.6		
Total	90	100	64	100	26	100

A10. Ethnic composition

As a typical rural Dagomba settlement, almost the entire population (94%) are Dagombas. The other tribes are Mamprusi (1.6%) and other Mole-Dagbani descent (3.2%). See *Table A10*

Table A10: Ethnicity

Ethnic Group	Number	Percent
Ewe	5	0.3
Dagomba	1429	94.0
Mamprusi	25	1.6
Nanumba	10	0.7
Other Mole-Dagbani	4	0.3
Other	48	3.2
Total	1521	100

A11. Vocational/Technical/Commercial Skills Training

Generally, the low level of education attainment in the community affects skills acquisition. Only about one out of every twenty people (5.5%) reported to have undergone some form of skills training and more than half of these acquired their skills from the traditional apprenticeship form of skills training. About 14.1% got trained in public vocational institute and other private skills training each and 17.6% from technical training institutes. Only one person from the community got trained in the polytechnic. See *Table A11.1*

Table A11.1: Vocational/Technical/Commercial Skills Training

Skills Training	Number	Percent
Polytechnic	1	1.2
Technical	15	17.6
Public Vocational	12	14.1
Traditional Apprenticeship	45	52.9
Other private	12	14.1
Total	85	100

The pattern is not different among the youth, only 7.2% of the youth acquired skills and 83% are males. More than half (55.6%) of this youth acquired skill through the traditional apprenticeship. Again, the female are relegated to background in skills acquisition, no female had any training in the technical or private institutions. See Table A11.2.

Table A11.1: Vocational/Technical/Commercial Skills Training - Youth

Skills Training	Youth population		Youth Male		Youth Female	
	Number	Percent	Number	Percent	Number	Percent
Technical	4	22.2	4	26.7		
Public Vocational	3	16.7	2	13.3	1	33.3
Traditional Apprenticeship	10	55.6	8	53.3	2	66.7
Other private	1	5.6	1	6.7		
Total	18	100	15	100	3	100

A12. People with Disability

The census recorded 38 people with disability. This comprises 44.7% seeing, 21% walking and 21% hearing and 7.9 personal care disabilities. Speaking and learning disabilities are 2.6% each, *see table A12.*

Table A12: People with Disability

Type of Disability	Number	Percent
Seeing	17	44.7
Hearing	8	21.1
Speaking	1	2.6
Walking	8	21.1
Learning	1	2.6
Personal Care	3	7.9
Total	38	100

A13. Occupation

As a rural community, the dominant occupation is farming accounting for 41.5% of the population followed student 31.2 % and food processing and vendor 11.8%. Apart from trading (5.1%) and the rest are less than 3 % each. There are very few people working in the formal sector such teachers, medical professionals, engineers, etc which have secured incomes and are highly paid. However, virtually every active person is engage, therefore there is no records of unemployed people, *see table A13.1*

Table A13.1 Current Occupation – above 5 years old population

Occupation	Number	Percent
Medical professionals	3	0.3
Teachers and educational workers	2	0.2
Road and railway transport drivers and conductors	11	1.0
Traders and sales assistants	59	5.1
Caterers, housewives, waiters	5	0.4
Beauticians, hairdressers and barbers	1	0.1
Security and prevention officers	1	0.1
Farmers	479	41.5
Fishermen	11	1.0
Food processors and vendors	136	11.8
Seamstress and tailors	15	1.3
Shoe maker and repairs, leather goods services	1	0.1
Auto mechanics, fitters, repairers, vulcanizes	10	0.9
Auto electricians, electronics refrigeration and air-condition	1	0.1
Draughtsmen, plumbers, welders, painters etc	2	0.2
carpenters, masons	7	0.6
Students	360	31.2
Pensions	24	2.1
Porters	26	2.3
Total	1154	100

The wellbeing of most household depends largely on the economic might of the household head. Thus Table A13.2 shows the occupation of the household heads of the community. 69.3% of the households are headed by persons who are engaged in peasant farming, 5.5% in food processing and vendors, traders being 3.2% while 4.1% are pensioners. Interesting 8.7% of households are student and given that less than 10% of the people in the community have post secondary education, it is more likely that this student household heads are in basic and secondary schools. This has implications for the ability of those students to progress in the educational ladder.

Table A13.2 Current Occupation of Household Heads

Occupation	Number	Percent
Medical Professionals	2	0.9
Road and Railway Transport Drivers and Conductors	3	1.4
Traders and Sales Assistants	7	3.2
Farmers	151	69.3
Fishermen	4	1.8
Food Processors and vendors	12	5.5
Seamstress and Tailors	2	0.9
Auto Mechanics, Fitters, Repairers, Vulcanizes	2	0.9
Carpenters, Masons	2	0.9
Students	19	8.7
Pensions	9	4.1
Porters	5	2.3
Total	218	100

About 45% of the youth are farmers, 24.1% are students, 19.1% are in food processing and 5% are traders. All though both males and females have almost the same percentages in farming, food processing and vendor, trading and porter work are dominated by females. However, the females lag far behind their male counterparts in education attainment. From the table below, it can be observed that only 10% of females are students as compared to 36.9% males.

Table A13.3 Current Occupation of the Youth

Occupation	Youth Population		Male Youth		Female Youth	
	Number	Percent	Number	Percent	Number	Percent
Road and Railway Transport Drivers and Conductors	2	0.9	2	1.9		
Traders and Sales Assistants	11	5.0	3	2.9	6	6.5
Farmers	96	45.0	48	46.6	40	43.0
Fishermen	4	1.8	3	2.9		
Food Processors and vendors	42	19.1	5	4.9	31	33.3
Seamstress and Tailors	2	0.9				
Auto Mechanics, Fitters, Repairers, Vulcanizes	2	0.9	1	1.0	1	1.1
Carpenters, Masons	2	0.9	2	1.9		
Students	53	24.1	38	36.9	10	10.8
Porters	3	1.4	1	1.0	3	3.2
Total	220	100	103	100	2	2.2

Part B: Household Assets and Amenities

This section deals mainly with assets and amenities found in the households during the census. These include the nature of the shelter of the household, availability of electrical and non-electrical household gadgets like TV, electric iron, telephone, toilet facilities, portable water, etc.

B1. Ownership of dwelling

In Nakpanzoo/Nabogu, no body rents accommodation, households are either staying in their own houses or staying in a family house without paying rent. Over nine out of every ten households (95.5%) live in their own houses. This is because Nakpanzoo/Nabogu is a typical rural and indigenous community. See *Table B1*.

Table B1: Ownership of Dwelling

Ownership dwelling	Number	Percent
Owns the dwelling	227	95.0
Use without paying rent	12	5.0
Total	239	100

B2. Number of rooms

Most households live in 4 rooms (39.7 %) with 18.6% and 17.4% of the households living in 2 and 1 rooms respectively. Large household sizes use up to 5 (10.9%) and 6 (4.5%) rooms in the community. See *Table B2*.

Table B2: Sleeping room(s) use by households

Number of rooms	Number of households	Percent
1	43	17.4
2	46	18.6
3	22	8.9
4	98	39.7
5	27	10.9
6	11	4.5
Total	247	100

B3. Housing type for the household

Almost all the households live in compound houses. There is only one household that live in a flat or apartment which is the teacher's quarter. *See Table B3.*

Table B 3: Housing type for the household

Housing type	Number of households	Percent
Flat/Apartment	1	0.4
Compound house (rooms)	234	99.6
Total	235	100

B4. Material of the roof of the house

The community use two main types of roofing material for their households –thatch and iron/aluminium roofing sheets. However, from table B4 below, more than four in every five households' roofs are thatch.

Table B4: Material of the roof of houses

Material of the roof	Number of households	Percent
Thatch	206	86.2
Iron/Aluminum sheets	33	13.8
Total	239	100

B5. Material of the floor of the house

The materials of the floors of houses in Nakpanzoo/Nabogu are Earth or Mud/Mud brick (73.6%) and cement/concrete (26.4%). *See Table B5.*

Table B5: Material of the floor of the house

Floor material	Number of households	Percent
Earth/mud/mud bricks	170	73.6
Cement/concrete	61	26.4
Total	231	100

B6. Material of the wall of the house

The material used for the walls follows virtually the same pattern as the material for the floor of the house. Mud constitutes the dominant material accounting for 84.1% while cement/sandcrete constitutes 15.9%. *See Table B6.*

Table B 6: Material of the wall of the house

Material of the wall	Number of households	Percent
Mud	195	84.1
Cement/Sandcrete	37	15.9
Total	232	100

B7. Main source of drinking water

The data revealed that rain water (63.8) constitute the major source of drinking water followed by well (31.4%) and borehole (4.8%). However, this could be because the data was collected during the raining season⁹ and most inhabitants harvest water the raining season. *See Table B7.*

Table B7: Main source of drinking water

Main Source of water	Number of households	Percent
Borehole	11	4.8
Well	72	31.4
Rain water	146	63.8
Total	229	100

⁹ These rains preceded the infamous floods that occurred in Northern Ghana between August and October, 2007

B8. Type of toilet facility use by households

More than nine in very ten households in Nakpanzoo/Nabogu have no toilet facilities. Only 5.0% and 3.8% use VIP/KVIP and Pit Latrine respectively. Thus over 90% of the households defecate in the bush (free range).

Table B8: Type of toilet facility use by households

Toilet Facility	Number of households	Percent
Pit Latrine	9	3.8
VIP/KVIP	12	5.0
Free Range	217	91.1
Total	238	100

B9. Main fuel for lighting

A little over halve (54.1%) of the households use electricity and the rest use kerosene (45.9%) as their main source of energy for illuminating rooms or houses in the community. See *Table B9*.

Table B9: Main fuel used for lighting

Main Fuel (Lighting)	Number of households	Percent
Kerosene/oil	107	45.9
Electricity	126	54.1
Total	233	100

B10. Main fuel used for cooking

Virtually every household use wood (94.6%) for cooking in the community, only 3% use kerosene and 1.6% use charcoal. Gas and electricity are rarely use for cooking (all less than 1%). See *Table B10*.

Table B10: Main fuel used for Cooking

Main Fuel (Cooking)	Number of households	Percent
Firewood	226	94.6
Charcoal	4	1.6
Kerosene/oil	7	3.0
Gas	1	0.4
Electricity	1	0.4
Total	239	100

B11. Possession of selected household assets and amenities

This sub-section describes the ownership of some selected household amenities as indicated in Table B11. Bicycle is the commonest household asset followed by cassette/radio, more than three in every five households have a bicycle and almost seven out of ten households have a cassette player or a radio. Less than half (47%) of the households in Nakpanzoo/Nabogu own a bed/mattress but more than half (58.3%) have a watch or clock. Characteristic of a rural community, only one in every five households have a TV. The use of mobile phones has caught up with the community, more than a quarter use mobile phones. About one in every ten households has a canoe, which is indicative that there is inland fishing in the community.

Table B11 Ownership of household asset and amenities

Household Asset or amenity	Number of Households	Percent
Electric iron	6	2.4
Refrigerator	7	2.8
Television	51	20.5
Video deck	36	14.5
Cassette/Radio	167	67.1
Stereo system	86	34.5
Bicycle	214	85.9
Motorcycle	27	10.8
Vehicle	6	2.4
Donkey	6	2.4
Canoe/boat	26	10.4
Mobile Phone	63	25.3
Mattress or bed	117	47.0
Watch or clock	145	58.3
Sewing machine	39	15.7
Electric/Gas stove	2	0.8
Kerosene stove	17	6.8

Part C: Subjective Wellbeing

Part C analysis the views of households relating to their expenditure, ability to meet selected household needs and overall welfare status.

C1. Household Expenditure Pattern

The study sought information to determine the pattern of expenditure of households, in this direction, households were asked to list in order of priority the four items that consumes most of their income. Analysis of these responses indicates that 28.9% and 26.8% of the households spend a lot of their income on food and health respectively while 19.7% spend on education. (See Table C1). As a rural community, rent, utility, remittances and communication expenditures are insignificant in the budget.

Table C1: Household expenditure pattern

Expenditure	Number of Households	Percent	Cases
Food	241	28.9	99.6
Transport	109	13.1	45.0
Health/Hospital/Drug	223	26.8	92.1
Education	164	19.7	67.8
Clothing	46	5.5	19.0
Entertainment	22	2.6	9.1
Energy	17	2.0	7.0
Other	11	1.3	4.5
Total responses	833	100.0	344.2

C2. Household ability to meet five basic needs

This sub-section assesses household's ability to meet their basic needs such as food, shelter, clothing, health and education needs. Respondents were asked, "How will you assess your household's ability to meet your needs in the following aspects?"¹⁰. Even though Nakpanzoo/ Nabogu is framing community, table C2 shows that more than two out of every five (43%) households feel their ability to meet their food needs is below average compared to less than one out of five (18.7%) households who think their ability to meet their food needs is above average.

¹⁰ The ability to meet needs were ranked into five: very low, low, average, high and very high

Similarly, more than half the households feel their ability to meet their educational (56.6%) and health (52.0%) needs is below average compared to about one in every five households who think their ability to their educational and health needs are above average. However, shelter is an exception, almost half (47.9%) of the households feel their ability to meet their shelter needs is above average. *See Table 2.*

Table C2: Household ability to meet basic needs – Food, Shelter, Clothing, Health and Education.

	Food		Shelter		Clothing		Health		Educational	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Very Low	12	4.9	6	2.5	20	8.4	25	10.3	24	12.2
Low	94	38.2	61	25.0	79	33.1	112	46.3	78	39.8
Average	94	38.2	60	24.6	74	31.0	53	21.9	51	26.0
High	20	8.1	33	13.5	38	15.9	35	14.5	20	10.2
Very High	26	10.6	84	34.4	28	11.7	17	7.0	23	11.7
Total	246	100	244	100	239	100	242	100	196	100

C3. Household perception of poverty

From the data, Nakpanzoo/Nabogu could be described as a poor community. According to their own assessment, almost two thirds (65.8%) of the households feel they are poor (poor and very poor) and only about 3% think they are rich. *See Table C3.*

Table C3. Perception on poverty status

Perceived Poverty Status	Number of households	Percent
Very poor	66	26.8
Poor	96	39.0
Average	76	30.9
Rich	8	3.3
Total	246	100

Summary

The census at Nakpanzoo-Nabogu study area covered 249 households and 1,828 individuals comprising 46.6% males and 5.4% females. Out of the 249 households, 92.4% and 7.6% are headed by males and females respectively. The population of the community are youthful, over 66% of the population are less than 30 years old and those who are less than 15 years old account for about 45% of the total population. The youth (16-25 years) constituted 16.3% of the population. The census also revealed that there is high rate of out migration in the community.

Close to a third of the population age 12 and above are married and there are more females who are married than males. Also polygamous marriages are very common in the community accounting for 26.2 %. This is because the community is largely Muslims. Interestingly, divorce and separation are very minimal but common among women than men.

Literacy level in the community is very appalling and there is sharp discrepancy between males and females (female literacy level is far below males). Only about a quarter of the people in the communities can read and write and only 10% of females can read and write. Literacy among the youth is comparatively better than the entire community but not impressive. Only about 43% can read and write and less than 20% of female youth as compared to about 68% of male youth can read and write. Other data gathered on education such as educational attainment and certificates obtained follow similar trend.

The census recorded 38 people with various forms of disabilities such as seeing, hearing, speaking, walking, learning and personal care.

Skills acquisition is very low as less than 6% of the population had acquired vocational, technical or commercial training. The major occupations in the community are farming, trading and studentship. A third of the household heads are farmers and interestingly 19 people representing about 9% of the household heads are students. Given that there are less than 10% of the entire population that have attained post basic education, one wonders what level of education the student heads of households are in.

Nakpanzoo/Nabogu is typical rural community therefore no body pays rent in the community; households are either staying in their own houses or staying without paying rent. The households live in compound houses mostly built with earth or mud and roof with thatch. Many households use two to four sleeping rooms. Majority of the households have no toilet facilities and therefore defecate in the bush. More than halve use electricity for lighting and over 90% of households use firewood for cooking. With regard to drinking water, many households indicated that they use rain water but this could be because the census was conducted in the raining season.

Common household assets in Nakpanzoo/Nabogu include bicycles, radios or cassette plays and watch or clock. However, TVs and mobile phones are catching up, as about 20% and 25% of households have TVs and mobile phones respectively. The first three items that consumes most of household income in the community are food, health and education (ascending order).

Even though Nakpanzoo and Nabogu are framing community, more than two out of every five households feel their ability to meet their food needs is below average compared to less than one out of five households who think their ability to meet their food needs is above average. Similarly, more than halve the households feel their ability to meet their educational and health needs is below average compared to about one in every five households who think their ability to meet their educational and health needs are above average. However, shelter is an exception, almost halve of the households feel their ability to meet their shelter needs is above average.

From the analysis, Nakpanzoo and Nabogu could be described as poor rural community. According to their own assessment, almost two thirds of the households feel they are poor and only about 3% think they are rich.

Reference

GSS (1997). Core Wealth Indicators Questionnaire (CWIQ) Household Survey Manual for Trainers and Numerators. Ghana Statistical Service

AfC/RECOUP (2007). Associates for Change Field Guide, Vol. 01 (*Unpublished*)

World Development report (2005): Bridging the North South divide in Ghana, World Bank.

Annex 1: Household Census Questionnaire

Questionnaire Identification

Name of Interviewer		Remarks				
Community		Community Code				
Region/District		District Code				
Detailed Description of Location of the House/Structure						
Telephone №		House/Structure Code	RECOUP			
Name of Household Head		Household Code				
№ of Questionnaires Used		Questionnaire:	__ of __			
Date		Time	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; text-align: center;">Start</td> <td style="width: 50%;"></td> <td style="width: 25%; text-align: center;">End</td> </tr> </table>	Start		End
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Section A: - Individual Particulars

Household Member Code	A1. Name	A2. Sex (M/F)	A3. Age	A4. Relationship to Household Head (*)	A5. Marital status (>12Years) (*)	A6. Religion (*)	A7. Can (NAME) read and write? (Y/N) (>15 Years) (*)	A8. Has (NAME) ever attended school? (Y/N) If N, skip to A14 (*)	A9. Highest educational level completed (*)	A10. Is (NAME) currently in School (Y/N)? if N, Skip to A13	A11. Current educational level (*)	A12. Type of school (*)	A13. Highest Educational certificate (*)	A14. Current Occupation (>5 years)	A15. Years Lived in Community	A 16 Leadership Role	A17. Ethnicity (*)	A 18 Disability (*)
1																		
2																		
3																		
4																		
5																		
6																		
7																		
8																		
9																		
10																		

Section B: - Individual Particulars - Emigrants

(*) = See Codes

Household Members who have left the community

Household Member Code	B1. Name	B2. Sex (M/F)	B3. Age	B4. Relationship to Household Head (*)	A5. Marital status (>12Years) (*)	B6. Religion (*)	B7. Can read and write? (Y/N) (>15 Years)	A8. Has (NAME) ever attended school? (Y/N) If N, skip to B14 (*)	B9. Highest educational level completed (*)	B10. Is (NAME) currently in School (Y/N); if N, Skip to B13	B11. Current educational level (*)	B12. Type of school (*)	B13. Highest Educational certificate (*)	B14. Current Occupation (>5 years)	B15. Since when did he leave Community?	B16. Where is (NAME) Currently living?	A17. Ethnicity (*)	B 18 Disability (*)	B 19 Skills Training (*)
1																			
2																			
3																			
4																			
5																			

B18. Reasons for leaving the community

(*) = See Codes

- Person's Line №
- Person's Line №
- Person's Line №
- Person's Line №
- Person's Line №

SECTION C: Household Assets and Amenities

C1 Ownership of Dwelling

- 1 Owns the dwelling
- 2 Rents the dwelling

3 Uses without paying rent

C2 How many sleeping room(s) does this household occupy?

C3 Housing Type for the household

- 1 Separate house
- 2 Semi-detached house
- 3 Flat/Apartment

- 4 Compound house (rooms)
- 5 Hotel/hostel
- 6 Tent, Kiosk, Container

C4 What is the material of the roof of the house?

- 1 Thatch
- 2 Wood
- 3 Iron/Aluminium sheets

- 4 Cement
- 5 Roofing tiles
- 6 Asbestos

C5 What is the material of the floor of the house?

- 1 Earth/mud/mud bricks
- 2 Cement/concrete
- 3 Stone/Burnt bricks

- 4 Wood
- 5 Terrazzo
- 6 Ceramic/Marble/Vinyl tiles

C6 What is the material of the wall of the house?

- 1 Mud
- 2 Stone
- 3 Cement/Sandcrete
- 4 Wood/Cardboard

- 5 Iron/Aluminium sheets
- 6 Mud bricks
- 7 Burnt bricks
- 8 Bamboo

C7 What is the main source of drinking water?

- 1 Piped
- 2 Borehole
- 3 Well
- 4 Sachet Water

- 5 Rain water
- 6 River/Stream
- 7 Vendor or truck
- 8 Dam, lake, pond

C8 What kind of toilet facility does your household use?

- 1 WC/Flush Toilet
- 2 Pan/Bucket
- 3 Pit Latrine

- 4 VIP/KVIP
- 5 Free Rwange

C9 What is the main fuel used for ----?

a) Lighting

--

b) Cooking

--

- 1 Firewood
- 2 Charcoal
- 3 Kerosene/oil
- 4 Gas
- 5 Generator

- 6 Electricity
- 7 Crop residue/sawdust/Animal waste
- 8 Battery
- 9 Solar energy
- 10 Candles

C10 Fill the Table below appropriately as it pertains to the household.

Total land owned and used by members of the household together (№ of Acres)

Own	
Rented	
Leased	

Shared	
Community	

Livestock

Cattle	
Sheep	

Goats	
Pigs	

Donkeys	
Fowls	

C11 Does any member of the household own any of the following?

ELECTRONICS

- a Electric iron
- b Refrigerator
- c Television
- d Video deck
- e Cassette/Radio
- f Stereo system
- g Computer
- h Generator

YES	NO

TRANSPORT

- i Bicycle
- j Motorcycle
- k Vehicle
- l Donkey
- m Canoe/boat

YES	NO

OTHERS

- n Telephone
- o Mobile Phone
- p Mattress or bed
- q Watch or clock
- r Sewing machine
- s Electric/Gas stove
- t Kerosene stove

YES	NO

SECTION D : - Subjective Welbeing

Please, mention **four** things on which the household spends most of its income on; in order of priority. From the highest to the lowest (eg Food

D1 transport, entertainment, education, health, water)

1st 2nd 3rd 4th

D2 How will you assess your household's ability to meet your needs in the following aspects? (Tick most appropriate response)

	1	2	3	4	5	Key
Food						1 Very Low
Shelter						2 Low
Clothing						3 Average
Health						4 High
Education						5 Very High

D3 Which period, in the year, do you sometimes or mostly find it difficult meeting the following household needs

	Period
Food	
Shelter	
Clothing	
Health	
Education	

D4 How will you describe your household?

- 1 Very Poor
- 2 Poor
- 3 Average
- 4 Rich
- 5 Very Rich

Why? _____

CODES

RELATIONSHIP (A4, B4)

- 1 Head
- 2 Spouse (21, 22, 23, 24)
- 3 Child
- 4 Father/Mother
- 5 Brother/Sister
- 6 Uncle/Aunt
- 7 Brother/Sister In-Law
- 8 Father/Mother In-Law
- 9 Grand Parent
- 10 Fostered Child
- 11 House help
- 12 Cousin
- 13 Niece/Nephew
- 14 Grand Child
- 15 Other (Specify)

EDUCATION (A9,11, B9,11)

- 1 None
- 2 Pre-School
- 3 P1-P3
- 4 P4-P6
- 5 JSS/Middle
- 6 VocTecCom
- 7 O'Level
- 8 SSS
- 9 A'Level
- 10 Professional
- 11 Tertiary

YES/NO

- 1 Yes (Y)
- 2 No (N)

CERTIFICATE (A13, B13)

- 1 BECE/MSLC
- 2 O-Level
- 3 SSSCE
- 4 A-Level
- 5 VocTecCom
- 6 Professional
- 7 Diploma
- 8 Degree
- 9 None

SEX (A/B2)

- 1 Male (M)
- 2 Female (F)

MARRIAGE (A5, B5)

- 1 Single / Never Married
- 2 Living together
- 3 Married (monogamous)
- 4 Married (polygamous)
- 5 Divorced /Separated
- 6 Widowed

SCHOOL MANAGEMENT (A12, B12)

- 1 Public
- 2 Private
- 3 Mission/Religious
- 4 NGO/Others
- 5 Special School

EXPENDITURE (D1a – D1d)

- 1 Rent
- 2 Food
- 3 Transport
- 4 Communication
- 5 Health/Hospital/Drug
- 6 Education
- 7 Clothing
- 8 Utility Bills
- 9 Remittances
- 10 Waste Dsposal
- 11 Entertainment
- 12 Energy
- 13 Other (Specify)

SKILLS TRAINING (C1)

- 1 Polytechnic
- 2 Technical
- 3 Public Vocational
- 4 Private Vocational
- 5 NGO/Faith Vocational
- 6 Formal Apprenticeship
- 7 Traditional Apprenticeship
- 8 Other Public
- 9 Other private
- 10 Other NGO/Faith based
- 11 Other (Specify)

DISABILITY (C2)

- 1 Seeing
- 2 Hearing
- 3 Speaking
- 4 Walking
- 5 Learning
- 6 Personal Care

RELIGION (A6)

- 1 Christian
- 2 Islam
- 3 Traditional
- 4 Other (Specify)

ETHNIC (A16)

- 1 Akan
- 2 Ga
- 3 Adangbe
- 4 Ewe
- 5 Dagomba
- 6 Mamprusi
- 7 Nanumba
- 8 Other Mole-Dagbani
- 9 Guan
- 10 Grusi
- 11 Gurma
- 12 Other (Specify)

LEADERSHIP (A16)

- 1 Chief or Elder
- 2 Assembly Man
- 3
Unit Committee Member
- 4
PTA & SMC Executive
- 5 Religious Leader
- 6
Civil Society Organisation Leader
- 7
Community Opinion Leader
- 8 Teacher