
How Ghanaian women and men spend their time
Ghana Time-Use Survey 2009

MAIN REPORT

Ghana Statistical Service

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PREFACE AND ACKNOWLEDGEMENTS

This report presents the main results of the Ghana Time Use Survey. The field work was conducted in the period June 15 to July 25, 2009. The Ghana Time Use Survey was a nation-wide survey which had the objective of measuring and analyzing how individuals - women and men, girls and boys aged 10 years and above - spend their time within a 24-hour period on all activities including paid and unpaid work and leisure.

This is the first ever stand-alone Time Use Survey to be conducted in the country and as expected, such an exercise required technical, material and financial support to facilitate its implementation. It is gratifying to note that the Ghana Statistical Service (GSS) was able to secure the much-needed resources and cooperation from the United Nations Economic Commission for Africa (UNECA) for the conduct the survey. Of special mention is the substantial technical support received from Dr. Jacques Charmes, a consultant and an expert in Time Use Surveys, who was recruited by UNECA to work with the project team to finalize the report.

The GSS would also like to acknowledge the many contributions that complemented these efforts to bring the survey to fruition. In particular, the GSS would like to thank, posthumously, the late Nkansah Marfo Yentumi who, as the Project Coordinator, successfully managed the operations of the survey from project preparation to the data capturing stage.

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LIST OF ACRONYMS

ACGP	Africa Centre for Gender and Development
COICOP	Classification of Individual Consumption by Purpose
EA	Enumeration Area
GDHS	Ghana Demographic and Health Survey
GDP	Gross Domestic Product
GPRS	Ghana Poverty Reduction Strategy
GSS	Ghana Statistical Service
GTUS	Ghana Time Use Survey
ICATUS	International Classification of Activities for Time Use Statistics
ICR	Intelligent Character Recognition
JHS	Junior High School
JSS	Junior Secondary School
LPG	Liquefied Petroleum Gas
MDGs	Millennium Development Goals
OCR	Optical Character Reader
OMR	Optical Mark Reader
PFA	Platform for Action
PSU	Primary Sampling Unit
SNA	System of National Accounts
SPSS	Statistical Package for Social Sciences
SHS	Senior High School
SSS	Senior Secondary School
TUS	Time Use Surveys
UN	United Nations
UNECA	United Nations Economic Commission for Africa

EXECUTIVE SUMMARY

In 2006 and 2007, the United Nations Economic Commission for Africa (UNECA), in collaboration with its stakeholders, developed a manual on collecting sex-disaggregated time use data. Using this manual the Ghana Statistical Service, with the financial and technical assistance of UNECA, conducted the fieldwork for the very first Time Use Survey in the country. The main objective of the GTUS was to measure and analyze the time spent in a 24-hour period by different individuals aged 10 years and over – women, men, girls, and boys - on all activities including paid and unpaid work and leisure activities.

A representative sample of 4,800 households was drawn randomly from the list of Enumeration Areas (EAs) of the 2008 Ghana Demographic and Health Survey (GDHS). In the selected households all individuals aged 10 years and older were interviewed on the basis of a questionnaire containing questions common to standard household surveys. The study also used a 24-hour diary, divided into one hour slots, as the core instrument to record activities. Data was collected from June to July, 2009. This report presents the main results of the survey.

Main findings

The results demonstrate a distinct gender dimension with respect to the type of activities men and women were involved in. Men reported being more involved in SNA and remunerated activities (74%) than in extended SNA and unpaid activities (66%), while for women the opposite is true, in that 69% of women were involved in SNA activities and 95% in extended SNA activities. There is also the same noticeable gender difference in respect of learning with 31% of men engaged in this activity against 22% for women.

The gender dimensions of the participation rate also appear within the disaggregated categories of activities. The most noticeable differences can be seen for the SNA activities. For example, men (17%) are more likely than women (11%) to work for formal establishments, which usually offer the best conditions in terms of remuneration and social protection. On the other hand, women (29%) are more likely than men (19%) to be involved in paid domestic work.

Broad activities

Participation rates with regard to the different attributes analyzed e.g. age, marital status, educational attainment, household composition, day of week, etc. have a strong gender dimension. There are also clear gender differences in average time spent on different activities and patterns of engagement in SNA and extended SNA activities (especially unpaid care work). The most noticeable gender difference is on extended SNA, where women spend an average of 3 hours and 29 minutes, which is more than 3 times the average time spent by men (69 minutes) on the same activities. The time spent on different activities when there is further disaggregation again has a clear gender dimension. Men reported spending far more time on work for formal establishments such as corporations and government (65 minutes) than women (23 minutes). In contrast, women reported spending more time on unpaid household work (2 hours and 35 minutes) than men (40 minutes).

SNA activities

The participation rates in SNA activities with regard to the various attributes analyzed have a gender dimension. Both women and men have their highest participation rates (38% and 47% respectively) in subsistence activities, which include subsistence agriculture as well as fetching

water and collecting wood for cooking. Nearly one-third of women (29%) were involved in work for households providing services for income, as against one-fifth of men (19%) in the same category of activities. Gender differences persist with regard to average time spent on SNA activities even when other factors e.g. age, marital status, residential area are taken into account. Across nearly all demographic characteristics, men generally dedicate more time to SNA activities than women. The most important gender difference between men and women above 18 years old is with the work for household in construction activities, which seems to be a predominantly male activity.

Extended or non SNA-production

In terms of participation rates, child care is the most important sub-category of unpaid care work for both men and women, with adult care coming far behind as the second most important sub-category. There are distinct gender differences in the average time spent on extended SNA activities. When mean time spent by actors on extended SNA activities is further examined across demographic and other factors, the overall pattern is that women spend more time than men on childcare and unpaid household services, while men generally dedicate more time to adult care. The most significant gender differences with regard to adult care are observed among younger, single/never married or married males, males in informal/loose unions, residing in rural areas and with pre and primary level of schooling. Additional gender differences with respect to adult care are found in the time spent by men on certain weekdays.

Non-productive activities

The overall participation rate in general education is high which shows that Ghana has a relatively good enrollment rate for schooling. Similarly, the difference in enrolment rates between urban and rural areas is not very large. The widest difference between the two living areas, in favour of urban areas is found in the category of additional study, non-formal education and courses during free time. The average time spent in general education is slightly higher in urban areas (320 minutes) than in rural area (314 minutes). But there are no remarkable gender differences between urban and rural dwellers. The location difference in terms of all learning activities combined is largest, and in favour of urban areas (383 minutes against 129 minutes for rural area) when it comes to study related to career and professional development. On average, men in urban areas spend significantly more time on this activity than women, while in rural areas the opposite is the case.

Similarly, the gender dimension appears clearly when it comes to leisure and personal activities. Men participate more to recreation, cultural and sport activities. The participation rate for cultural activities is 6% for men while for women it is 2%, for hobbies and other pastime activities as games it is 14% for men and 5% for women, for sport activities it is 20% for men and 5% for women. More than two-thirds (67%) of men reported having activities related to mass media, while 51% of women reported having the same activities.

Conclusion

The survey revealed how different individuals - women, men, girls, and boys in Ghana spend their time in relation to all types of work and work-related activities, both in terms of paid and unpaid labour. The results from the survey will be used as input in the development of a gender-awareness macroeconomic model for Ghana. The results have also highlighted gender imbalances in average time spent on productive and non-productive activities and on paid and unpaid work. This could well feed into the government's policy decisions in an effort to finding solutions that address gender issues in macroeconomics and poverty reduction.

PART 1

INTRODUCTION, METHODOLOGY AND DEFINITIONS

CHAPTER 1 INTRODUCTION

1.1 Background

Traditional concepts and theories on how to measure economies generally consider only the market economy and remunerated work, and offer limited guidance and indications for policies to promote women's empowerment and gender equality. International and national surveys have shown that the contribution of women to development is quite substantial but not captured in national accounts. According to the 1995 Human Development Report (1995 HDR) prepared by the United Nations Development Programme (UNDP), the estimated value of unremunerated work was about 16 billion dollars at the global level, of which ***“11 billion dollars represent the invisible contribution of women”*** (UNDP 1995).

The 1995 HDR made a number of recommendations including taking concrete steps to measure women's unremunerated contribution in different sectors, particularly the production of all goods and services for own household consumption. For this reason, unpaid and invisible women's work was identified as a key target for policy intervention by the United Nations through its Beijing Platform For Action (BPFA), which was adopted at the Fourth World Conference on Women in 1995. The BPFA called for developing ***“suitable statistical means to recognize and make visible the full extent of the work of women and all their contributions to the national economy including their contribution in the unremunerated and domestic sectors...”*** (UN Beijing Declaration, Platform for Action).

With these developments at the international level, the United Nations Economic Commission for Africa (UNECA), on its 40th anniversary in 1998, convened a regional conference on the theme “African Women and Economic Development: Investing in Our Future”. This conference offered more than one thousand women and men representing African governments, civil society, and the private sector, the opportunity to discuss African women's past and future contributions to Africa and the world and on how to eliminate gender discrimination.

It is well recognised that the process of measuring unremunerated work is not an easy task. Therefore, one of the key actions proposed by the conference was ***“to include a gender perspective in national accounting systems and other data for example, by conducting time use surveys which produce information on time use across formal, informal and unpaid reproductive sectors for women, men and girls and boys in different contexts, particularly in areas of high poverty prevalence”***.

Following this recommendation, the African Centre for Gender and Social Development (ACGS) of UNECA developed a conceptual and analytical framework for integrating a gender perspective and particularly women's non-market work (unpaid work) into national accounting systems and the national budget. One of the major outputs of this framework was an ***Africa-specific Guidebook for mainstreaming gender perspectives and household production into national statistics, budgets and policies in Africa***. This forthcoming Guidebook is a compendium of methodologies and tools, which include time use surveys (TUS), national accounts and the national budget as entry points for improving the skills of statisticians, national accountants and policy analysts, in how to engender national planning instruments.

Based on the guidebook, UNECA in collaboration with its stakeholders came up with a more detailed manual specific to one of the modules of the guidebook, namely a manual on how to collect sex-disaggregated time use data.

In 2009, using this manual the Ghana Statistical Service (GSS), with the financial and technical assistance of UNECA, conducted the fieldwork for the first Time Use Survey in the country. The objective which underlies this exercise is the reinforcement of the capacities of GSS and later those of the other UNECA member States in the integration of the gender statistics on household surveys and censuses. These data should inform macro-economic policies on the contribution of domestic economies in development processes.

1. 2 Objectives and organization of the survey

The main objective of the GTUS was to measure and analyze the time spent in a 24-hour period by different individuals aged 10 years and older – women, men, girls, and boys - on all activities including paid and unpaid work and leisure activities.

The idea for the GTUS is to allow for the development of a satellite account of household production as well as a gender-aware macroeconomic model for Ghana. The GTUS project is therefore designed to:

- Address gender issues in macroeconomic and poverty reduction policies and strategies in Ghana.
- Build the capacity of the country in conducting time use surveys.
- Provide users with data on time use and how Ghanaians allocate time to different activities.
- Capture the full participation of men and women in the economic and development process.
- Lay the ground for developing National Satellite Accounts on Household Production.
- Improve concepts, methodology and measurement of all types of work and work-related activities.
- Mainstream gender into development policy and programmes.

The GTUS was conducted by GSS with technical and financial support from UNUNECA and the Government of Ghana. The GSS was responsible for overseeing the day-to-day technical operations including recruitment and supervision of field and data-processing staff as well as the supervision of the office and field operations.

The main aim of the survey was to test the manual and its concepts, methodology and tools, as well as to provide accurate information on the way in which Ghanaian women and men spend their time. In particular, the collection of time use data was intended to provide new information on the division of both paid and unpaid labour between women and men.

1.3 Definitions and Concepts

Time Use Survey:

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

Typical examples of activities on which a person may spend time during the course of a day include: eating, travelling (walking, driving a car or riding a motor bike), unpaid child care (for example, supervising and feeding), working in a formal sector job (whether as employee or employer, in the public or private sector), doing unpaid 'economic' work (such as fetching water or collecting firewood, or working unpaid in the family business), and housework (cleaning the house, preparing meals, caring for children).

Average time spent:

The average time spent in an activity can be computed in reference to the whole population of the category, or in reference to the population involved in the activity. Therefore, the participation rate of the population is required for each activity and two series of tables are presented:

1. Average time spent per day, population, and
2. Average time spent per day, persons who did the activity.

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

Participation rate:

The participation rate is the proportion of persons in the survey population who took part in a specific activity during the reference period, which for GTUS was the last 24 hours.

Target Population/Respondent to the diary questionnaire:

The target population was defined as all people living in households who were aged 10 years and older. This excludes persons who lived in group quarters such as military camps, boarding schools, etc.

Time slot:

A one-hour interval during a 24-hour period in respect of which respondents reported one or more activities.

Simultaneous activities:

Simultaneous activities are activities undertaken by one person at the same time and place. For instance: cooking and listening to the radio at home at the same time, cleaning the house and caring for children at the same time, etc.

System of National Accounts (SNA):

The System of National Accounts (SNA) is the internationally agreed framework for estimating the Gross Domestic Product (GDP) of a country. Growth in GDP is used as the main indicator of

how well or how poorly an economy is performing. Ghana is currently using the System of National Accounts of 1993 (SNA'93). As most statistical data eventually finds its way into national accounts, it is important to have an internationally agreed set of standards that govern the compilation of macro-economic aggregates. SNA'93 provides such a comprehensive framework of accounts with common definitions and concepts to describe the economy of a country.

SNA Production:

Activities within the System of National Accounts (SNA) production boundary comprise production of goods and services supplied or intended to be supplied to units other than their producers, own-account production of all goods retained by their producers, own-account production of housing services by owner-occupiers and of domestic and personal services produced in a household by paid domestic staff. SNA production excludes all household activities that produce domestic or personal services for own final consumption within the same household except the services produced by employing paid domestic staff.

Non-SNA production (extended SNA):

Non-SNA production within the general production boundary includes domestic and personal services produced and consumed within the same household including cleaning, servicing and repairs; preparation and serving of meals; care, training and instruction of children; care of the sick, infirm and elderly; transportation of members of the household or their goods; as well as unpaid volunteer services to other households, community, neighbourhood associations and other associations.

Non-productive activities:

An activity is considered non-productive if it cannot be delegated to someone else, in line with the "third person rule". Activities performed for personal maintenance and care such as eating, drinking, sleeping, or exercising are non-productive. Similarly activities associated with socializing and entertainment, such as participation in sports, hobbies and games, and use of mass media are considered non-productive activities.

Productive work:

An activity is said to be productive if its performance can be delegated to another person and yield the same desired result. As such, all productive activities fall within the general production boundary.

Reproductive work:

Reproductive work includes activities such as rearing and caring for children; caring for the elderly, ill, disabled and other household members; caring unpaid for non-family members; and cooking, cleaning and fetching water and fuel. These activities constitute production, but are not included in the calculation of gross domestic product.

Care of children and adults:

This refers to time spent doing activities to care for or help any child (under age 18) or adult in the household, regardless of the physical or mental health status of the person. Childcare and adult care is defined under two categories - primary and secondary.

Primary childcare refers to time spent directly and exclusively on a child while not engaged in any other activity (e.g. housework, watching television). These activities include time spent providing physical care, reading to and playing with children, changing diapers, taking care of

children's health needs, dropping off, picking up and waiting for children, assistance with home work, etc. Primary adult care refers to time spent directly helping and caring (dressing, bathing, grooming, etc.) for a sick, elderly or disabled relative or other adult. Also included here is help given directly to these dependent adults with housekeeping tasks such as cleaning, laundry, shopping and meal preparation.

Secondary care of children and adults implies having responsibility for their wellbeing, and being available to them while engaged in other primary activities. For example your child may be doing homework or watching television, and a disabled or sick parent may be reading in the next room while you are doing dishes. Secondary childcare or adult care therefore also overlaps with other activities.

Employment status:

Employed people include all those who reported they were engaged in at least one economic activity over the 7 days before the date of the interview. A person is considered to have worked if the person was self-employed or had been engaged in paid work, whether in the formal or in the informal sector, whether full-time or part-time. A person is considered to have worked if he or she is learning a trade while working in an establishment as well as if he or she is working in a family business without collecting any pay.

The specific economic activities which were prompted for in GTUS were:

- running any kind of business, big or small, for themselves;
- helping in a family business without pay;
- doing any work on a household farm;
- fishing or hunting for wild animals for food or sale;
- doing domestic work for another household for payment in cash or in kind; and
- doing any other work for wage, salary, piecework pay, commission or payment in kind.

A person was considered unemployed if during the reference period (one week preceding the interview), he or she was without work, was available to work and was actively looking for work; had not actively looked for work in the past 4 weeks but was on temporary layoff and was available for work; had not actively looked for work in the past four weeks but had a new job to start in four weeks or less from the reference period and was available for work.

Unemployment rate:

It is obtained by dividing the number of unemployed by the economically active population, which is the sum of the employed and unemployed.

Household:

A household consists of a person or a group of persons, whether related or not, living together in the same housing unit (dwelling), who usually share the same housekeeping arrangements and are catered for as one unit.

Head of Household:

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

Type of residence:

Localities in Ghana are divided into urban and rural areas depending on the population density per geographical area. Localities with 5,000 or more inhabitants are defined as urban while those with less than 5,000 as rural.

Structure/dwelling:

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

Dwelling unit:

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

1.4 Methodology

Sample design

The sample for the 2009 GTUS was designed to provide estimates of key indicators at the national and regional levels as well as for urban and rural areas in Ghana. A representative sample of 4,800 households was drawn randomly from the list of Enumeration Areas (EAs) of the 2008 Ghana Demographic and Health Survey (GDHS), which served as a frame for the GTUS sample. In the selected households all individuals aged 10 years and older were interviewed.

The sample frame was first stratified into the 10 administrative regions in the country, then into urban and rural EAs. GTUS used a two-stage stratified sample design. At the first stage of sampling, 300 EAs were selected. These are a sub-sample of the 412 EAs selected from the 2008 GDHS. The second stage involved selection of 16 households from the 2008 GDHS listing in each selected EA.

The Primary Sampling Unit (PSU) was the EA, while the Secondary Sampling Unit (SSU) was the household. In the selected households all individuals aged 10 years and older were interviewed for the 24-hour activity diary. The following factors were considered in the selection of EAs and households:

- a) The regional population and average household size in the 2000 Population and Housing Census. The larger the average household size, the smaller the proportion of sampled households in the EA.
- b) A confidence interval of 95% with an error margin of 0.025.
- c) The number of EAs for each region in the 2008 GDHS.
- d) Allowance for a non-response rate of 20% for households. The rationale here was to eliminate the need for substitution of unfound or non-responding households during the fieldwork. Giving the option of substituting households to supervisors would have led to a biased sample and therefore field officers were not allowed to substitute. Furthermore, the selection of households considered the average household size of the regions and hence aimed at achieving an adequate sample of individual respondents who were the

observation units.

- e) Increasing the number of selected households to compensate for the exclusion of the population under 10 years old in the households.
- f) As variations in the variables to be studied in the GTUS are expected to be higher in rural areas, it was decided to draw a larger sample (77% of EAs in GDHS 2008) for these areas than for urban areas (67% of EAs in GDHS).

Taking into account the factors above, the distribution of the selected EAs by region and residence is shown in Table 1.1.

Table 1.1: Selected EAs for 2008 GDHS and 2009 GTUS by Region and Residence

Region	Residence				Total	
	Urban		Rural			
	2008 GDHS	2009 GTUS	2008 GDHS	2009 GTUS	2008 GDHS	2009 GTUS
Western	15	13	24	21	39	34
Central	13	13	21	21	34	34
Greater Accra	53	30	7	4	60	34
Volta	10	10	25	24	35	34
Eastern	16	12	27	22	43	34
Ashanti	36	16	31	14	67	30
Brong Ahafo	16	12	22	18	38	30
Northern	11	6	27	16	38	22
Upper East	5	5	23	21	28	26
Upper West	7	5	23	17	30	22
National	182	122	230	178	412	300

For each selected EA, a total of 16 households were selected from the 2008 GDHS list of households.

i. Sample Selection

The selection of the regional samples of EAs from the 2008 GDHS EAs was done using SPSS syntax that applies a systematic simple random sampling procedure. However, the sampling weights were calculated on the basis of the population size of the EAs and their totals in the region.

The households were also selected using a systematic simple random sampling procedure in Microsoft Excel[®] using the 2008 DHS listing information. A sampling interval and a random starting number were determined. The random starting number served as the first household to be selected. The remaining 15 households were selected by adding multiples of the sampling intervals to the random starting number until the desired number was achieved.

ii. Sample Weights

The 2009 GTUS sample was weighted to the 2009 national population of Ghana. The overall sampling weight was adjusted to suit the variation between the selected and responding sampling units as well as the 2000 census population projections for 2009.

The calculation of sampling weights takes into account the level of representation of sampling units. The survey observations are then adjusted accordingly.

The sampling weight W_{ij} for j^{th} EA in i^{th} region is calculated as follows:

$$W_{ij} = W_{\text{GDHS}} * (1/s_i) * (M_i / m_{ij})$$

where:

W_{GDHS} is the weight of the EA in the 2008 GDHS.

s_i is the number of EAs selected from the i^{th} region.

M_i is the total population of 2008 GDHS EAs in i^{th} region.

m_{ij} is the population of j^{th} EA in i^{th} region during the 2008 GDHS.

The sampling weight W_{jk} for k^{th} household in j^{th} EA is calculated as follows:

$$W_{jk} = (N_{ij} / 16)$$

where:

N_{ij} is the number of listed households in j^{th} EA of i^{th} region during the 2008 GDHS.

The overall sampling weight W_{ijk} for household k in EA j in Region i is the product of EA and household weight and is calculated as follows:

$$W_{ijk} = (W_{ij} * W_{jk})$$

The overall sampling weight was adjusted due to the variation between the selected and responded sampling units as well as between the 2000 census population, the 2008 GDHS population and the 2009 GTUS population. The household adjustment factor was calculated by dividing the actual listed EA population by the estimated EA population from the survey.

The EA adjustment factor was calculated by dividing the estimated 2009 GTUS regional population by the 2008 GDHS regional population.

Data collection method

The study used a 24-hour diary, divided into one hour slots, as the core instrument to record activities. In each slot, provision was made for a maximum of five activities to be recorded. The diary was administered face-to-face to the respondent by means of an interview. In addition to the diary, the questionnaire contained many questions common to standard household surveys. For analysis of the diary, the GTUS used the revised International Classification of Activities for Time Use Statistics (new ICATUS) developed by the United Nations Statistics Division, which has 15 main groups of activities (see annex).

Sixty days (60 days) including travel time, weekends and call-backs were allocated for fieldwork. Thirteen (13) mobile teams each made up of 4 interviewers and a supervisor, undertook the

fieldwork and were expected to complete interviews within the time frame. Each interviewer completed an average of two households per day.

1.5 Data limitations

- Recall of activities under the various time slots and of time allocated for activities undertaken within the 24-hour period preceding the day of interview may reveal difficulty due to memory lapse and poor time-keeping habits.
- Non response: There were instances when an interviewer was unable to complete the diaries for all selected members of a household in the same day despite several callbacks. This resulted in non-response from those household members who were absent from home. Therefore, there may be differences between the target population and the surveyed population due to non-response. To the extent that the characteristics of the non-responding population could differ from the target population, the estimates would be biased. However the non-response rate remained limited in the GTUS 2009 for the households as well as for the individual diaries.
- Seasonal variations were not taken into account in the design of the survey. Data were collected over two consecutive months.

1.6 Questionnaires

There were two types of questionnaires used in the GTUS:

- The household questionnaire collected information about demographic and socio-economic characteristics of the members of the household such as age, sex, level of education, household expenditures, housing and living conditions of the households. The household questionnaire permitted the interviewer to identify the eligible household members (10 years and older) for the individual interviews.
- The individual diary was used to record information on the individual's (10 years and older) activities, and the duration and the location of these activities within one-hour slots for a day (24 hours). All eligible household members were asked about their activities in the 24 hours beginning at 4am on the previous day. Each individual questionnaire was linked to a household questionnaire.

The *Teleform automated data capturing* software was used to design the questionnaires. They were then printed and tested to ensure that all the variables in the questionnaires were in the database.

1.7 Pilot survey: Training and fieldwork

A pilot survey was conducted to test the design and flow of questions in the GTUS questionnaires, identify the appropriate target population, test the interview techniques and determine the average time required to complete an interview for the main survey.

The training for the pilot survey started on 14th April, 2009 and ended on 17th April, 2009. The activities of the training included lectures on concepts, field procedures and general administration of time use survey instruments (household and individual diary questionnaires). Role plays as well as field practice were carried out. The resource persons who facilitated the training were from the Time Use Survey (TUS) Secretariat at the GSS and the UNECA mission who came in to assist with the finalization of the questionnaire.

Twenty (20) field officers were selected for the pilot survey after they had gone through a competitive selection test. The fieldwork for the pilot survey started on 19th April and ended on 25th April, 2009. It was closely monitored and supervised by members of the TUS Secretariat.

1.8 Main Survey-Training and Fieldwork

A total of 84 field personnel participated in the main fieldwork training conducted from 24th to 29th May, 2009. The training included lectures on interviewing techniques, discussion of the questionnaires, and mock interviews among trainees to acquire skills in asking questions. The objective of this exercise was to give the participants a combination of theoretical and practical experience in the sensitization of the target population and interviewing households and to anticipate the challenges they could face in the field.

Trainees also spent some time conducting field interviews as practice sessions in the course of the training. Supervisors and interviewers were selected among trainees based on their performance in the field practices, participation in class and assessment tests.

The data were collected by 13 teams. Each team comprised 4 interviewers, a supervisor and a driver. The fieldwork began on 1st of June and ended on 3rd of August 2009, with successful coverage of the sample area. Seasonal variations were not taken into account in the design of the survey (see Data limitations).

For the household questionnaire, the identified head of the household was interviewed, while for the individual questionnaire, all members of the household aged 10 years and older were interviewed. A minimum of three call-backs was made in order to complete the diaries in situations where the respondent was absent at the time of the first visit.

1.9 Data processing

Capturing of the data was automated through scanning to speed up data processing. A scanning technology called the Automated Teleform System was used to capture the data collected. This system combined Optical Mark Reader (OMR), Optical Character Reader (OCR) and Intelligent Character Recognition (ICR) for the processing. Before scanning, manual edits were performed on the questionnaires received from the field to check for completeness and accuracy of the questionnaires. After the scanning exercise, structural edits were done followed by consistency checks to further reduce errors.

Data were captured, cleaned and edited in Microsoft Access[®] format and transferred to SPSS. Further cleaning and imputations were done during analysis where the information was found to be inconsistent or incomplete.

Scanning of the questionnaires, data cleaning and data validation were carried out from June 29 to July 31, 2009.

1.10 The activity coding system

The GTUS used the International Classification of Activities for Time Use Statistics (ICATUS) developed by the United Nations Statistics Division and published in the guide to producing statistics on time use (*United Nations Statistics Division. 2005. Guide to producing statistics on time use: Measuring paid and unpaid work*). ICATUS defines 15 main groups of activities, which include: SNA productive, non-SNA productive and non-productive activities (see annex). Coding of activities was done in the field by the supervisors.

Ghana adopted the United Nations (UN) classification for the activity coding system with some modification.

SNA Production

01 - Work for corporations/quasi-corporations, non-profit institutions and government (formal sector work)

02 - Work for household in primary production activities

03 - Work for household in non-primary production activities

04 - Work for household in construction activities

05 - Work for household providing services for income

Non-SNA Production

06 - Providing unpaid domestic services for own final use within household

07 - Providing unpaid caregiving services to household members

08 - Providing community services and help to other households

Non-Productive

09 - Learning

10 - Socializing and community participation

11 - Attending/visiting cultural, entertainment and sports events/venues

12 - Hobbies, games and other pastime activities

13 - Indoor and outdoor sports participation and related courses

14 - Mass media

15 - Personal care and maintenance

1.11 Response rate

Table 1.2 below presents the detailed response rates at the household and individual levels. The response rate for the 2009 GTUS was 99.5% at the household level and 86.5% at the individual level. As shown in the table, the response rate at the individual level was higher in rural areas (87.2%) compared with urban areas (85.5%). It was also higher overall for females compared with males (88.1% against 84.8%). This can be explained by the fact that individuals are more likely to be absent from home in urban areas than in rural areas and females are more likely than males to be present in the household premises at the time of the interviewer's visit. It should also be noted that diary questionnaires that could not be linked to a fully completed household questionnaire was not maintained in the sample for analyses.

Table 1.2: Number of households, number of interviews, and response rates by residence

Result	Residence		
	Urban	Rural	Total
Household Interviews			
Households selected	1,984	2,816	4,800
Households occupied ¹	1,704	2,510	4,214
Households interviewed	1,690	2,503	4,193
Household response rate ²	99.2	99.7	99.5
Female Individuals Interviewed			
Eligible individuals	2,251	3,436	5,687
Individuals interviewed	1,975	3,036	5,011
Individual response rate ³	87.7	88.4	88.1
Male Individuals interviewed			
Eligible individuals	1,894	3,161	5,055
Individuals interviewed	1,570	2,716	4,286
Individual response rate ⁴	82.9	85.9	84.8
Eligible individuals	4,145	6,597	10,742
Individuals interviewed	3,545	5,752	9,297
Individual response rate ⁴	85.5	87.2	86.5
¹ Households completed and refusals			
² Households interviewed/Households occupied			
³ Individuals interviewed/Eligible individuals			
⁴ Individuals interviewed/Eligible individuals			

PART 2

CHARACTERISTICS OF THE HOUSEHOLDS

CHAPTER 2 DEMOGRAPHIC CHARACTERISTICS

2.1 Household Composition

Table 2.1 indicates that more than two-thirds (67%) of the households in Ghana were headed by males while 33% were headed by females. The percentage of female headed households was higher in urban (36%) than in rural areas (30%).

Single person households were dominant in the population (24%). There were more single person households in the urban (27%) than in the rural areas (22%). About 2% of households with nine or more members were found in the urban areas (1.9%) as against 4.8% in the rural areas.

The national average household size was 3.4 with a larger average size in rural areas (3.6 persons) than in urban areas (3.2 persons).

**Table 2.1: Distribution of Households by sex of Head of Household,
Household size, and average size of households by residence (%)**

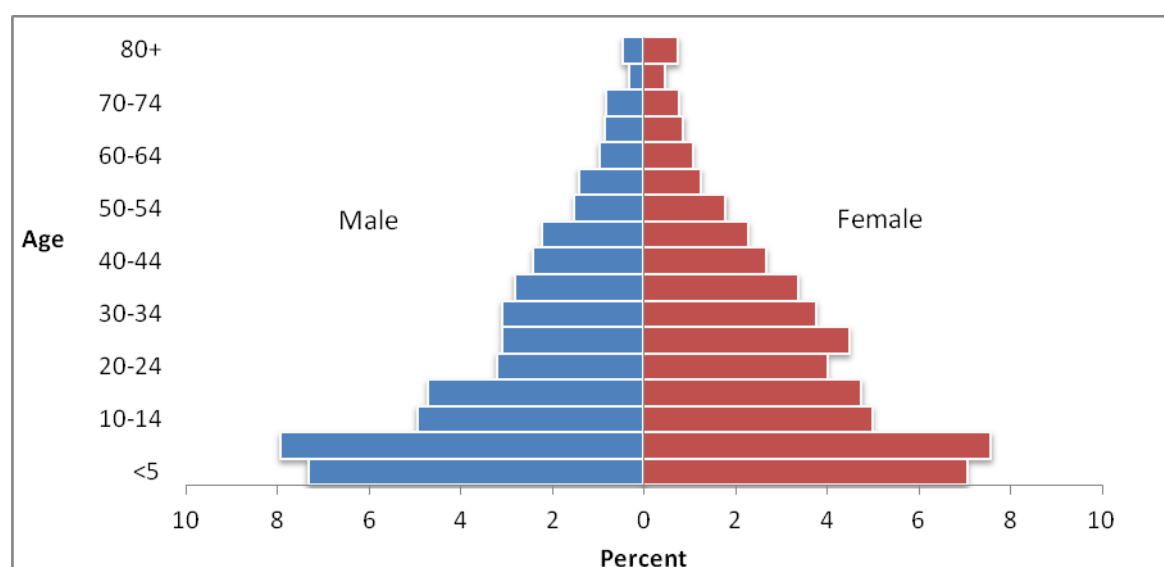
Characteristics of	Residence		Total
	Urban	Rural	
Household headship			
Male	64.0	70.2	66.9
Female	36.0	29.8	33.1
Total	100	100	100
Number of usual members			
1	26.6	21.5	23.6
2	14.0	11.6	12.6
3	17.6	13.6	15.2
4	14.8	15.8	15.4
5	10.9	13.1	12.2
6	8.3	9.7	9.1
7	4.4	6.3	5.5
8	1.6	3.6	2.8
9+	1.9	4.8	3.6
Total	100.0	100.0	100.0
Average size of households	3.2	3.6	3.4

2.2 Age and Sex Distribution

Age and sex are two components that form the basis of demographic analysis and classification of the population. They are also important variables for analyzing demographic trends.

Figure 1.1 presents the household population by five-year age groups and sex. The age structure is typical of a growing population. There were more persons in the younger age group than in the older groups for both sexes. In general, about 40% of the population was under 15 years of age. This type of population structure imposes a heavy burden on the social and economic conditions in the country.

Figure 1.1: Population Pyramid



2.3 Marital Status

Information on marital status was collected for persons 12 years and older. Table 2.2 shows that 45% of the population had married while 39% were either single or had never married. The widowed, separated and divorced constituted 11%. About 43% of the urban population was either single or never married. The data also indicated that the proportion of females divorced was higher in urban areas (6%) than in the rural areas (5%). Informal/loose union was relatively higher in rural areas compared to urban areas.

Table 2.2: Current marital status by Residence and sex (12 years+)

Current marital status	Urban			Rural			Ghana
	Male	Female	Total	Male	Female	Total	
Single/Never Married	47.3	38.6	42.6	41.1	28.5	34.5	38.8
Married	44.1	39.9	41.8	48.8	48.5	48.7	45.0
Widowed	0.9	8.8	5.2	2.3	10.4	6.5	5.8
Divorced	2.1	5.5	4.0	2.3	4.5	3.5	3.7
Separated	1.1	1.6	1.4	0.9	1.7	1.4	1.4
Informal/ loose union	4.5	5.6	5.1	4.5	6.3	5.5	5.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

2.4 Religious Affiliation

Table 2.3 shows that 31% of the population was Pentecostal/Charismatic, 16.3% Protestants, 15% Islam and 15% being Catholics. In the urban areas, 35% females were Pentecostals/charismatic compared with 33% males. In the rural areas, Pentecostal/Charismatic recorded the highest percentage of females (30%) compared with males (27%). Traditionalists made up only 4% of the population and those with no religion constituted about 5%.

Table 2.3: Religious Affiliation by Residence and Sex

	Urban			Rural			Ghana
	Male	Female	Total	Male	Female	Total	
Catholic	15.1	12.9	14.0	14.9	17.2	16.1	15.0
Protestants	14.4	17.9	16.2	15.7	17.1	16.4	16.3
Pentecostal/ Charismatic	32.8	35.2	34.1	27.2	29.8	28.6	31.4
Other Christian	14.5	13.2	13.8	10.9	11.6	11.3	12.6
Islam	18.3	17.2	17.7	13.7	12.3	13.0	15.4
Traditionalist	0.4	1.0	0.7	7.9	6.9	7.4	4.0
No religion	4.1	2.5	3.3	9.5	4.9	7.1	5.2
Other	0.3	0.1	0.2	0.3	0.2	0.2	0.2

2.5 Literacy

As indicated in Table 2.4, nearly 62% of the populations were literate. Of the urban population, 73% were literate compared with 48.0% in the rural areas. In the urban areas, 84% of males were literate as against 64% for females. On the other hand, 64% of females in the rural areas were not literate compared with males (39%).

Table 2.4: Literacy by residence

	Literacy by Residence and sex						
	Urban			Rural			Ghana
	Male	Female	Total	Male	Female	Total	
Literate	83.6	64.4	73.2	61.0	36.3	48	61.6
Not Literate	16.4	35.6	26.8	39.0	63.7	52	38.4
Total	100	100	100	100	100	100	100

CHAPTER 3 SOCIO-ECONOMIC CHARACTERISTICS

3.1 Educational attainment

As depicted in Table 3.1, about 18% of the population had never been to school but a little over 10% were in pre-school. The survey results also show that 28% had primary education and furthermore, 27% had middle/JSS/JHS. Only 11% had attained Secondary/SSS/SHS education, and the proportion of persons who had attained either training college, polytechnic or university level education was 5%.

There was gender disparity in educational attainment at all levels except Primary and Middle/JHS/JSS. The proportion of females (23%) who had never attended school was higher compared with males (13%). In the rural areas 25% had never attended school as against 12% in urban areas. As far as secondary education was concerned, 16.2% of the urban population had attained secondary education as against 6.1% in the rural areas. About 3% of the urban population (5% males and 2% females) compared with only 1% of rural population (1.9% males and 0.4% females) had attained university education.

Table 3.1: Highest level of school by residence

	Urban			Rural			National		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Highest level of school									
Never Attended	7.1	16.4	12.1	19.0	30.4	24.8	13.0	23.1	18.3
Pre-School	10.9	9.1	9.9	10.9	10.6	10.7	10.9	9.8	10.3
Primary	24.1	25.3	24.8	31.5	30.8	31.1	27.8	27.9	27.9
Middle/JSS/JHS ¹	28.9	30.0	29.5	26.1	22.4	24.2	27.5	26.4	26.9
Secondary/SSS/SHS ²	18.8	13.8	16.2	7.9	4.5	6.1	13.4	9.3	11.3
Training College	1.8	2.0	1.9	1.7	0.7	1.2	1.8	1.4	1.6
Polytechnic	3.3	1.2	2.2	0.8	0.2	0.5	2.0	0.7	1.4
University	4.7	2.1	3.3	1.9	0.4	1.1	3.3	1.3	2.2
Don't Know	0.3	0.1	0.2	0.2	0.1	0.1	0.3	0.1	0.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 3.2 shows that the proportion of the population that had never attended school was directly related to age. For instance, 25% of those aged 45-49 had never attended school compared with 5% of the 15-19 year olds and 3% of 10-14 year olds.

¹ JSS/JHS refers to Junior Secondary / High School in Ghana that intermediate between primary and Senior Secondary/High School

² SSS/SHS refers to Senior Secondary / High School attended after JSS / JHS

Table 3.2: Five-year age group by educational attainment

Five year age-group	Pre-School	Primary	Middle/JSS/JHS	Secondary/SSS/SHS	Higher education*	Never Attended
0-4	65.9	3.5	0.0	0.0	0.0	30.7
5-9	34.5	55.4	0.5	0.1	0.0	9.2
10-14	0.7	78.2	17.9	0.4	0.0	2.8
15-19	0.0	21.5	47.4	25.6	0.5	4.7
20-24	0.0	13.4	34.0	32.2	9.5	10.9
25-29	0.3	11.5	41.1	19.1	11.9	16.0
30-34	0.4	13.7	40.9	15.6	10.9	18.5
35-39	0.2	16.2	38.4	13.0	8.1	24.0
40-44	0.2	14.6	38.6	12.5	7.7	25.6
45-49	0.0	16.8	37.8	13.9	6.0	25.0
50-54	0.0	13.0	40.7	9.6	9.4	27.3
55-59	0.0	15.1	32.8	9.0	14.9	28.2
60-64	0.8	12.4	28.3	6.5	7.9	43.3
65-69	0.2	9.0	31.0	5.0	8.0	46.8
70-74	0.0	10.8	20.0	7.8	7.0	54.4
75-79	0.0	13.0	17.0	0.9	3.8	64.7
80+	0.0	6.9	8.2	2.0	0.9	82.0
Total	10.3	27.9	26.9	11.3	5.2	18.3

* Higher education includes training college, polytechnic and university (Diplomas, Higher National Diplomas and Degrees)

3.2 Economic activity

This section presents the results of the population aged 7 years and older who engaged in an economic activity 7 days prior to the survey. Information was sought on the main occupation, employment status and the industry of occupation. For those who did not engage in any economic activity, they were asked to give reasons why they did not work.

3.2.1 Occupation

Table 3.3 shows that about 40% of the working population were skilled agricultural, forestry and fishery workers and 28% were service and sales workers. The highest proportion of males (43%), were skilled agricultural, forestry and fishery workers. On the other hand, the highest proportion of females (43%), were engaged as service and sales workers. The managers, professionals, and technical and associate professionals together constituted only 10%.

The proportion of male professionals (9%) was higher compared with their female counterparts (5%). The pattern was not different from the data on technicians and associate professionals as well as craft and related trades workers.

For all occupations except skilled agricultural, forestry and fishery group (with 63.7% of the rural population engaged), the proportion of people engaged was higher in urban than in rural areas. The proportion of females in the service and sales group was higher than males in both the urban and rural areas (60.5% against 18.2% in urban, and 26.2% against 6.4% in rural).

Table 3.3: Occupation classification by sex and residence

Occupation classification	Urban			Rural			National		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Managers	2.8	1.0	1.9	1.1	0.3	0.7	1.9	0.6	1.3
Professionals	12.1	7.4	9.6	5.8	1.9	3.8	8.7	4.6	6.6
Technicians and associate professionals	5.6	1.7	3.5	1.5	0.3	0.9	3.4	1.0	2.1
Clerical support workers	3.7	2.8	3.2	1.1	0.4	0.7	2.3	1.5	1.9
Service and sales workers	18.2	60.5	40.6	6.4	26.2	16.5	11.9	42.8	28.0
Skilled agricultural, forestry and fishery workers	16.5	10.6	13.4	66.8	60.8	63.7	43.3	36.5	39.8
Craft and related trades workers	25.1	12.3	18.3	8.6	7.3	7.9	16.3	9.7	12.8
Plant and machine operators assembles	11.7	0.0	5.5	5.7	0.1	2.8	8.5	0.1	4.1
Elementary occupations	4.2	3.7	4.0	3.0	2.8	2.9	3.6	3.2	3.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

3.2.2 Employment status

From Table 3.4, three-fifth (60%) of the population who worked prior to the interview was self-employed without employees (also called own-account workers). This was made up of more than two-thirds of females (69%) and more than half of males (51%). In both urban and rural areas, the proportion of female self-employed without employees (65.2% and 72.0%) was higher than males in that same category (38.5% and 62.4%). The population employed in the public sector was 9%. The proportion of females (5.8%) employed in the public sector was lower than males (12%).

Table 3.4: Employment status in job by residence and Sex

Employment status in job	Urban			Rural			National		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Public sector employee	16.2	8.6	12.2	8.4	3.2	5.8	12.1	5.8	8.8
Formal private sector employee	13.6	4.8	9.0	4.8	0.9	2.8	8.9	2.8	5.7
Informal private sector employee	11.0	3.4	7.0	3.9	1.1	2.4	7.2	2.2	4.6
Employees of international org.	0.2	0.3	0.3	0.1	0.0	0.1	0.1	0.2	0.2
Self-employed without employees	38.5	65.2	52.6	62.4	72.0	67.3	51.2	68.7	60.3
Self-employed with employees	9.5	6.4	7.9	3.1	2.0	2.6	6.1	4.1	5.1
Unpaid family worker/ apprentice	6.5	9.5	8.1	15.6	20.1	17.9	11.4	14.9	13.2
Temporary /casual worker	3.5	1.4	2.4	1.6	0.5	1.1	2.5	0.9	1.7
Other	1.0	0.4	0.7	0.1	0.2	0.2	0.5	0.3	0.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

3.2.3 Industry of occupation

Table 3.5 indicates that the majority of the employed persons in the country worked mainly in three industry groups namely, Crop, animal production, forestry and logging (39.4%), Wholesale and retail trade (24%) and Manufacturing (8%).

In urban areas, the employed were mainly engaged in Wholesale and retail trade (34.2%), Crop, animal production, forestry and logging (12.9%) and Manufacturing (10.2%). In the rural areas however, about 63.7% of the employed are engaged in Crop, animal production, forestry and logging. In both urban and rural areas, the proportion of females engaged in Wholesale and retail trade was higher than the males. On the other hand, a larger proportion of males were engaged in agriculture compared with females in both urban and rural areas (Table 3.5).

Table 3.5: Industry by residence and sex

Industrial classification	Urban			Rural			Ghana		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Crop, animal production, forestry and logging	15.1	10.9	12.9	66.2	61.2	63.7	42.3	36.7	39.4
Fishing	1.6	0.2	0.9	0.9	0.2	0.6	1.3	0.2	0.7
Mining and Quarrying	2.3	0.1	1.2	2.2	0.1	1.1	2.3	0.1	1.2
Manufacturing	12.5	8.2	10.2	5.7	6.5	6.1	8.9	7.3	8.1
Electricity, Gas and water	0.8	0.5	0.6	0.2	0.3	0.2	0.5	0.4	0.4
Construction	7.4	0.1	3.6	3.1	0.0	1.5	5.1	0.1	2.5
Wholesale and Retail	17.6	49.0	34.2	6.1	23.2	14.8	11.5	35.7	24.0
Transportation, storage, Information and communication	10.3	0.7	5.3	3.6	0.3	1.9	6.8	0.5	3.5
Hotels, Accommodations and Restaurants,	1.6	9.0	5.5	0.7	2.1	1.4	1.1	5.5	3.4
Finance and Insurance activities	1.8	0.3	1.0	0.5	0.2	0.4	1.1	0.3	0.7
Real Estate activities	0.1	0.2	0.1	0.1	0.0	0.0	0.1	0.1	0.1
Scientific Research and Development and administrative support services	5.0	3.1	4.0	1.6	0.3	0.9	3.2	1.7	2.4
Public Administration and Defence	5.9	2.3	4.0	2.5	0.1	1.3	4.1	1.2	2.6
Education	7.5	6.1	6.7	4.8	1.7	3.2	6.1	3.8	4.9
Human Health and Social work activities	2.1	2.3	2.2	0.3	0.5	0.4	1.1	1.4	1.3
Art entertainment, recreation and other services	8.4	6.9	7.6	1.3	3.2	2.3	4.6	5.0	4.8
Activities of extraterritorial Organization and bodies	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

3.3 Reason for not doing any work

Table 3.6 indicates that 63% of household members who did not do any work were students, pupils or apprentices. Furthermore, 10% were too young or too old to work, while three % had a job but did not work during the 7 days prior to the interview. For all the reasons assigned, the proportion of females who did not do any work was higher than that of males, except for those who were either students or pupils or apprentices (69.6% for males and 58.0% for females) and either retirees or pensioners (3.5% for males and 1.5% for females).

Table 3.6: Reason for not doing any work by Sex and Locality/residence

Reason for not doing any work	Urban			Rural			National		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Had job but did not work	3.7	3.7	3.7	1.5	2.7	2.2	2.8	3.3	3.0
Unemployed (worked before)	6.4	9.9	8.3	1.3	6.0	3.8	4.3	8.3	6.4
Unemployed (never worked)	5.5	6.6	6.1	3.3	2.9	3.1	4.6	5.1	4.8
Home maker	0.1	6.1	3.3	0.2	3.5	1.9	0.1	5.0	2.7
Retiree/ Pensioner	5.1	2.2	3.5	1.4	0.6	1.0	3.5	1.5	2.5
Student / Pupil/ Apprentice	66.1	55.8	60.6	74.3	61.0	67.2	69.6	58.0	63.4
Disabled	0.6	0.9	0.7	1.6	1.2	1.4	1.0	1.0	1.0
Too young/ too old	7.6	8.1	7.9	13.1	13.9	13.5	9.9	10.5	10.2
Other	4.9	6.8	5.9	3.2	8.2	5.9	4.2	7.3	5.9
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

CHAPTER 4 HOUSING CONDITIONS

This chapter focuses on types of dwelling, number of rooms occupied by households, cooking fuel used, main source of lighting, and main sources of drinking water.

4.1 Type of dwelling

Table 4.1 indicates that almost half (49%) of all households lived in rooms in compound houses. The phenomenon is more urban (59%) than rural (40%). About 13% of households lived in separate houses, semi-detached houses or flats/apartments. The proportion of households living in these dwellings was higher in urban (16%) than in rural areas (10%).

Table 4.1: Type of dwelling by residence

Type of dwelling	Residence		
	Urban	Rural	Total
Separate house (bungalow)	3.3	2.2	2.7
Semi-detached house	4.8	3.8	4.3
Flat/Apartment	8.0	4.3	6.1
Rooms (compound house)	58.7	40.2	49.4
Rooms (other type)	19.9	40.0	30.0
Several buildings (same compound)	5.4	8.8	7.1
Several buildings (different compounds)	0.0	0.0	0.0
Other	0.0	0.8	0.4

4.2 Ownership of dwelling

As indicated in Table 4.2, almost 54% of dwellings were owned by a household member while about a third (30%) of dwellings was owned by relatives who were non-household members. The proportion of household members who owned the dwelling in rural areas (64.3%) was higher than those in urban areas (43%).

Private employers provided dwelling places for 0.5% of households in rural areas while households occupying public or government dwellings comprised only 0.3% and were mainly in the urban areas.

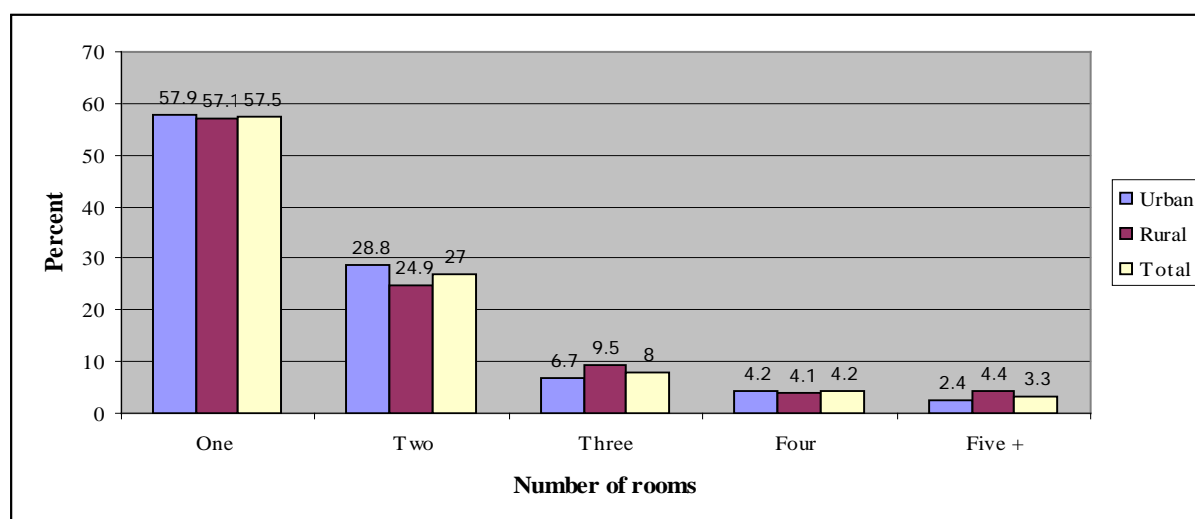
Table 4.2: Ownership of dwelling by residence

Ownership	Residence		
	Urban	Rural	Total
Household member	43.4	64.1	53.8
Being purchased	1.9	1.5	1.7
Relative not household member	35.9	23.3	29.5
Other private individual	18.2	10.6	14.4
Private employer	0.0	0.5	0.2
Public/Government ownership	0.5	0.0	0.3

4.3 Room occupancy

The number of rooms occupied by households provides an indication of the extent of crowding in the households. Figure 4.1 shows that more than half (57%) of households in the country occupied only one room while those who occupied two rooms accounted for 27%. Less than four percent (3.3%) of households occupied five or more rooms. Generally, households in urban areas were more likely to occupy less number of rooms than those in rural areas.

Figure 4.1: Number of rooms household occupy by type of residence



4.4 Household facilities and amenities

4.4.1 Source of lighting

Table 4.3 shows that two-thirds (67%) of households had electricity as their main source of lighting followed by the use of kerosene (22%). The proportion of households using electricity for lighting in urban areas (85%) was far higher compared to those in the rural areas (46%). More rural households (35%) used kerosene for lighting compared to their urban counterparts (11%). The use of candles and torches was also high among rural households (18%).

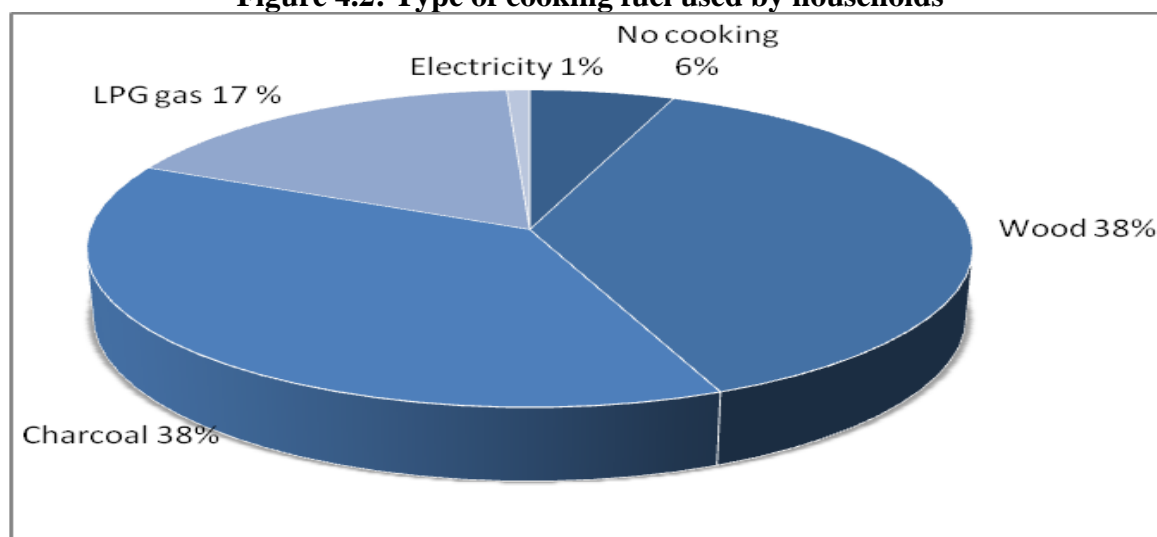
Table 4.3: Source of lighting by residence

Source of lighting	Residence		
	Urban	Rural	Total
Electricity	84.8	45.6	66.7
Kerosene	10.5	35.4	22.0
Gas Lamp	0.0	0.1	0.0
Candles/Torches	3.9	17.8	10.3
Solar energy	0.1	0.1	0.1
Generator	0.0	0.0	0.0
No light	0.0	0.2	0.1
Other	0.6	0.8	0.7

4.4.2 Source of energy for cooking

As high as 76% of households used charcoal or wood fuel for cooking while only 17% used liquefied petroleum gas (LPG). The proportion of households who used electricity for cooking constituted only one percent (Figure 4.2).

Figure 4.2: Type of cooking fuel used by households



According to Table 4.4, more than two-thirds (68%) of rural households used wood fuel for cooking compared to 12% of urban households. On the other hand, urban households (27%) were four times more likely to use liquefied petroleum gas compared to those in rural areas (6%).

Table 4.4: Type of cooking fuel by residence (%)

Type of cooking fuel	Residence		Total
	Urban	Rural	
None, no cooking	5.9	5.9	5.9
Wood	11.5	67.7	37.5
Charcoal	54.0	19.2	37.9
Liquefied Petroleum Gas	26.9	5.8	17.1
Bio-gas	0.1	0.0	0.1
Electricity	1.0	0.8	0.9
Kerosene	0.6	0.1	0.4
Crop residue	0.1	0.3	0.2
Other	0.0	0.2	0.1

4.4.3 Main source of drinking water

Table 4.5 shows that 27% of households in the country had their main source of drinking water from public tap or standpipe whereas 23% dependent on tube well or borehole. About 10% of households used piped water into yard or plot, and those who use sachet water as their main source of drinking water also make up 10%.

The proportion of households in urban areas who had their source of drinking water from a public tap or standpipe was 31% as compared to 22% in the rural areas. In the rural areas, 41% of households depended on tube well or borehole as the main source of drinking water.

Table 4.5: Main source of water drinking by residence (%)

Source of drinking water	Residence		
	Urban	Rural	Total
Piped into dwelling	9.1	2.1	5.9
Piped into yard/plot	16.9	2.5	10.2
Public tap/standpipe	30.9	22.1	26.8
Tube well or borehole	7.7	41.5	23.3
Piped into neighbour's yard	12.2	2.1	7.5
Protected well	3.8	6.7	5.1
Unprotected well	0.6	3.7	2.0
Protected spring	0.1	0.3	0.2
Unprotected spring	0.0	1.4	0.7
Rain water	0.4	0.9	0.6
Tanker truck	0.3	0.0	0.2
Surface water	1.0	12.9	6.5
Bottled water	1.1	0.2	0.7
Sachet water	15.8	3.7	10.2
Other	0.0	0.1	0.0

CHAPTER 5 ASSET OWNERSHIP, SELECTED HOUSEKEEPING ACTIVITIES AND HOUSEHOLD EXPENDITURE

This chapter focuses on ownership of assets and performance of selected housekeeping activities like collection of fuel wood and fetching of water.

5.1 Asset Ownership

Asset ownership refers to the ownership and control of household assets. For the purpose of this survey, asset ownership would be determined by male and female. Information was collected from households on assets owned and which household member controls the assets. Table 5.1 shows that there is a wide gap between males and females with regards to ownership of transport and equipment, bicycle, motorbike and donkey or cart.

From the table, whereas more than 90% of males owned and controlled a bicycle, motorbike and donkey or cart, less than six percent of females owned and controlled these assets in their households. Even though males dominated in the ownership and control of farmland, livestock and tractors, about one-fifth of females also owned and controlled these assets. For non-residential premises in urban areas, there was not much difference between the proportion of males and females who owned and controlled these assets (49.1% and 46.5% respectively).

Table 5.1: Ownership and control of assets by sex and residence (%)

Household Asset	Residence						Total		
	Urban			Rural					
	Male	Female	Both sexes	Male	Female	Both sexes	Male	Female	Both sexes
Farmland	58.7	28.7	12.6	71.4	19.1	9.5	68.7	21.1	10.2
Land	59.4	29.3	11.3	72.7	19.2	8.1	70.0	21.3	8.7
Livestock	58.8	32.9	8.3	58.5	29.6	11.9	58.5	30.3	11.2
Tractors	56.0	27.4	16.6	64.3	20.0	15.7	62.6	21.5	15.9
Nonresidential premises	49.2	46.5	4.3	67.6	26.6	5.8	58.2	36.7	5.1
Residential premises	58.5	34.3	7.2	71.0	22.5	6.5	66.6	26.7	6.7
Import and sale license	58.8	36.7	4.5	60.4	33.9	5.7	59.3	35.7	5.0
Transportation equipment	89.1	5.7	5.2	87.8	8.9	3.3	88.6	6.8	4.6
Private car	81.3	12.1	6.6	76.7	10.2	13.1	80.3	11.8	7.9
Bicycle	86.3	10.7	3.0	96.0	1.5	2.5	92.0	5.3	2.7
Motorbike	94.1	4.3	1.6	94.8	4.5	0.7	94.3	4.4	1.3
Industrial machines	64.1	34.2	1.7	67.0	30.0	3.0	65.1	32.8	2.1
Donkey/cart	93.1	6.9	0.0	95.9	4.1	0.0	95.4	4.6	0.0
Corn mill	100.0	0.0	0.0	92.1	6.1	1.8	94.7	4.1	1.2
Industrial premises	59.2	39.8	1.0	85.1	14.2	0.7	69.3	29.8	0.9

5.2 Housekeeping activities

5.2.1 Fetching of water

Households whose source of drinking water was outside their dwelling were asked to indicate who usually fetched water for household use. In all age groups, higher proportions of females compared to males were responsible for fetching water for their households. There was however, a noticeable gender disparity among the adult household members, where about five times the

proportion of adult women (59%) compared to adult men (12%) fetched water for their households. The trend is the same in urban and rural households (Table 5.2).

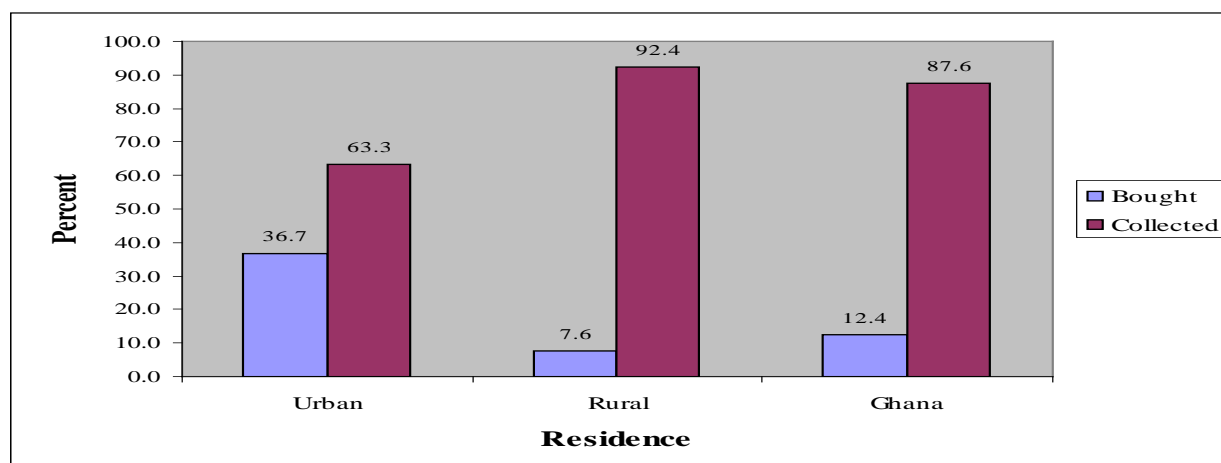
Table 5.2: Household member who fetches water by age, sex and residence (%)

Group	Urban	Rural	Total
Adult woman	54.9	60.0	59.4
Adult man	15.8	11.6	12.1
Both sexes adult	2.6	3.1	3.0
Female age 15-17	7.2	5.2	5.4
Male age 15-17	6.4	3.2	3.5
Both sexes age 15-17	1.6	2.7	2.5
Female child under 15	6.0	6.1	6.1
Male child under 15	2.8	4.1	3.9
Both sexes under 15	2.8	4.2	4.0
Total	100.0	100.0	100.0

5.2.2 Collection of firewood

With reference to Table 5.2, about two-fifths (38%) of households in the country used wood as the main source of fuel for cooking. Figure 5.1 shows that 88% of households reported collecting wood for their main source of fuel for cooking while 12% bought the fuel wood.

Figure 5.1: Proportion of households buying or collecting wood for fuel by residence



In households where the wood for cooking was collected, the survey sought to know who usually collected the wood. In both urban and rural areas and for all age groups, the proportion of females who collected wood for their households was higher compared to their male counterparts. A clear difference was seen among the adult household members where 71% of adult women collected wood for their households as against 15% of adult males.

Table 5.3: Collection of wood by household members, age, sex and residence (%)

Group	Urban	Rural	Total
Adult woman	62.3	71.6	70.5
Adult man	23.3	14.0	15.1
Both sexes adult	3.6	5.9	5.7
Female age 15-17	2.4	1.9	1.9
Male age 15-17	3.7	1.2	1.5
Both sexes age 15-17	0.2	0.9	0.8
Female child under 15	2.6	2.3	2.3
Male child under 15	1.5	1.1	1.2
Both sexes under 15	0.5	1.1	1.0
Total	100.0	100.0	100.0

5.2.3 Procurement of wood fuel

Table 5.3 looks at members of the household who usually procured wood fuel irrespective of the one who actually paid for it. In general, adult women (74%) were the ones who procured wood fuel for their households compared to adult men (19%). In terms of residence, the proportion of adult women in urban areas (80%) who procured wood fuel was higher than their counterparts in the rural areas (69%). On the contrary, the proportion of adult men in the rural areas (24%) who procured wood fuel for their households was higher than those in urban areas (13%).

Table 5.4: Household members who procure wood for fuel by age, sex and residence (%)

Group	Residence		Ghana
	Urban	Rural	
Adult woman	80.2	68.7	74.4
Adult man	13.2	23.8	18.6
Both sexes adult	3.2	5.3	4.3
Female age 15-17	1.7	2.1	1.9
Male age 15-17	0.0	0.0	0.0
Both sexes age 15-17	0.0	0.0	0.0
Female child under 15	0.0	0.0	0.5
Male child under 15	1.1	0.0	0.5
Both sexes under 15	0.5	0.0	0.3
Total	100.0	100.0	100.0

5.3 Use of social services

Information on use of and nearness to dwelling of some selected social services including education, health and market centres was sought in the survey. Table 5.4 indicates that high proportions of households used health facilities (80%) and market centres (82%) closer to their homes. On the other hand, most households accessed primary (65%) and secondary (96%) education outside their vicinity.

Generally, households in rural areas were more likely than their urban counterparts to use the primary schools and health facilities nearest to dwelling. On the other hand, households in rural areas were less likely than urban households to use the nearest senior high school. It is observed that relatively high proportions over (60%) of households in Upper East and Upper West regions accessed the nearest primary school compared with other regions (Table 5.5).

Table 5.5: Usage of social services nearest to households by region and residence (%)

	Primary School	Senior High School	Health facility	Market
Region				
Western	35.9	4.2	83.9	89.8
Central	36.3	3.6	80.4	88.2
Greater Accra	24.3	4.1	62.0	67.6
Volta	38.1	7.8	89.0	90.1
Eastern	31.1	3.8	77.6	83.0
Ashanti	29.2	3.8	77.9	71.6
Brong Ahafo	43.3	5.1	92.5	92.4
Northern	47.2	4.9	94.5	92.1
Upper East	62.5	8.6	90.7	89.0
Upper West	60.7	4.9	96.6	95.6
Residence				
Urban	28.9	5.3	75.9	81.0
Rural	41.4	3.7	84.7	80.3
Ghana	34.7	4.5	80.0	81.7

Table 5.6 indicates that overall, less than three percent of households (2.7%) travelled less than one kilometer to the nearest Primary school, Senior High school (3%) and a health facility (1%). More than 9 out of 10 households (97%) travelled between 1 and 4 kilometers to access primary education, while 79.3% and 86% of households respectively travelled the same distance to access Senior High School and health facilities. A little over 10% of households reported accessing Senior High schools located ten or more kilometers away from their homes.

More than two-thirds of households (67%) indicated that they usually obtained supplies from a market which was less than one kilometer away.

Table 5.6: Distance (in kilometers) to the nearest service facility by region and residence (%)

	Distance to Primary School				Distance to Senior High School				Distance to Health facility				Distance to Market			
	<1	1-4	5-9	10+	<1	1-4	5-9	10+	<1	1-4	5-9	10+	<1	1-4	5-9	10+
Region																
Western	0.0	96.9	2.1	1.0	0.0	55.9	6.1	38.0	0.1	80.7	10.1	9.1	76.2	9.9	6.8	7.1
Central	0.0	100.0	0.0	0.0	0.0	90.2	9.8	0.0	0.0	88.1	7.6	4.3	74.9	9.9	11.0	4.2
Greater Accra	0.0	100.0	0.0	0.0	0.0	96.3	0.0	3.7	0.2	96.6	3.1	0.2	60.9	30.5	5.6	3.0
Volta	0.0	99.4	0.6	0.0	2.2	73.0	17.1	7.7	0.1	80.6	10.8	8.5	47.5	24.1	9.7	18.6
Eastern	0.5	99.5	0.0	0.0	0.0	84.1	11.4	4.5	0.9	87.5	6.9	4.6	80.7	12.3	4.0	3.0
Ashanti	0.0	100.0	0.0	0.0	0.0	95.3	2.7	2.0	0.0	90.8	4.1	5.0	69.1	15.9	6.1	8.9
Brong Ahafo	0.0	100.0	0.0	0.0	0.0	70.0	7.8	22.1	0.0	81.7	13.0	5.3	71.2	10.3	5.2	13.3
Northern	0.0	98.4	1.6	0.0	8.7	66.2	0.0	25.1	0.0	72.6	6.1	21.3	48.1	26.6	12.8	12.4
Upper East	42.9	57.1	0.0	0.0	37.6	52.6	0.0	9.8	32.5	65.0	2.5	0.0	59.8	30.7	7.2	2.3
Upper West	0.6	99.1	0.2	0.1	0.0	54.1	11.1	34.8	0.4	92.7	3.3	3.7	81.6	9.2	4.0	5.2
Residence																
Urban	2.0	98.0	0.0	0.0	0.4	96.0	3.6	0.0	1.2	98.1	0.6	0.0	81.2	16.8	1.9	0.2
Rural	3.2	95.8	0.8	0.2	8.1	51.8	9.4	30.7	1.6	73.0	13.1	12.4	51.3	19.6	12.6	16.5
Ghana	2.7	96.8	0.4	0.1	3.3	79.3	5.8	11.6	1.4	85.8	6.7	6.1	67.4	18.1	6.8	7.7

Table 5.7 shows that about 60% of females as against 19% of males usually took a sick member of the household to the nearest health facility. Over 80% of females obtained supplies from the nearest market compared with 15% of males.

Table 5.7: Person taking the sick to a health facility or obtaining supplies from the market by residence and sex (%)

	Who usually took the sick to the nearest health facility			Who usually obtained supplies from the nearest market		
	Male	Female	Both	Male	Female	Both
Urban	18.2	62.7	19.1	15.9	82.6	1.5
Rural	20.4	56.7	22.9	12.8	84.6	2.5
Ghana	19.3	59.8	20.9	14.5	83.5	2

5.4 Household expenditure

The survey collected information on households' expenditure within the month prior to the interview. In addition, information was gathered on who usually paid for the expenditure made. In this analysis, household expenditures were categorized according to the UN statistical classification system called "Classification of Individual Consumption by Purpose" (COICOP). Table 5.8 shows that, in general, a higher proportion of males than females paid for household expenditures. Whereas over half of male household members paid for expenditures on almost all household items, only about a third of female household members paid for such expenditures.

Table 5.8: Proportion of Household expenditures paid by household member by sex and locality (%)

Item	Household members								
	Urban			Rural			Ghana		
	Male	Fem	Both	Male	Fem	Both	Male	Fem	Both
Food and non-alcoholic beverages	49.5	34.6	15.9	53.4	28.9	17.7	51.3	31.9	16.7
Hotels, cafes and restaurant	54.5	27.9	17.6	59.9	27.7	12.4	55.9	27.9	16.2
Clothing and footwear	47.5	37.7	14.7	57.4	27.0	15.5	52.2	32.7	15.1
Housing, water and other utilities	53.4	35.2	11.3	56.9	30.9	12.3	54.9	33.3	11.7
Transport	46.2	36.8	17.0	54.7	29.8	15.4	50.0	33.7	16.3
Furnishings, household equipment and maintenance	58.9	33.2	7.8	61.0	23.9	15.1	59.8	29.3	10.9
Health	50.4	38.0	11.6	57.3	29.1	13.6	53.7	33.7	12.6
Recreation and culture	49.3	34.2	16.4	54.8	28.6	16.6	51.8	31.7	16.5
Alcoholic beverages & tobacco	84.5	11.7	3.8	79.8	12.7	7.5	81.8	12.3	5.9
Miscellaneous goods and services	43.9	38.0	18.1	49.4	33.3	17.3	46.3	36.0	17.7
Education	50.9	34.2	14.9	56.6	28.3	15.2	53.5	31.5	15.0
Communications (telephone, internet, etc)	46.9	31.3	21.8	59.7	25.2	15.1	51.6	29.1	19.3

For expenditure borne by non-household members, Table 5.9 shows that 87% of male non-household members were responsible for expenditures on health. In addition, 73% of non-household male members paid for expenditures on housing, water and other utilities as against 13% of female non-household members.

Table 5.9: Proportion of Household expenditures paid by Non-household members by sex and locality (%)

Item	Non Household members								
	Urban			Rural			Ghana		
	Male	Fem	Both	Male	Fem	Both	Male	Fem	Both
Food and non-alcoholic beverages	60.8	22.8	16.4	77.9	22.1	0.0	64.3	22.6	13.0
Hotels, cafes and restaurant	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Clothing and footwear	60.7	11.7	27.6	54.0	22.0	24.0	56.4	18.4	25.3
Housing, water and other utilities	73.3	7.4	19.3	70.2	29.8	0.0	72.5	12.8	14.7
Transport	58.2	6.2	35.7	33.2	66.8	0.0	52.2	20.7	27.2
Furnishings, household equipment and maintenance	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Health	89.1	0.0	10.9	83.4	16.6	0.0	86.8	6.9	6.4
Recreation and culture	59.4	0.0	40.6	0.0	100.0	0.0	52.1	12.2	35.7
Alcoholic beverages, tobacco, etc	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Miscellaneous goods and services	33.6	35.3	31.0	59.5	40.5	0.0	42.1	37.0	20.9
Education	72.4	27.6	72.4	57.1	42.9	0.0	69.7	30.3	0.0
Communications (telephone, internet, etc)	63.7	17.3	18.9	72.5	27.5	0.0	67.2	21.4	11.3

PART 3

HOW GHANAIAN WOMEN AND MEN USE THEIR TIME

CHAPTER 6 CHARACTERISTICS OF RESPONDENTS

The main objective of the GTUS 2009 was to measure and analyze the time spent in a 24-hour period by different individuals aged 10 years and older – women, men, girls, and boys - on all activities including paid and unpaid work and leisure activities. In the selected households all individuals aged 10 years and older were interviewed on the basis of a questionnaire containing questions common to standard household surveys.

A standard set of disaggregation was used to explore patterns in time use among different groups, namely geographical area of settlement (rural/urban), age group, marital status, employment status, educational achievement, and household composition. All these variables were further disaggregated by sex, given the importance of gender in shaping time use. This chapter, therefore, looks at how the various age groups as well as males and females spend and allocate their time to various activities.

The tables and graphs in this section describe the distribution of diary respondents by demographic and socio-economic variables as a background, against which the time use patterns must be understood.

6.1 Distribution of Population aged 10 years and older by Region and Sex

An estimated 14.2 million persons (45.6% males and 54.4% females) were extrapolated from the sample. These were household members aged 10 years and older. With regard to regional distribution of the population, Ashanti (21%) and Greater Accra (19%) regions formed about two-fifths of the estimated total population. The Upper East (4%) and Upper West (3%) regions recorded the lowest share of the population (Table 6.1).

Table 6.1: Distribution of Population aged 10 years and older by Region and Sex

Region	Male		Female		Total	
	Number	%	Number	%	Number	%
Western	715,585	11.0	827,715	10.7	1,543,300	10.8
Central	447,584	6.9	662,369	8.6	1,109,952	7.8
Greater Accra	1,289,353	19.8	1,474,703	19.1	2,764,056	19.4
Volta	515,700	7.9	597,444	7.7	1,113,144	7.8
Eastern	668,519	10.3	773,868	10.0	1,442,387	10.1
Ashanti	1,370,862	21.1	1,659,324	21.4	3,030,186	21.3
Brong Ahafo	582,369	9.0	684,803	8.8	1,267,173	8.9
Northern	492,139	7.6	595,326	7.7	1,087,465	7.6
Upper East	249,040	3.8	260,623	3.4	509,663	3.6
Upper West	166,901	2.6	203,733	2.6	370,634	2.6
National	6,498,052	100.0	7,739,907	100.0	14,237,959	100.0

6.2 Distribution of Population aged 10 years and older by Sex and Major Characteristics

There were more females (54.4%) than males (45.6%) in the population. Table 6.2 gives information according to four age groups representing children (10-17 years), young adults (18–24 years), adults (25-64 years) and elderly (65 years and above). Adding up the two categories of young adults and adults will give the total of working age population (18-64). The table further shows that the persons aged 18-64 years accounted for more than 70% of the population. This pattern is also true for females (72%) but the percentage is a little lower for their male

counterparts (69%). The three other age groups were 22% for the children, 15% for the young adults and 8% for the elderly.

The distribution of the population by marital status shows that married people constituted 46% of the total, while 38% have never been married. Males (43%) are far more likely than females (33%) to be recorded as never married. Females (17%) are more likely to be recorded as widowed, divorced or separated than males (6%).

Furthermore, the table indicates that about a third (33%) of the population was living in households with no child under six years of age but with at least one child under 18 while 45% live in households with at least one child under 6. This age differentiation is important because children under 6 tend to need more care than older children. Females (48%) are more likely to live in a household with a child under 6 compared to males (42%). Males (27%) are more likely to be living in a household without children than females (18%).

Regarding area of residence, the proportion of respondents living in urban areas (53%) is higher than the proportion of those living in rural areas (47%). Females in rural areas represented 45.8% of the total female population interviewed against 48.5% for males. This result deserves some explanation given that according to previous surveys the urban/rural distribution is rather the exact contrary. However the World urbanization prospects (2011 revision) of the UN population division show that in 2009 the urban population in Ghana started outnumbering the rural population with 50.1% of urban population in 2009 (and 51.2% in 2010) (<http://esa.un.org/unpd/wup/CD-ROM/Urban-Rural-Population.htm>). Moreover the surveyed population for the diaries is the population aged 10 years and older, which excludes a large portion of the household members in large-sized households and the average size of the households is higher in rural areas: the consequence is that the population aged 10 years and older is relatively more important in urban areas, hence the 53% in urban areas.

Five levels of educational attainment are considered for the analysis of the GTUS, namely: No education, pre-primary and primary school, middle and junior secondary school, senior secondary school, and higher education (diplomas, higher national diplomas, and degrees). The results reveal that 36% of respondents have middle or junior secondary school level, with a larger proportion of males (38%) compared to females (35%) in this category. With regard to higher education, the male proportion (9%) is more than double that of female (4%).

On employment status, 66% of the population was employed. Of the male population 68% are employed compared with 65% of the females. Based on these figures, the unemployment rate for the economically active population aged 10 years and older was 8% (9.6% for females against 5.8% for males). The not economically active group represents a substantial proportion (28%) of the population, in part because the sample includes children who are still in school.

Regarding household monthly expenditure, which was recorded as an indicator of the standard of living of the population, 23% of the population aged 10 years and older lived in households that spent GH¢ 100.00 or less per month, whereas 27% of the population lived in households that spent more than GH¢ 300.00. In the households that spent GH¢ 100.00 or less, the proportion of females was greater than their male counterparts (23.9% against 22.1%).

Days of the week should have been equally distributed. However, this is a difficult goal to achieve, because activities on Saturdays and Sundays are likely to be totally different from those

of the weekdays for households who are in formal employment. While the persons interviewed are generally less available during the weekends and more reluctant to spend time with the interviewers, the interviewers on the other hand, may be more reluctant to work during the weekends. As shown in the table, Saturdays and Sundays represent about 10% of the sample while an equal distribution would have given 14%. In all, fewer diaries were administered on Sunday than the rest of the days of the week.

Table 6.2 Distribution of population aged 10 years and older by selected characteristics						
Characteristics	Male		Female		Total	
	Count	%	Count	%	Count	%
Total	6,496,090	45.6	7,744,709	54.4	14,240,798	100.0
Age group						
10-17	1,524,238	23.5	1,615,149	20.9	3,139,387	22.0
18-24	968,702	14.9	1,178,977	15.2	2,147,678	15.1
25-64	3,485,302	53.7	4,356,893	56.3	7,842,195	55.1
65+	517,847	8.0	593,690	7.7	1,111,537	7.8
18-64	4,454,004	68.6	5,535,870	71.5	9,989,874	70.1
Marital status						
Single/Never married	2,647,327	43.3	2,419,188	32.7	5,066,515	37.5
Married	2,886,981	47.2	3,272,259	44.3	6,159,241	45.6
Widowed/Divorced/Separated	336,896	5.5	1,255,810	17.0	1,592,707	11.8
Informal/Loose union	249,424	4.1	440,414	6.0	689,837	5.1
Household composition						
At least one child under 6	2,739,092	42.2	3,698,908	47.8	6,438,000	45.2
No child under 6 but at least one child under 18	2,015,192	31.0	2,662,643	34.4	4,677,835	32.8
No children	1,741,805	26.8	1,383,158	17.9	3,124,963	21.9
Area of residence						
Urban	3,348,249	51.5	4,194,021	54.2	7,542,270	53.0
Rural	3,147,841	48.5	3,550,688	45.8	6,698,529	47.0
Level of educational attainment						
No Education	836,108	12.9	1,928,481	24.9	2,764,589	19.4
Pre & primary school	1,548,687	23.8	1,948,205	25.2	3,496,893	24.6
Middle & JSS	2,443,188	37.6	2,672,225	34.5	5,115,413	35.9
Senior Secondary School	1,061,402	16.3	869,256	11.2	1,930,657	13.6
Higher education	606,704	9.3	326,542	4.2	933,246	6.6
Employment status						
Employed	4,412,501	67.9	5,010,631	64.7	9,423,131	66.2
Unemployed	271,040	4.2*	531,903	6.9*	802,943	5.6*
Economically active	4,683,541		5,542,534		10,226,074	
Not economically active	1,812,549	27.9	2,202,175	28.4	4,014,724	28.2
Household monthly expenditure						
<= 100 Gh Cedis	1,430,774	22.1	1,844,961	23.9	3,275,734	23.1
101-200 Gh Cedis	1,969,426	30.4	2,289,851	29.7	4,259,276	30.0
201-300 Gh Cedis	1,292,484	20.0	1,480,274	19.2	2,772,758	19.5
301+ Gh Cedis	1,781,862	27.5	2,098,824	27.2	3,880,686	27.4
Day of Diary/Day of Week						
Monday	1,024,212	15.8	1,329,478	17.2	2,353,690	16.5
Tuesday	1,163,015	17.9	1,472,217	19.0	2,635,232	18.5
Wednesday	1,088,824	16.8	1,292,530	16.7	2,381,354	16.7
Thursday	1,028,099	15.8	1,084,969	14.0	2,113,068	14.8
Friday	933,000	14.4	1,019,101	13.2	1,952,100	13.7
Saturday	643,330	9.9	790,672	10.2	1,434,002	10.1
Sunday	615,609	9.5	755,744	9.8	1,371,353	9.6

* These percentages are the proportions of the unemployed in the population and not the unemployment rates.

*See Concepts and definitions (1.3) on the calculation of unemployment rate

CHAPTER 7 OVERALL DESCRIPTION OF TIME USE ACTIVITIES

As indicated in chapter 1, the three main indicators of time use are the average time spent in the various activities, the participation rate of the population in these activities and the time spent by the persons involved in these activities. The average time is defined as the time spent by the survey population as a whole on a specified activity. The participation rate is defined as the proportion of persons in the survey population who participated in a specified activity. And the time spent by actors (sometimes called ‘mean time’) refers to the population involved in a specific activity.

As noted earlier in chapter 1, the GTUS used the ICATUS to classify activities. This classification defined 15 main groups of activities, which can in turn be divided into broader groupings, namely SNA productive, non-SNA productive (also called extended SNA) and Non-Productive activities. The Non-Productive activities are disaggregated further into learning and other non-productive activities

7.1 Average Time Spent on Different Activities

Table 7.1 synthesizes the main findings of the GTUS 2009 for the four broader groupings of ICATUS and by area of residence.

It must be noted that in the figures and tables below, non-productive activities are disaggregated into learning and other non-productive activities.

Table 7.1: Average time in minutes spent per day by activity, area of residence and sex, Population aged 10 years and older

Activity	Urban			Rural			Total		
	Male	Female	Both	Male	Female	Both	Male	Female	Both
SNA Production	289	239	260	329	254	288	309	246	273
Non-SNA Production	72	203	148	67	215	147	69	209	148
Learning	125	95	108	119	89	102	122	91	105
Other non-Productive	946	894	916	917	872	892	931	884	904
Total*	1432	1431	1432	1432	1430	1429	1431	1430	1430

* The total should give 24 hours, i.e. 1,440 minutes. The differences are due to rounding off at the disaggregated level of the ICATUS classification

Table 7.1 and Figure 7.1 show clear gender differences in patterns of engagement in SNA and extended SNA activities (unpaid care work). The average time spent by men on SNA activities, is 309 minutes (5 hours and 9 minutes) while women spend 246 minutes (4 hours and 6 minutes). The most noticeable gender difference is on extended SNA, where women spend an average of 209 minutes (3 hours and 29 minutes), which is more than 3 times the average time spent by men (69 minutes) on the same activities. Women allocate less time on average to learning, 91 minutes (1 hour and 31 minutes) than men (122 minutes i.e. 2 hours and 2 minutes).

Both women and men spend more time on average in SNA production activities in rural areas (respectively 254 minutes or 4 hours and 14 minutes, and 329 minutes or 5 hours and 29 minutes) than in urban areas (respectively 239 minutes or 3 hours and 59 minutes, and 289 minutes or 4 hours and 49 minutes). Men spend more time in non-SNA production activities in urban areas (72 minutes) than in rural areas (67 minutes).

Figure 7.1: Average Time Spent on Broad Activities by Population Aged 10 Years and Older

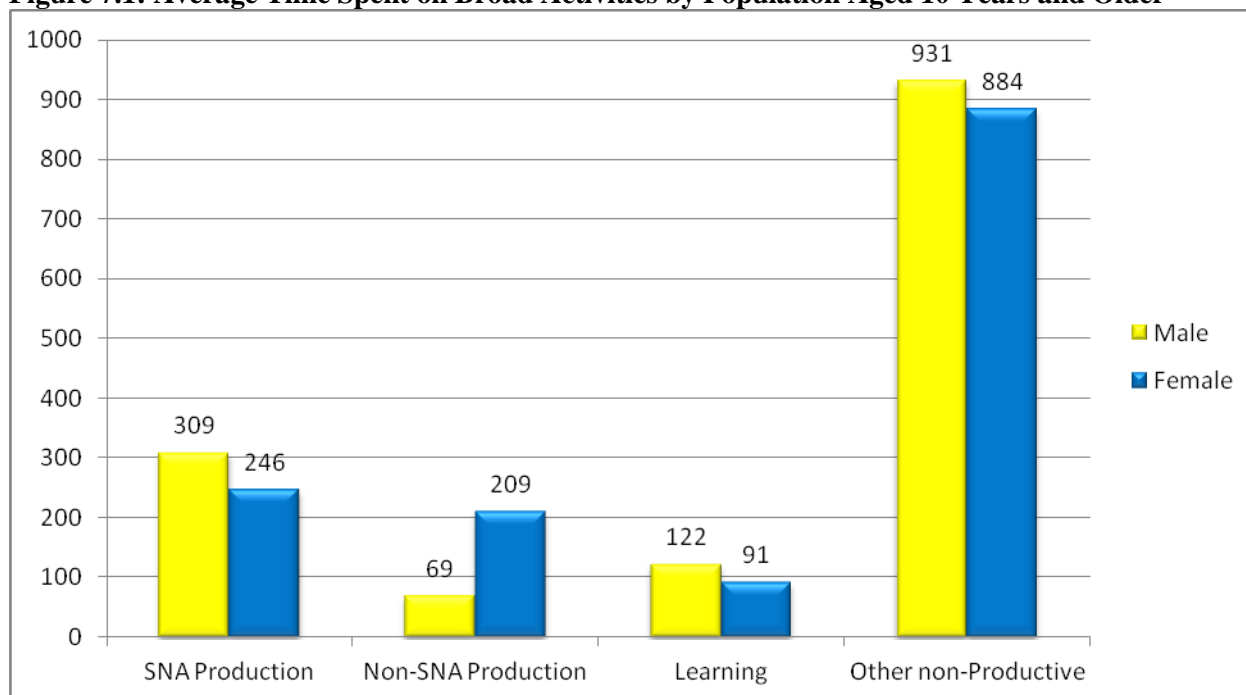
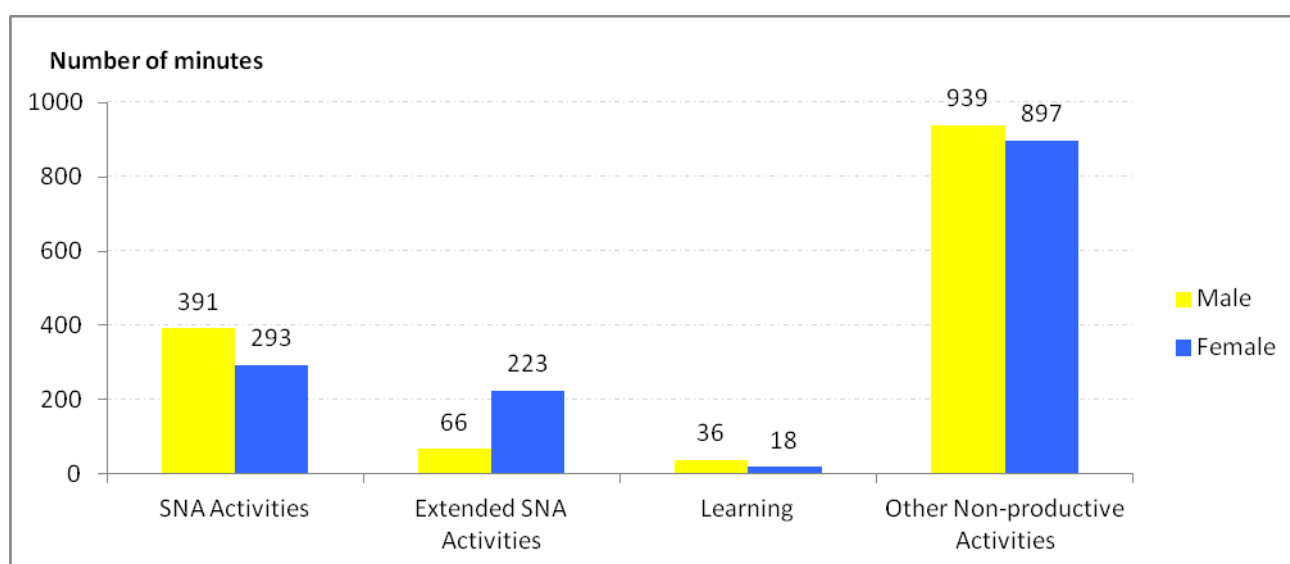


Figure 7.2 shows that higher average time is dedicated to SNA activities by both women and men and less time to learning, for the population aged 18 years and older as compared with the 10 years and older depicted in Figure 7.1. Nevertheless, the gender differences remain.

Figure 7.2: Average Time Spent on Broad Activities by Population Aged 18 and over.



The time spent on different activities when there is further disaggregation again has a clear gender dimension (Table 7.2 hereafter). Men reported spending far more time on work for formal establishments such as corporations and government (65 minutes) than women (23 minutes). In contrast, women reported spending more time on unpaid household work (155 minutes, i.e. 2 hours and 35 minutes) than men (40 minutes). Men also spend more time (15 minutes) than women (4 minutes) on hobbies and games, sport (20 minutes against 3) and mass media (99 minutes against 65) activities. All these activities are important for personal well-being.

Table 7.2: Average time spent on disaggregated activities for population aged 10 years and older by sex

Characteristics	Male Minutes	Female Minutes	Total Minutes
SNA Activities			
Work for corporations/quasi corporations, non-profit institutions and government (formal sector work)	65	23	42
Work for household in primary production activities	121	70	92
Work for household in non-primary production activities	21	33	28
Work for household in construction activities	10	1	5
Work for household providing services for income	71	103	89
Non-SNA Activities			
Providing unpaid domestic services for own final use within household	40	155	104
Providing unpaid care-giving services to household members	11	53	35
Providing community services and help to other households	17	12	14
Learning			
Learning	110	81	94
Other Non-productive Activities			
Socializing and community participation	115	96	104
Attending/visiting cultural, entertainment and sports events/venues	5	1	3
Hobbies, games and other pastime activities	15	4	9
Indoor and outdoor sports participation and related courses	20	3	10
Mass media	99	65	80
Personal care and maintenance	709	732	722
Total *	1,429	1,432	1,431

* The total should give 24 hours, i.e. 1,440 minutes. The differences are due to rounding off at the disaggregated level of the ICATUS classification

Table 7.3 below shows the average time spent on various broad activities: SNA, extended SNA, learning and other Non-productive activities. The average time spent on different categories of activities with regard to the different characteristics has a gender dimension.

Table 7.3: Average time in minutes spent on various broad activities, population aged 10 years and older

Attributes	SNA Activities			Extended SNA Activities			Learning Activities			Other Non-Productive Activities		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Total	309	246	273	69	209	148	122	92	105	931	884	904
Age group												
10-17 yrs	98	95	96	78	162	123	343	331	337	911	842	874
18-24 yrs	261	213	233	73	230	162	136	64	95	961	925	941
25-64 yrs	440	325	373	61	231	160	11	7	9	919	867	889
65+	296	198	242	84	138	114	6	1	3	1,046	1,092	1,071
Marital Status												
Single/Never married	208	162	185	72	173	122	214	210	212	937	884	911
Married	438	319	371	66	251	171	9	7	8	918	853	881
Widowed/Divorced/Separated	331	294	301	68	160	142	5	5	5	1,029	973	983
Informal/Loose Union	460	223	307	58	298	214	13	5	8	899	908	905
Residence												
Urban	289	239	260	72	203	148	125	95	108	946	894	916
Rural	329	254	288	67	215	148	119	89	102	917	872	892
Educational Attainment												
No schooling	440	309	345	44	212	166	10	6	7	939	903	913
Pre & primary school	197	179	186	74	192	142	240	191	212	919	869	891
Middle & JSS	319	247	280	71	224	154	107	82	94	935	878	904
Secondary & SSS	325	242	286	77	197	134	84	82	83	943	906	927
Higher education	396	318	367	67	200	118	50	57	53	912	853	890
Work Status												
Employed	425	340	377	64	213	148	36	24	29	906	853	876
Unemployed	92	35	53	98	290	229	43	9	20	1,204	1,096	1,130
Not economically active	74	69	71	77	182	135	323	267	292	956	914	933
Household Composition												
At least one child under 6 years	327	234	272	69	259	181	125	88	103	908	849	873
No child under 6 years, but at least one child under 18 years	223	243	235	71	164	126	190	135	157	948	889	913
No children	388	288	342	66	152	106	27	12	20	951	979	964
Household monthly expenditure												
< 100 Gh Cedis	338	246	284	64	216	152	93	64	76	937	905	919
101-200 Gh Cedis	318	254	282	69	204	145	115	88	100	928	884	903
201-300 Gh Cedis	308	250	275	72	205	147	122	93	106	930	880	902
301+ Gh Cedis	276	233	252	71	210	149	153	120	135	932	868	896
Day of Diary/Day of Week												
Monday	330	246	281	64	202	145	133	106	117	906	874	887
Tuesday	304	239	267	78	203	150	160	121	138	886	867	875
Wednesday	326	269	294	67	210	147	139	105	120	897	846	868
Thursday	321	265	290	67	203	141	116	100	108	928	864	893
Friday	293	257	274	61	199	136	147	91	117	930	881	904
Saturday	335	239	280	66	229	159	44	43	44	989	921	950
Sunday	225	175	196	82	234	170	35	20	26	1,088	1,004	1,039

Average time and age

As expected, both females and males of 10-17 years old spend more of their time on learning than other age groups. Nevertheless, females in this age group spend 162 minutes (2 hours and 42 minutes) on extended SNA activities while the males dedicate only 78 minutes to these activities. For 18 to 24 and 25 to 64 age groups, the time spent on SNA activities by women is much less than the time spent by men. The main gender difference is related to extended SNA activities for age group 25 to 64, in which women spend nearly four times (231 minutes, i.e. 3 hours and 51 minutes) the amount of time spent by men (61 minutes). For the 18-24 age group, men spend more than double the time women spend on learning.

Average time and marital status

Married and widowed/divorced/separated men and women spend more time on SNA activities than on extended SNA activities. Women across all categories of marital status spend much more time on extended SNA activities than men. Single women and women in informal unions spend more time on extended SNA activities than on SNA activities. In contrast, men with the same marital status spend more time on SNA activities than on extended SNA work. The single and never married group has the highest average time spent on learning, reflecting the fact that this includes children who are still in school.

Average time and area of residence

In both urban and rural areas, males and females spend more time on SNA than on extended SNA activities. However females in both rural and urban areas spend much more time (almost three times) on extended SNA activities than males.

Average time and educational background

Compared to the other educational categories, males with low educational background spend the longest average time on SNA activities but the lowest average time on extended SNA activities. Females in all educational categories spend much more time on extended SNA activities than males.

Average time and work status

As expected, both males and females who are employed spend more time on SNA activities than on extended SNA activities. However, among the employed, females spend much more time (more than three times) on extended SNA activities than males. When it comes to unemployed respondents, males spend approximately the same time on SNA than extended SNA activities while females spend much more time on extended SNA activities than on SNA. The not economically active population, which includes many children, spends more time on learning than those in other categories. Among the not economically active, males tend to spend noticeably more time on learning than females.

Average time and household composition

Males, irrespective of the composition of the household, spend more time on SNA activities than on extended SNA activities. Females living in households with at least one child under 6 years old tend to spend slightly more time on extended SNA activities than SNA activities. However, in households with no children or with children under 18 but none under 6 years, females spend more time on SNA activities than on extended SNA activities.

Average time and household monthly expenditure

The less the household monthly expenditure is, the longer the time devoted to SNA activities by males, a pattern which is not observed for females. In all levels of expenditure, females spend more than 3 times the time spent by males in extended SNA activities but it is in the category of less than 100 Gh Cedis that the gender gap is the largest. Time spent in learning increases with the monthly expenditure for both females and males. Finally the time spent by females in other non-productive activities decreases with the increase in household expenditure.

Average time and day of the week

Both females and males spend more time on SNA activities than extended SNA activities on week-days. However females tend to spend more time on unpaid activities on weekends. It is only

on Sundays that the gender difference slightly declines, due to more complementary support from males.

The above analysis covered respondents aged 10 years and older. The analysis that follows is restricted to respondents aged 18 years and older.

Table 7.4: Average time in minutes spent on various broad categories of activities, population aged 18 years and older

Attributes	SNA Activities			Extended SNA Activities			Learning Activities			Other Non-Productive Activities		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Total	391	293	334	66	223	157	36	18	26	939	897	914
Marital Status												
Single/Never married	301	241	273	65	177	117	98	66	83	967	944	957
Married	438	320	371	66	251	171	9	7	8	918	853	881
Widowed/Divorced/Separated	331	294	301	68	160	142	5	5	5	1,029	973	983
Informal/Loose Union	459	223	308	59	298	212	13	5	8	900	907	905
Residence												
Urban	369	287	320	71	216	157	41	23	31	951	905	924
Rural	413	300	350	61	231	157	31	11	20	926	887	914
Educational Attainment												
No schooling	438	309	344	45	212	167	8	4	5	942	905	915
Pre & primary school	420	288	334	60	234	173	35	5	16	916	904	908
Middle & JSS	389	286	333	69	240	163	28	15	21	946	891	916
Secondary & SSS	338	267	305	77	199	134	65	60	63	952	901	929
Higher education	396	319	367	67	200	117	50	55	52	912	853	890
Work Status												
Employed	443	349	390	63	215	149	20	10	14	906	856	878
Unemployed	72	33	45	94	302	236	44	8	20	1,225	1,087	1,131
Not economically active	113	79	92	76	232	173	159	71	104	1,082	1,050	1,062
Household Composition												
At least one child under 6 years	428	276	333	67	282	200	24	18	20	912	854	876
No child under 6 years, but at least one child under 18 years	332	326	328	63	174	132	69	22	40	967	909	931
No children	388	288	342	66	152	106	27	12	20	951	979	964
Household monthly expenditure												
<100 Gh Cedis	398	271	323	60	226	158	26	12	17	948	923	933
101-200 Gh Cedis	398	307	346	66	218	153	32	9	18	934	897	913
201-300 Gh Cedis	385	298	335	67	225	157	42	12	25	938	892	912
301+ Gh Cedis	378	294	329	68	225	159	48	39	42	938	875	901
Day of Diary/Day of Week												
Monday	418	303	349	61	212	152	37	20	27	918	892	902
Tuesday	397	292	335	78	229	166	43	20	29	912	890	899
Wednesday	413	323	362	66	222	154	45	23	33	905	861	880
Thursday	392	321	353	67	223	153	28	17	22	946	871	904
Friday	393	311	347	56	210	143	46	19	31	937	889	910
Saturday	403	259	317	52	244	167	17	10	13	963	920	938
Sunday	263	192	220	75	228	167	28	9	17	1,061	1,006	1,028

Average time spent by 18 years and older with regard to marital status

Irrespective of marital status, men spend more time on SNA activities than women while women spend more time on extended SNA than men. Compared to the full group aged 10 years and older, the main differences are with the single/never married men and women, who spend more time on SNA and less on learning, reflecting the fact that it excludes children under 18 who are still in school.

Average time spent by 18 years and older with regard to area of residence

Again women and men spend more time on SNA activities than on extended SNA activities and the difference is even more pronounced than for the population 10 years and older. Men spend more time than women on SNA activities and more time in rural areas than in urban areas. In rural areas, the gender gap is the broadest with nearly two hours in excess for men, a time largely compensated by their low contribution to extended SNA activities (nearly 3 hours less than women). Men's contribution to extended SNA activities tends to decrease among the adults, compared with the 10 years and older. More generally, gender differences and gaps are more

pronounced among the adults than among the 10 years and older. This implies that gender differentiation increases with age.

Average time spent by 18 years and older with regard to educational attainment

The main differences with the 10 years and older age group are observed among respondents in the pre- and primary school category, where the 18 years and older spend more time on SNA activities and less on learning, again reflecting the fact that it excludes children under 18 who are still in school. Women in all educational categories spend much more time on average, over three times on extended SNA activities than men.

Average time spent by 18 years and older with regard to household composition

Women in households with at least one child under 6 years old devote more time to both SNA and extended SNA activities (9 hours and 18 minutes), with time spent on extended SNA surpassing SNA activities. In all other households, women spend more time in SNA work than in extended SNA activities. The gender gap in contribution to extended SNA activities is widest in households with at least one child under 6 years old and the lowest in households with no children. In households with no children, women spend more time than men in other non-productive activities.

Average time spent by 18 years and older with regard to household expenditure

The same observations as for the 10 years and older can be made for the 18 years and older: the less the household monthly expenditure, the longer the time devoted by men to SNA activities, but this is not quite true for women. In all levels of expenditure, women spend more than 3 times the time spent by men on extended SNA activities but it is in the category of less than 100 Gh Cedis that the gender gap is the largest. Furthermore, adult women spend more time than the 10-17 years old females in extended SNA activities but it is the contrary for men: they spend less time in extended SNA activities than the 10-17 years old males. With respect to other non-productive activities, the time spent by females decreases as household expenditure increases.

Average time spent by 18 years and older with regard to days of the week

Time spent on SNA activities in an average weekday ranges from 6 hours and 32 minutes (392 minutes) to nearly 7 hours (418 minutes) for men, and from 4 hours and 52 minutes (292 minutes) to 5 hours and 23 minutes (323 minutes) for women, with a peak on Monday for men and on Wednesday for women. Time devoted to SNA activities is exceptionally high on Saturdays (6 hours and 43 minutes or 403 minutes for men and 4 hours and 19 minutes or 259 minutes for women) and even on Sundays (4 hours and 23 minutes or 263 minutes for men, and 3 hours and 12 minutes or 192 minutes for women).

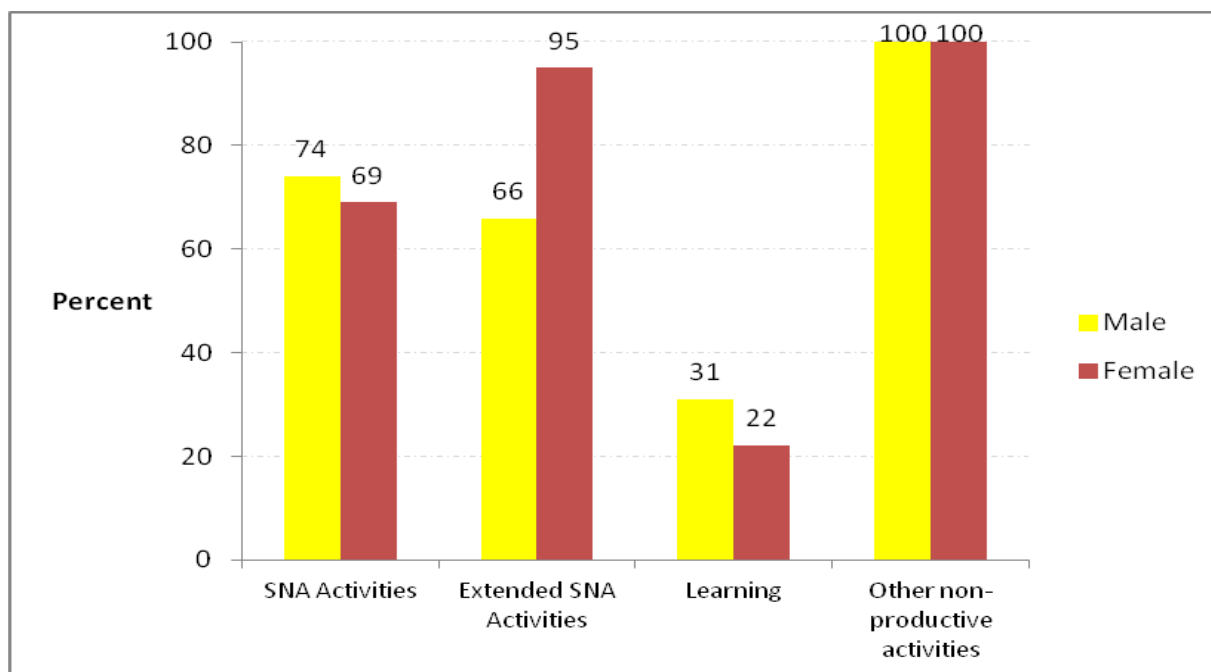
While men spend barely one hour (and up to 1 hour and 18 minutes) in extended SNA activities with a peak on and Tuesday, women devote more than 3 hours a day to domestic activities and care (from 3 hours and 30 minutes or 210 minutes, with a peak of 4 hours and 4 minutes or 244 minutes) on Saturday, when men's contribution to domestic activities is at its lowest level (52 minutes). Total work (SNA + extended SNA) per day represents approximately 8 hours per weekday (including Saturday) and 5 hours and 38 minutes on Sunday for men, but represents approximately 9 hours (between 8 hours and 35 minutes or 515 minutes, and 9 hours and 5 minutes or 545 minutes) per weekday and 7 hours on Sunday for women.

7.2 Participation Rates in Broad Activities

Participation rate is defined as the proportion of persons in the survey population who participated in a specified activity. The participation rates presented in this section and chapter are referring to main activities excluding simultaneous activities: they are noticeably lower than the participation rates presented in the subsequent chapters, which include the simultaneous activities.

Figure 7.3 shows the participation rates for broad activities by sex. The results demonstrate a gender dimension with respect to the type of activities females and males were involved in. Males reported being more involved in SNA and remunerated activities (74%) than in extended SNA and unpaid activities (66%), while for females the opposite is true, in that 69% of females were involved in SNA activities and 95% in extended SNA activities. There is a similar noticeable gender difference in respect of learning with 31% of males engaged in this activity against 22% for females. All respondents are engaged in other non-productive activities, a grouping that includes sleeping and eating.

Figure 7.3: Participation rates in broad activities for population aged 10 years and older



The gender dimensions of the participation rate also become visible within the disaggregated categories of activities (Table 7.5). The most noticeable differences are found for the SNA activities. For example, males (17%) are more likely than females (11%) to work for formal establishments, which usually offer the best conditions in terms of remuneration and social protection. Females (29%) are more likely than males (19%) to be involved in paid domestic work, which is reflected in the table as work for household providing services for income.

For the extended SNA activities, females are more likely to be involved in unpaid household work (92%) and unpaid care giving services to household members (50%) than males (at 50% for unpaid household work and 19% for unpaid care giving services to household members).

Table 7.5: Participation rate in disaggregated categories of activities for participants aged 10 years and older, by sex

Characteristics	Males %	Females %	Total %
SNA activities			
Work for corporations/quasi corporations, non-profit institutions and government (formal sector work)	17	11	14
Work for household in primary production activities	36	30	33
Work for household in non-primary production activities	7	11	9
Work for household in construction activities	3	2	2
Work for household providing services for income	19	29	25
Extended SNA activities			
Providing unpaid domestic services for own final use within household	50	92	73
Providing unpaid care-giving services to household members	19	50	36
Providing community services and help to other households	9	8	9
Learning			
Learning	31	22	26
Other non-productive activities			
Socializing and community participation	74	70	71
Attending/visiting cultural, entertainment and sports events/venues	5	2	3
Hobbies, games and other pastime activities	13	4	8
Indoor and outdoor sports participation and related courses	19	4	11
Mass media	62	44	52
Personal care and maintenance	100	100	100

In respect of non-productive activities, males are more likely than females to engage in hobbies and games (13% against 4%), sports (19% against 4%) and mass media activities (62% against 44%).

Table 7.6: Participation rate in broad activities for population aged 10 years and older, by selected characteristics (%)

Attributes	SNA Activities			Extended SNA Activities			%	Learning			Other Non-Productive Activities		
	Male	Female	Total	Male	Female	Total		Male	Female	Total	Male	Female	Total
TOTAL	74	69	71	66	95	82		33	25	29	100	100	100
Age group													
10-17 yrs	56	54	55	82	96	89		79	76	78	100	100	100
18-24 yrs	67	63	65	68	97	85		36	21	27	100	100	100
25-64 yrs	86	78	81	58	95	80		11	7	9	100	100	100
65 +	72	56	63	49	83	68		9	2	5	100	100	100
Marital Status													
Single/Never married	65	57	61	73	95	84		52	52	52	100	100	100
Married	87	80	83	56	97	79		10	6	8	100	100	100
Widowed/Divorced/Separated	71	67	68	59	89	83		9	5	5	100	100	100
Informal/Loose Union	87	63	71	61	97	84		16	8	11	100	100	100
Residence													
Urban	66	62	63	65	94	82		32	26	28	100	100	100
Rural	82	76	79	66	96	83		35	25	29	100	100	100
Educational Attainment													
No schooling	88	78	81	49	93	81		10	6	7	100	100	100
Pre & primary school	65	66	66	74	96	86		59	47	53	100	100	100
Middle & JSS	76	67	71	66	95	82		27	20	23	100	100	100
Secondary & SSS	70	59	65	67	94	80		25	26	25	100	100	100
Higher education	81	75	79	60	92	72		29	32	30	100	100	100
Work Status													
Employed	88	83	85	59	95	79		17	11	14	100	100	100
Unemployed	39	32	34	74	96	89		17	5	9	100	100	100
Not economically active	47	42	44	79	94	87		73	62	67	100	100	100
Household Composition													
Has at least one child under 6 years	79	71	74	68	97	85		35	24	29	100	100	100
No child under 6 years, but at least one child under 18 years	65	66	65	68	95	84		46	34	39	100	100	100
No children	78	66	73	59	88	72		14	9	12	100	100	100
Day of Diary/Day of Week													
Monday	74	66	70	64	94	82		33	27	30	100	100	100
Tuesday	77	70	73	68	95	84		39	31	34	100	100	100
Wednesday	79	74	76	68	95	83		37	26	31	100	100	100
Thursday	75	73	74	63	96	81		31	24	27	100	100	100
Friday	73	70	71	66	94	81		39	25	32	100	100	100
Saturday	74	65	69	61	95	80		24	18	21	100	100	100
Sunday	57	55	56	68	95	84		20	15	17	100	100	100

Table 7.6 shows that the participation rates with regard to the different attributes analyzed also have a gender dimension.

The participation rate and age groups

For the age group 25-64, men (86%) reported being more involved in SNA activities than women (78%). For the extended SNA activities it is the opposite, with 95% women reporting being involved in these activities as against 58% of men. There is a further noticeable gender difference in respect of learning for the 18-24 years age group, with 36% of men engaged in this activity against 21% for women. For both males and females, the youngest age group (10-17 years) is the most involved in learning (79% and 76% respectively).

The participation rate and marital status

Sixty five (65%) of single males and 57% of single females are involved in SNA activities while 73% of single males and 95% of single females are also involved in extended SNA activities. Across both male and female, the single and never married group has the highest participation rate in learning, reflecting the fact that it includes children who are still in school.

About nine out of ten married men or 87% reported being involved in SNA activities, while 56% of married men reported being involved in extended SNA activities (the lowest rate compared with men in the other categories of marital status) and 10% in learning. On the

other hand, 80 % of married women reported being involved in SNA, 97 % in extended SNA activities while 6 % were involved in learning activities.

The participation rate and area of residence

The gender difference again emerges clearly in respect of extended SNA activities across both rural and urban areas. For the SNA activities, the gender difference is very low. Sixty-six (66%) of males living in urban areas are involved in SNA activities compared to 62% of females, while 65% of urban males against 94% of females are engaged in extended SNA activities. For the population living in rural areas, 82% of males and 76% of females report involvement in SNA activities. For extended SNA activities, the participation rate is 66% for males and 96% for females.

The participation rate and educational attainment

Men with higher educational background are less likely to be involved in extended SNA activities than men with less education except for those with no schooling. Among women, more than 92% reported being involved in extended SNA activities across all educational categories, with the lowest rate being observed for those with higher education.

The participation rate and work status

Employed men are less likely to engage in extended SNA activities than men in the other two categories (unemployed and not economically active). For women, irrespective of work status, at least 94% reported being involved in extended SNA activities.

The participation rate and household composition

Both women and men are more likely to be involved in extended SNA activities when there is at least one child under 18 in the household. Nevertheless, the gender differences remain large. Thus 68% of men reported being involved in extended SNA activities when there is a child in the household against 59% when there is no child, while 97% of women reported being involved in extended SNA activities when there is a child under 6 in the household, against 88% when there is no child.

The participation rate and the day of the week

Males are more likely to participate in SNA activities than extended SNA activities on all days of the week except on Sundays, when they are more likely to participate in extended SNA activities. Females' participation rate was higher for extended SNA activities than SNA activities on all days of the week.

7.3 Time spent by persons involved in the activities

Time spent by persons involved in the activities is defined as the time spent on a specified activity by those who actually did engage (or participate) in that activity.

Table 7.7: Time spent on broad categories of activities by persons involved aged 10 years and older

Broad activity category	Male	Female	Total
	Activity duration in minutes		
SNA Activities	446	372	408
Extended SNA Activities	111	229	189
Learning	313	292	303
Other Non-productive Activities	971	921	944
Total	563	514	535

Table 7.7 shows that males spend more time on SNA activities than their female counterparts, with an average of 446 minutes per day (7 hours and 26 minutes) compared to 372 minutes (6 hours and 12 minutes) for females. In contrast, females spend more time (more than double) on extended SNA activities than their male counterparts, with an average of 229 minutes per day (3 hours and 49 minutes) compared to 111 minutes (1 hour and 51 minutes) for males. Males (5 hours and 13 minutes) spend slightly more time than females (4 hours and 52 minutes) on learning.

Table 7.8: Time spent on broad categories of activities by persons involved aged 10 years and older, by selected characteristics

Attributes	SNA Activities			Extended SNA Activities			Learning Activities			Other Non-Productive Activities		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Total	446	372	408	111	229	189	374	376	375	971	921	944
Age group												
10-17 yrs	202	191	196	99	176	143	440	437	439	944	869	906
18-24 yrs	408	343	374	116	243	201	391	312	358	1,009	957	980
25-64 yrs	520	424	470	111	251	210	110	113	111	899	1024	921
65 +	416	357	389	176	167	169	70	47	65	1,133	1,157	1,146
Marital Status												
Single/Never married	358	306	335	105	190	153	417	412	414	979	921	951
Married	512	401	456	123	267	224	99	116	107	951	882	914
Widowed/Divorced/Separated	475	444	450	119	185	177	60	108	92	1113	1032	1049
Informal/Loose Union	539	361	444	108	319	269	79	70	74	930	939	936
Residence												
Urban	467	402	432	117	227	191	403	227	392	995	935	962
Rural	429	344	386	106	231	187	346	368	356	946	905	925
Educational Attainment												
No schooling	511	401	438	93	230	209	102	116	110	982	950	960
Pre & primary school	342	292	314	103	209	172	411	408	410	957	898	924
Middle & JSS	445	383	415	115	245	199	401	418	409	976	914	944
Secondary & SSS	486	424	461	123	220	178	357	324	342	986	942	966
Higher education	500	429	477	117	228	172	191	192	191	950	897	931
Work Status												
Employed	497	416	456	114	231	193	223	226	224	933	879	904
Unemployed	251	115	167	146	301	262	258	202	239	1247	1122	1164
Not economically active	182	176	179	102	206	166	450	432	441	1021	970	993
Household Composition												
At least one child under 6 years	441	332	382	111	270	221	357	365	361	926	863	890
No child under 6 years, but at least one child under 18 years	385	370	377	113	180	158	397	391	394	965	922	941
No children	492	432	468	110	170	144	222	150	198	1000	1025	1011
Household monthly expenditure												
< 100 Gh Cedis	438	343	388	101	234	190	318	331	324	975	950	961
101-200 Gh Cedis	442	379	410	112	221	185	362	373	367	971	920	943
201-300 Gh Cedis	461	369	413	124	227	193	369	390	379	969	914	940
301+ Gh Cedis	444	392	418	110	234	190	422	392	407	972	904	935
Day of Diary/Day of Week												
Monday	452	359	404	104	226	187	401	396	399	921	886	902
Tuesday	416	352	382	115	218	182	396	387	391	927	891	907
Wednesday	425	343	383	108	229	189	387	420	403	932	884	906
Thursday	432	360	395	109	216	180	405	410	407	939	889	913
Friday	429	376	402	103	225	182	385	369	378	955	898	925
Saturday	475	385	429	120	238	200	176	196	186	981	933	955
Sunday	426	330	376	127	241	203	152	138	146	1,088	1,023	1,052

Table 7.8 shows that the time spent on activities by the persons involved with regard to the different characteristics has a gender dimension.

Time spent by persons involved and age

Among the 10-17 year age group, both females and males spend most of their time on learning (more than 7 hours per day) than those in other age groups. However, females from the same

age group spend 176 minutes (almost 3 hours) on extended SNA activities while males dedicate 99 minutes (1 hour and 39 minutes) to the same activities.

For the 25-64 year age group, women spend less time on SNA activities (424 minutes or 7 hours and 4 minutes) than men (520 minutes or 8 hours and 40 minutes). The main gender difference is related to extended SNA activities, on which women spend more than double the time (251 minutes or 4 hours and 11 minutes) spent by men (111 minutes or 1 hour and 51 minutes).

Time spent by persons involved and marital status

Married and widowed/divorced/separated men and women spend much more time on SNA than extended SNA activities. Females across all categories of marital status spend much more time than men on extended SNA activities. This is especially so with married women (267 minutes or 4 hours and 27 minutes against 123 minutes or 2 hours and 3 minutes) as well as those in informal/loose union (319 minutes or 5 hours and 19 minutes against 108 minutes or 1 hour and 48 minutes). Compared to their counterparts, widowed/divorced/separated women spend relatively more time on SNA than on extended SNA activities (444 minutes or 7 hours and 24 minutes against 185 minutes or 3 hours and 5 minutes) which could be an indication of their vulnerability and the necessity to earn income for the survival of their households. The single and never married group has the highest average time spent on learning, reflecting the fact that it includes children who are still in school.

Time spent by persons involved and area of residence

In both urban and rural areas, males and females spend more time on SNA than on extended SNA activities. However, females in both rural and urban areas spend much more time (about twice) on extended SNA activities than males: more in rural areas (2.2 times) and less in urban areas (1.9 times). As regards learning, females in rural areas devote much more time to learning than in urban areas (368 minutes or 6 hours and 6 minutes against 227 minutes or 3 hours and 47 minutes). While the time devoted to learning by females in urban areas is nearly half that of males (227 minutes or 3 hours and 47 minutes against 403 minutes or 6 hours and 43 minutes), females in rural areas spend more time than men in learning (368 minutes or 6 hours and 8 minutes against 346 minutes or 5 hours and 46 minutes).

Time spent by persons involved and educational attainment

Males with no schooling spend far more time on SNA activities (511 minutes or 8 hours and 31 minutes) and less time on extended SNA activities (93 minutes or 1 hour and 33 minutes). Across all levels of education, both females and males spend more time on SNA than extended SNA activities. Females in all educational categories spend about twice as much time on extended SNA activities than males, with a maximum for the category 'no schooling' (2.4 times) and a minimum for the category 'higher education' (1.7 times).

Time spent by persons involved and work status

Both men and women who are employed spend more time on SNA activities than on extended SNA activities. However, within the same category, women spend much more time (more than twice) on extended SNA activities than men.

Unemployed men spend slightly more time on SNA than extended SNA activities while their women counterpart spend much more time on extended SNA activities than on SNA. As

expected, the not economically active population, which includes many children, spends more time on learning than those in other categories.

Time spent by persons involved and household composition

Females and males, irrespective of the composition of the household, spend more time on SNA activities than on extended SNA activities. Females living in households with at least a child under 6 years old tend to spend more time on extended SNA activities (270 minutes or 4 hours and 30 minutes), compared with about 3 hours for the other categories under household composition.

Time spent by persons involved and household monthly expenditure

A clear pattern emerging from Table 7.8 is the time devoted to learning, which increases with the increase in household expenditure for males as well as for females, with a huge increase from the lowest category of expenditure to the next category for both males and females, and from the third category to highest for males. The persons involved spend between 5 and 7 hours per day in learning activities. Another emerging pattern is observed for time spent by females in non-productive activities, which decreases with an increase in household expenditure. Time spent by males in SNA activities also increases with an increase in household spending, up to the third category of expenditure.

Time spent by persons involved and days of the week

Both females and males spend more time on SNA activities than extended SNA activities on weekdays. However, females tend to spend more time on unpaid activities on weekends. Sundays do not appear to be very different from the other days of the week regarding the time devoted to SNA activities by males and females (only a small decrease is observed for females corresponding to a small increase in extended SNA activities). Also, males spend slightly more time on extended SNA activities on weekends than weekdays.

Time spent on broad categories of activities by persons involved aged 18 years and older, by selected characteristics

Table 7.9 presents the same characteristics as in Table 7.8 for the adult population aged 18 years and older. Time spent on SNA activities, extended SNA activities and non-productive activities for both women and men aged 18 years and older is generally more than for the population aged 10 years and older, except the time spent in learning. It is obvious that the population aged 10 to 17 years old spends more time on learning as it is made up of children who are still in school.

Table 7.9: Time spent on broad categories of activities by persons involved aged 18 years and older, by selected characteristics

Attributes	SNA Activities			Extended SNA Activities			Learning Activities			Other Non-Productive Activities		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Total	494	406	449	117	243	205	244	207	228	980	935	955
Marital Status												
Single/Never married	443	400	426	109	199	159	353	304	334	1,012	979	998
Married	512	401	456	123	267	224	99	116	107	951	881	914
Widowed/Divorced/Separated	475	444	450	119	185	177	60	108	92	1,113	1,032	1,049
Informal/Loose Union	538	361	445	108	319	268	79	71	75	931	939	936
Residence												
Urban	506	436	469	127	241	207	285	236	261	1,001	946	970
Rural	483	377	430	107	246	202	202	157	186	956	922	938
Educational Attainment												
No schooling	511	400	437	95	231	209	85	68	75	985	953	962
Pre & primary school	507	378	430	105	248	214	269	96	199	957	931	940
Middle & JSS	481	413	449	123	261	216	252	246	250	987	928	956
Secondary & SSS	494	438	472	126	221	179	320	298	310	993	935	968
Higher education	500	431	478	117	228	171	191	188	190	950	898	932
Work Status												
Employed	510	424	466	115	233	196	163	134	151	934	883	906
Unemployed	226	109	152	145	314	272	273	174	239	1,263	1,115	1,165
Not economically active	300	254	275	121	261	221	420	356	391	1,166	1,105	1,129
Household Composition												
At least one child under 6 years	503	369	429	114	300	250	176	220	197	939	880	904
No child under 6 years, but at least one child under 18 years	460	448	453	121	191	173	356	235	305	1,010	949	974
No children	505	442	481	119	175	152	209	137	184	1,005	1,036	1,018
Household monthly expenditure												
<= 100 Gh Cedis	483	366	422	101	243	199	181	146	166	986	969	977
101-200 Gh Cedis	485	421	453	120	234	201	229	133	194	978	933	954
201-300 Gh Cedis	512	405	456	132	246	212	264	170	231	978	926	950
301+ Gh Cedis	501	427	463	118	251	209	294	295	295	979	912	942
Day of Diary/Day of Week												
Monday	538	428	479	116	231	199	281	222	252	962	929	943
Tuesday	475	397	435	130	254	216	252	191	225	954	927	939
Wednesday	492	415	453	117	242	202	250	249	250	944	899	919
Thursday	499	408	453	124	240	202	227	242	233	977	901	938
Friday	485	422	453	98	229	187	262	193	233	976	930	951
Saturday	494	396	445	102	268	226	149	169	158	1,004	957	977
Sunday	451	339	390	125	242	206	221	129	182	1,105	1,048	1,072

Most of the observations made for the population aged 10 years and older remain valid for the 18 years and older age group. The significance of Table 7.9 is to give a time budget for the persons involved, which is the closest to what can be expected from average data for the adult population. For instance, the employed men spend 510 minutes (8 hours and 30 minutes) per day in SNA activities (including commuting and weekends) while the employed women spend 424 minutes (7 hours and 4 minutes) on the same activities. The maximum is observed on Monday for men (538 minutes or nearly 9 hours) and for women (428 minutes or 7 hours and 8 minutes). Adult men still spend 451 minutes (7 hours and 31 minutes) in SNA activities on Sunday against 339 minutes (5 hours and 39 minutes) for adult women. In other words, it seems that adults are involved in SNA activities throughout the week, a sign of the importance of informal and multiple activities.

Regarding total work (SNA + extended SNA), an adult man works per day between 9 hours and 36 minutes (on Sunday) and 10 hours and 54 minutes (on Monday); while an adult woman works between 9 hours and 41 minutes (on Sunday) and 11 hours and 4 minutes (on Saturday).

CHAPTER 8 SNA ACTIVITIES

In the ICATUS classification, five out of the fifteen main categories are SNA activities that contribute to Gross Domestic Product (GDP).

8.1 Average time spent on SNA work

Table 8.1: Average time spent on SNA activities, population aged 10 years and older

SNA activity	Male Minutes	Female Minutes
Work for corporations/quasi corporations, non-profit institutions and government (formal sector work)	65	23
Work for household in primary production activities	121	70
Work for household in non-primary production activities	21	33
Work for household in construction activities	10	1
Work for household providing services for income	71	103

From Table 8.1, males spend more time on average than females on formal sector work and on primary subsistence production activities: an average of 65 minutes (1 hour and 5 minutes) on work for formal sector institutions against 23 for females and 121 minutes (2 hours and 1 minute) on work for household in primary production activities against 70 minutes (1 hour and 10 minutes) for females. Females on the other hand spend more time than males on work for household providing services for income, with an average of 103 minutes (1 hour and 43 minutes) against 71 minutes (1 hour and 11 minutes) for males.

Table 8.2: Average time spent on various SNA activities, population aged 10 years and older, by selected characteristics

Attributes	Work for Corporations/quasi corporations, non-profit institutions and government (formal sector work)		Work for household in primary production activities		Work for household in non-primary production activities		Work for household in construction activities		Work for household providing services for income	
	Average Time in Minutes									
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
TOTAL	65	23	121	70	21	33	10	1	71	103
Age group										
10-17 yrs	8	5	58	33	5	10	1	2	18	41
18-24 yrs	34	26	97	49	27	34	8	1	64	83
25-64 yrs	106	30	156	87	30	41	17	1	105	139
65 +	51	10	158	93	8	32	5	1	36	44
Marital Status (12 years+)										
Single/Never married	36	25	75	27	18	26	6	1	58	70
Married	106	24	172	97	28	43	15	1	92	132
Widowed/Divorced/Separated	36	26	150	96	23	29	9	0	71	113
Informal/Loose Union	93	12	203	53	16	20	22	1	95	111
Residence										
Urban	128	54	101	49	45	68	20	2	171	230
Rural	42	15	318	211	23	44	10	2	43	81
Educational Attainment										
No schooling	26	3	329	164	12	33	8	1	43	90
Pre & primary school	12	7	106	60	17	26	8	1	38	79
Middle & JSS	44	9	119	40	26	44	15	1	96	137
Secondary & SSS	98	65	73	12	32	22	10	1	85	106
Higher education	268	218	20	8	10	14	4	3	66	52
Work Status										
Employed	95	31	167	96	28	44	14	1	100	147
Unemployed	9	5	28	15	15	1	1	1	18	8
Not economically active	7	7	32	18	8	14	4	2	14	21
Household Composition										
Has at least one child under 6 years	62	15	146	78	24	31	11	1	67	99
No child under 6 years, but at least one child under 18 years	43	24	96	63	11	33	5	1	56	104
No children	98	44	111	58	30	39	16	1	96	116
Household monthly expenditure										
<= 100 Gh Cedis	31	12	332	210	24	35	8	1	51	91
101-200 Gh Cedis	53	19	281	175	33	50	13	2	66	129
201-300 Gh Cedis	89	23	200	133	32	77	18	1	105	134
301+ Gh Cedis	135	73	117	72	29	59	17	3	141	183
Day of Diary/Day of Week										
Monday	87	33	222	163	30	46	12	2	108	131
Tuesday	71	29	252	171	28	56	16	1	59	108
Wednesday	48	19	282	166	28	51	10	0	69	113
Thursday	77	33	230	139	24	56	20	2	86	139
Friday	84	40	236	141	33	58	13	2	73	144
Saturday	49	16	293	200	27	39	12	3	102	133
Sunday	34	11	291	147	38	51	4	2	72	135

Table 8.2 shows that gender differences exist with regard to average time spent on SNA activities even when other factors are taken into account.

The average time spent on SNA activities by age group

With the exception of the 10-17 and 18-24 year age groups, males in other age group categories dedicate more than three times as much time to formal sector work as females. Females on the other hand spend more time on work for household providing services for income, which can be considered as informal work. This is true for all age groups.

Males and females in the age group 10-17 years tend to spend less time on SNA activities. Young males spend most of their time on work for household in primary production activities, while among young females more time is dedicated to work for households providing services for income.

The gender difference is wide with respect to work for households in primary production activities and work in construction activities where more males than females are engaged in these two types of activities. Females in all age categories however, consistently spend more time than men working in non-primary production activities and working for households providing services for income.

The average time spent on SNA activities by marital status

For all marital status categories, males dedicate more time to work for institutions and work for household in primary production activities than females, while females dedicate more time than males to work for household in non-primary production and providing services for income.

Among males, both single and widowed/divorced/separated males spent less time, 36 minutes as in Table 8.2 working for institutions, while among females, those who are in informal and loose union dedicate less time to work for institutions. Married men dedicate much more time (4.4 times higher) to formal sector work than women.

The average time spent on SNA activities by area of residence

Males and females in urban areas devote more time to paid work for corporations and government than those living in rural areas. In contrast, males and females in rural areas dedicate more time to work for households in primary production activities. Females' main activities in urban areas, in terms of time spent are on work for households providing services for income, while in rural areas females' time is more likely to be devoted to work for households in primary production activities.

The average time spent on SNA activities by educational attainment

For both females and males, the higher the education level attained, the more time they spend on formal sector work and the lower their participation in work for household in primary activities. They also spend some appreciable time to work for households providing services for income.

The average time spent on SNA activities by work status

Employed females and males tend to spend more time in household primary production and in providing services for income. Females however, spend more time working for household providing services for income than males.

It should be noted that the unemployed and the not economically active (females and males) spend some time in household primary production and services for income. This remark refers to a certain proportion of the population in the workforce. This category, although they are outside the workforce and are not counted among the employed, do contribute to GDP and to the well-being of the population.

The average time spent on SNA activities by household composition

Males and females report the highest average time spent in formal sector work when there is no child at home. Males in such households spend twice as much time in formal sector work than females. The gender difference widens where there is a child under 6 or at least one child under 18 at home. Males in households with children under 6 spend 4.1 times more time than females in formal sector work. Those in households with at least one child under 18 spend nearly twice as much time as females in formal sector work, while the reverse is the case for work for household providing services for income.

Both males and females dedicate more time to work for household in primary production activities when there is at least one child under 6 in the household compared to when there is no child.

The average time and household monthly expenditure

For both males and females, the higher the household monthly expenditure the longer the hours spent in formal work and also in work for household providing services for income. On the contrary, the higher the household monthly expenditure, the shorter the time spent on primary production activities.

The average time spent on SNA activities by day of the week

Both males and females are less involved in formal sector work on weekends. For the other days of the week, the average time spent does not differ very much for each activity, with males reporting spending more time than women in formal sector work, primary production activities, and construction from Monday to Friday. Females on the other hand, regardless of the day of the week spend more time than males on work for household providing services for income as well as on Saturday. Males spend more time during week-ends than during the other days of the week in primary production activities, with females spending more time on Saturdays. This finding illustrates the fact that many males and females are involved in secondary activities in the primary sector.

8.2 Participation Rates for SNA Work

The participation rates presented in this chapter include simultaneous activities: consequently, they are higher than those presented in the preceding chapter. Their level has an impact on the time spent by the persons involved in a given activity, but not on the average time spent.

Figure 8.1: Participation rates for SNA work for population aged 10 years and over

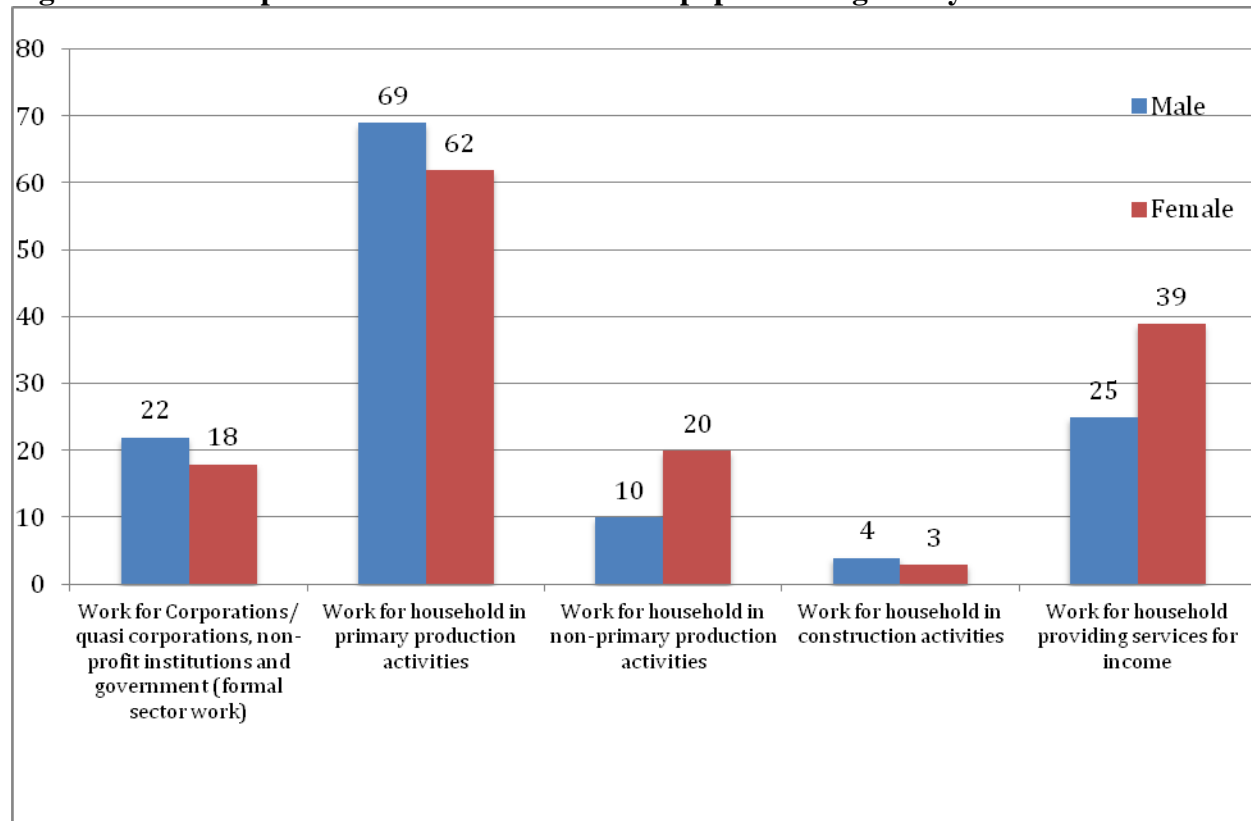


Figure 8.1 shows that 22% of males reported participating in formal sector work as against 18% of females participating in the same category. Both males and females have their highest participation rates, 69% for males and 62% for females, in subsistence activities, which include subsistence agriculture as well as collecting water and fuel. More than one-third (39%) of females are involved in work for household providing services for income (which includes paid domestic work), against 25% of males participating in the same category of activities.

Table 8.3: Participation rate in various SNA activities, population aged 10 years and older by selected characteristics

	Work for Corporations/ quasi corporations, non-profit institutions and government (formal sector work)			Work for household in primary production activities			Work for household in non-primary production activities			Work for household in construction activities			Work for household providing services for income		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Total	22	18	20	69	62	65	10	20	15	4	3	4	25	39	33
Age group															
10-17 yrs	19	17	18	78	69	74	8	11	10	4	6	5	17	30	23
18-24 yrs	18	23	20	67	60	63	10	20	15	6	3	5	25	38	32
25-64 yrs	25	18	21	65	60	62	12	22	17	4	2	3	29	43	37
65 +	16	12	14	82	71	77	9	25	16	1	2	1	17	28	22
Marital Status															
Single/Never married	20	20	20	68	57	63	10	17	13	5	5	5	25	37	30
Married	24	17	20	70	65	67	11	22	17	4	2	3	26	41	34
Widowed/Divorced/Separated	18	14	15	70	60	62	15	21	20	3	2	2	25	42	38
Informal/Loose Union	23	25	24	67	54	60	10	22	17	6	5	5	31	36	34
Residence															
Urban	31	21	26	35	31	33	12	20	17	7	4	5	41	58	50
Rural	18	17	17	84	76	80	10	20	15	3	3	3	18	31	25
Educational Attainment															
No schooling	14	10	11	91	81	84	7	21	16	2	2	2	17	29	24
Pre & primary school	15	17	16	81	67	73	10	18	15	5	3	4	19	37	29
Middle & JSS	20	18	19	63	49	56	13	22	17	6	3	5	32	54	43
Secondary & SSS	35	36	35	46	28	39	13	13	13	4	5	4	31	47	37
Higher education	70	77	73	25	5	18	5	10	7	4	6	5	30	24	28
Work Status															
Employed	23	17	20	69	62	65	11	21	16	4	2	3	27	42	35
Unemployed	9	36	26	52	57	55	25	11	16	7	4	5	25	27	26
Not economically active	19	19	19	72	66	69	7	15	11	7	7	7	16	25	21
Household Composition															
Has at least one child under 6 years	21	20	21	74	65	69	10	22	17	5	3	4	23	37	31
No child under 6 years, but at least one child under 18 years	20	15	17	71	60	65	9	16	13	4	3	3	25	41	34
No children	26	16	22	55	53	54	13	19	15	5	3	4	30	45	36
Household monthly expenditure															
<= 100 Gh Cedis	15	13	14	83	76	79	10	18	14	3	3	3	17	31	25
101-200 Gh Cedis	21	18	19	74	66	70	11	18	15	5	3	4	23	40	32
201-300 Gh Cedis	24	16	20	61	57	59	10	25	18	5	2	4	31	43	37
301+ Gh Cedis	36	27	31	42	36	39	10	22	16	5	4	4	37	49	43
Day of Diary/Day of Week															
Monday	25	17	21	64	62	63	11	19	15	4	4	4	31	40	36
Tuesday	25	18	21	72	65	68	11	22	17	6	3	4	20	36	29
Wednesday	17	20	19	75	65	70	10	22	17	3	1	2	25	37	31
Thursday	25	21	23	65	59	61	9	18	14	6	4	5	26	43	35
Friday	29	20	24	64	56	60	10	20	15	5	3	4	23	42	32
Saturday	15	14	14	72	68	70	10	15	13	2	2	2	27	37	33
Sunday	12	11	11	75	59	67	11	20	16	2	3	2	23	40	32

Table 8.3 shows that the participation rates in SNA activities with regard to the various attributes analyzed have a gender dimension.

The participation rate in SNA activities by age group

For the age group 10 to 17 years, the noticeable finding is that 19% of males and 17% of females reported being involved in formal work. More than three-fourth of males in this age group (78%) and more than two-third of females (69%) reported being involved in work for household in primary production activities. The gender difference for formal sector work is wider for the older age groups, except the 18-24 age group. About one-quarter (25%) of men and 18% of women in the 25-64 age group reported participating in formal sector work, while for the 18-24 age group, women have a higher participation rate than males in all SNA activities including formal sector work, but excluding primary production activities (and construction activities). The highest

participation rate for both males and females, across the age groups, is in household primary activities, which include subsistence agriculture and collection of water and fuel.

The participation rate in SNA activities by marital status

The participation rate in SNA activities by 10 years and older with regards to marital status in Table 8.3 indicates that the highest participation rate for married men (70%) is in work for household in primary production activities and it is the same for women (65%). Women also have a high participation rate (41%) in work for households providing services for income. Among married men and women, the gender difference is again noticeable when it comes to formal sector work, where men's participation rate is nearly 1.4 times (24%) against that of women (17%).

The participation rate in SNA activities by area of residence

Males and females in urban areas reported higher participation in formal sector work than their counterparts living in rural areas. In contrast, males and females in rural areas reported participating more in work for household in primary production activities. Females' most common activities in urban areas involved work for household providing services for income.

The participation rate in SNA activities by educational attainment

For both males and females, the higher the educational level, the higher the participation in formal sector work. On the other hand, the lower the educational level, the higher the participation in non-formal sector work.

The participation rate in SNA activities by work status

The highest participation rate for employed males and females is in work for households in primary production activities (69% and 62% respectively). For employed males, 23% reported being involved in formal sector work, against 17% of employed females. It should also be noted that 72% of males and 66% of females who are not economically active work for households in primary production activities while 19% each participate in formal sector work.

The participation rate in SNA activities by household composition

Males have the highest participation rate in formal sector work when there is no child at home and females have the highest participation rate in the same kind of work when there is a child under 6 at home. Both males and females are more likely to be involved in work for households in primary production activities when there is at least one child under 6 years in the household compared to when there is no child.

The participation rate in SNA activities and household monthly expenditure

The higher the household monthly expenditure, the higher the participation rate in formal sector work and also in work for households providing services for income for both males and females (with the exception of females in the expenditure bracket of 201-300 Ghana Cedis per month for formal work).

The participation rate in SNA activities by day of week

Both males and females are less involved in SNA activities on week-ends except for work for households in primary production activities, where the participation rate does not vary much from that for weekdays.

8.3 Time spent by persons involved in the activities

Figure 8.2 shows that males spend more time on SNA activities than their female counterparts, an average of 412 minutes (nearly 7 hours) per day for males on formal sector work compared to 228 minutes (3 hours 48 minutes) for females (nearly 4 hours). For work for households in construction activities the gender difference is much wider at an average of 379 minutes or 6 hours 19 minutes for males against 67 minutes for females, and it is the smallest in work for households providing services for income.

Figure 8.2: Daily time spent by actors involved in SNA work

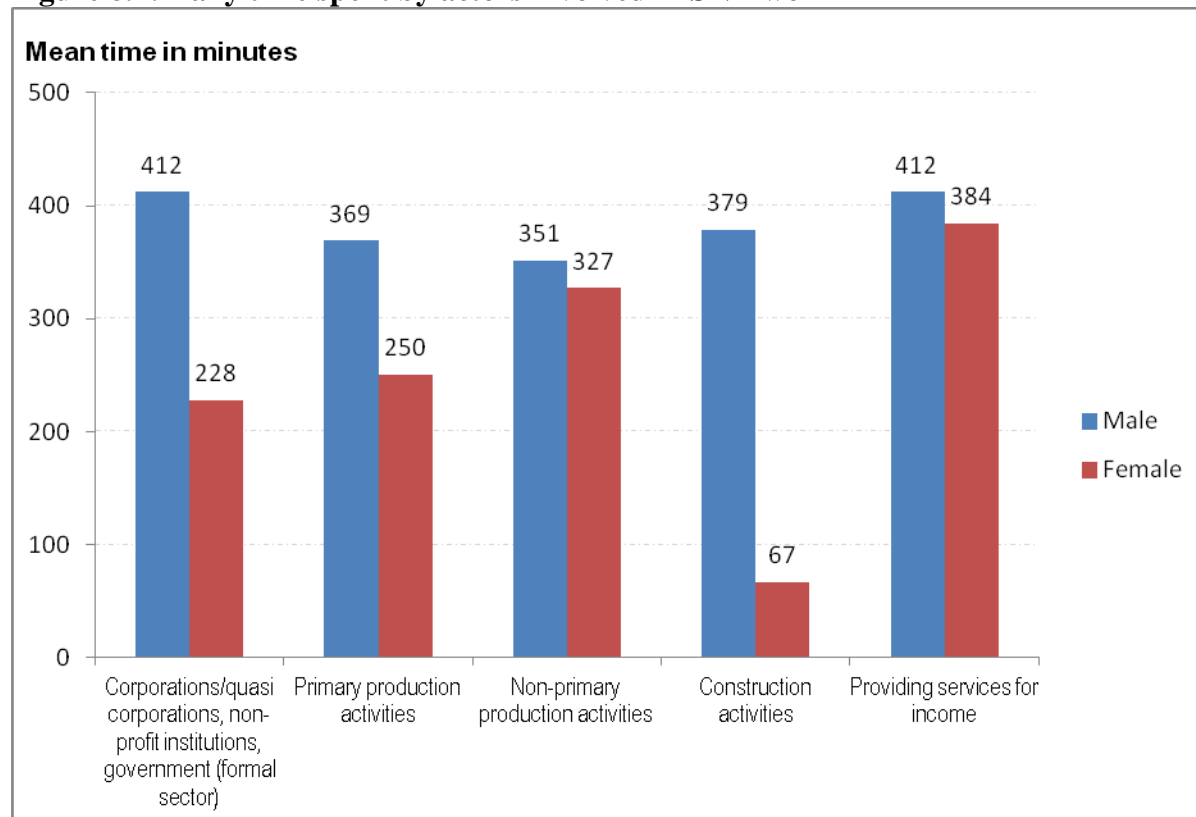


Table 8.4 depicts time spent by actors involved in SNA activities across various characteristics of the population. Across nearly all demographic characteristics, males generally dedicate more time to SNA activities than females. There are a few exceptions, however, particularly among young people aged 10-17 years, where young females spend slightly more time on work for households providing services for income than males. Within this same age group, females spend more time on work for households in non-primary production activities than males.

Also, among actors that were not economically active, females spent more time in formal sector work, non-primary production activities and in work for households providing services for income. As expected young people aged 10-17 spent the least amount of time on SNA activities compared to other age categories. A very clear gender difference between men and women above 18 years old is with work for household in construction activities, which seems to be a predominantly male activity. For marital status, an exception to the general rule is that women in

informal unions spend slightly more time on work for households in non-primary production activities and on work for households providing services for income than men.

Table 8.4: Time spent on various SNA activities, by persons involved aged 10 years and older, by selected characteristics

Attributes	Work for Corporations/quasi corporations, non-profit institutions and government (formal sector work)		Work for household in primary production activities		Work for household in non-primary production activities		Work for household in construction activities		Work for household providing services for income	
	Average Time in Minutes									
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
TOTAL	412	228	367	250	351	327	379	67	412	384
Age group										
10-17 yrs	83	62	200	132	122	215	58	47	210	253
18-24 yrs	355	242	321	200	423	356	267	48	441	347
25-64 yrs	478	265	443	295	395	345	460	90	441	417
65 +	376	190	379	296	208	263	267	123	380	321
Marital Status (12 years+)										
Single/Never married	331	279	270	137	354	352	288	51	380	339
Married	473	209	433	291	386	333	456	87	435	387
Widowed/Divorced/Separated	363	332	425	328	259	258	259	95	490	443
Informal/Loose Union	414	107	474	202	288	308	479	33	444	466
Residence										
Urban	459	301	319	157	394	400	380	62	456	421
Rural	349	138	382	279	285	247	377	74	331	325
Educational Attainment										
No schooling	313	58	473	327	273	252	440	153	388	393
Pre & primary school	142	108	299	194	329	296	279	64	352	323
Middle & JSS	372	98	363	203	352	393	422	41	427	399
Secondary & SSS	488	396	353	130	407	355	425	38	462	458
Higher education	511	442	213	130	349	467	263	62	363	288
Work Status										
Employed	454	269	419	288	388	339	426	83	437	405
Unemployed	228	49	255	132	214	53	89	45	245	147
Not economically active	107	110	148	99	219	276	223	58	216	221
Household Composition										
Has at least one child under 6 years	372	137	378	247	346	274	389	59	401	347
No child under 6 years, but at least one child under 18 years	378	270	315	251	278	360	246	88	367	420
No children	492	471	422	262	408	417	451	55	465	419
Household monthly expenditure										
<= 100 Gh Cedis	345	136	391	273	339	248	326	48	410	348
101-200 Gh Cedis	369	157	395	256	340	330	334	92	355	402
201-300 Gh Cedis	478	228	348	233	395	373	437	45	416	361
301+ Gh Cedis	435	315	268	193	341	335	434	66	464	407
Day of Diary/Day of Week										
Monday	456	280	360	247	355	341	368	60	456	398
Tuesday	384	240	355	242	282	325	399	38	387	361
Wednesday	395	172	376	269	354	322	367	45	412	397
Thursday	462	250	365	238	388	358	383	50	391	382
Friday	373	269	365	252	372	314	330	69	374	372
Saturday	365	159	389	271	379	309	609	160	457	398
Sunday	391	108	382	223	320	287	171	180	354	388

8.4 Collecting water and fuel

Time spent in collecting water and wood for fuel are part of SNA activities. In addition to the diary information on this topic, the household questionnaire included questions enquiring about who usually fetched water and who usually collected wood for fuel in the household.

Table 8.5 above shows that in 44% of households, adult women usually fetch water compared to 16% of households where adult men usually fetch water. In respect of fuel collection, adult women are the main collectors in 23% of households as against 5% of households where adult men are responsible for this activity.

Table 8.5: Distribution of households by who usually fetches water and collects wood for fuel

	Who usually fetches water	Who usually collects wood for fuel
	%	
No one	18.5	67.2
Adult woman	43.6	23.2
Adult man	15.8	4.9
Both sexes adult	4.1	1.8
Female child under 15	4.4	0.7
Male child under 15	2.6	0.4
Both sexes under 15	2.3	0.3
Female age 15-17	4.5	0.6
Male age 15-17	2.3	0.5
Both sexes age 15-17	1.9	0.3

The diary data show that both females and males are more likely to be involved in fetching water than collecting fuel. Nearly 9 out of 10 males and females aged 10-17 are involved in the fetching of water while for fuel collection, the participation rate falls to one out of ten males and females in this age group. Participation rates for fetching of water are very low among the oldest age group (41% for men and 58% for women). The participation rate for collection of wood for fuel is highest among the oldest age group, 59% for men and 42% for women (Figures 8.3 and 8.4).

Figure 8.3: Participation rates for fetching water for household by population aged 10 years and older by sex and age group

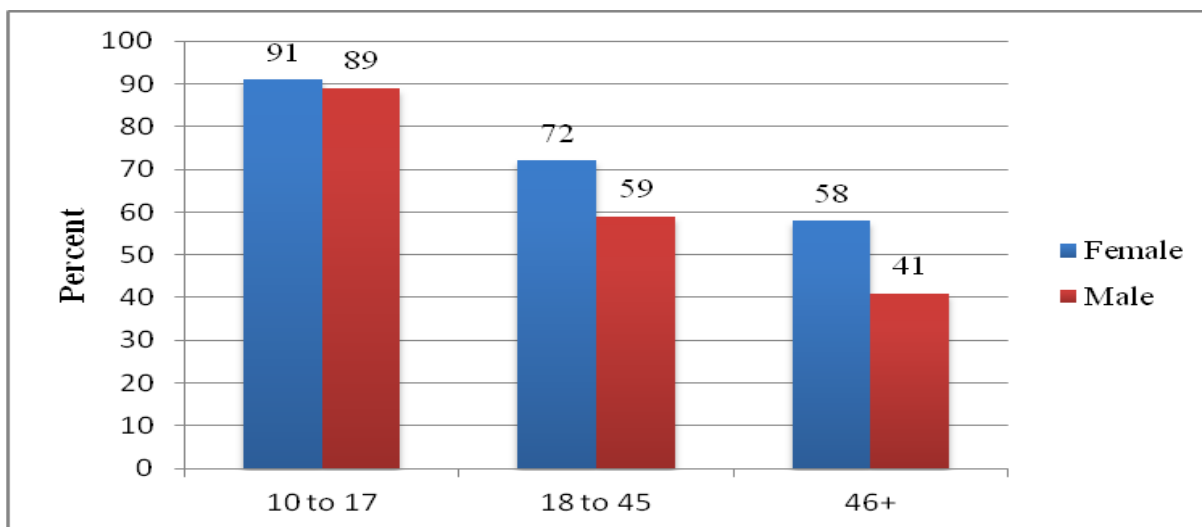
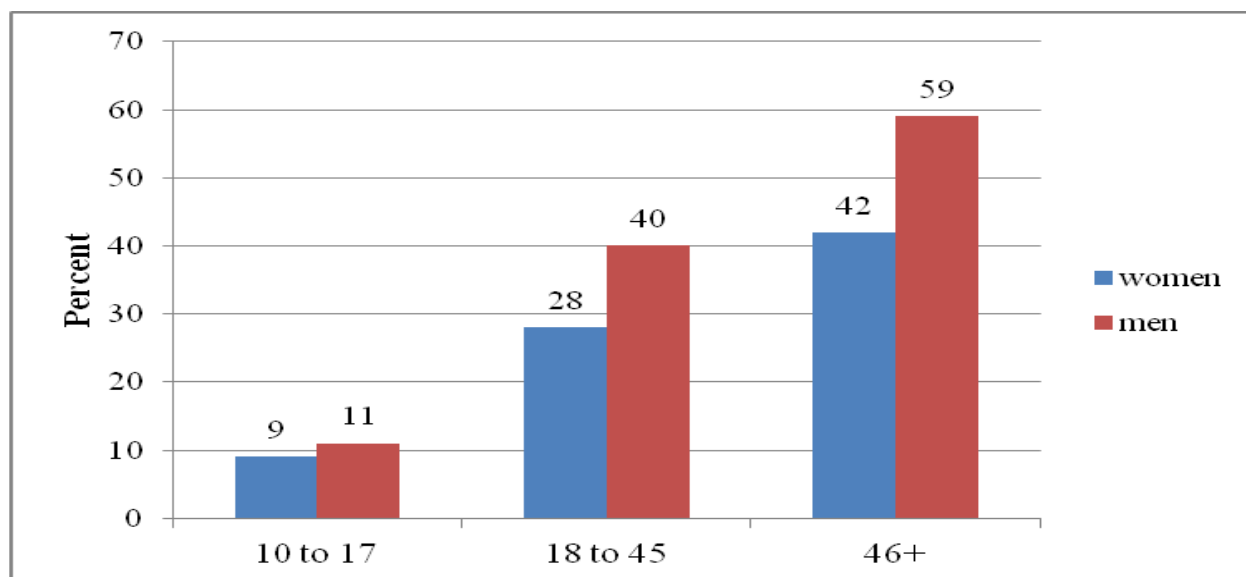


Figure 8.4: Participation rates for collecting wood for fuel by population aged 10 years and over, by sex and age group



Similar to participation rates, males spent more time on the collection of fuel while females spent more time on fetching water. Compared to females, on average, males spent 17 minutes more on fuel collection and 8 minutes less on fetching of water for household consumption. There are some exceptions within age groups. Young males, aged 10-17 years, spent nearly six times as much time on fetching water as collecting fuel, while women aged 46 and older dedicate more time to fuel collection (48 minutes) than to fetching water (21 minutes). For both males and females, the oldest age category spent more time on collection of fuel than the younger age

groups, the difference being more prominent among males. The reverse is true for the youngest age group where both girls and boys spend more time on fetching water than on collection of fuel.

Table 8.6: Average time spent on collecting water and fuel by population aged 10 years and older, by sex and age group

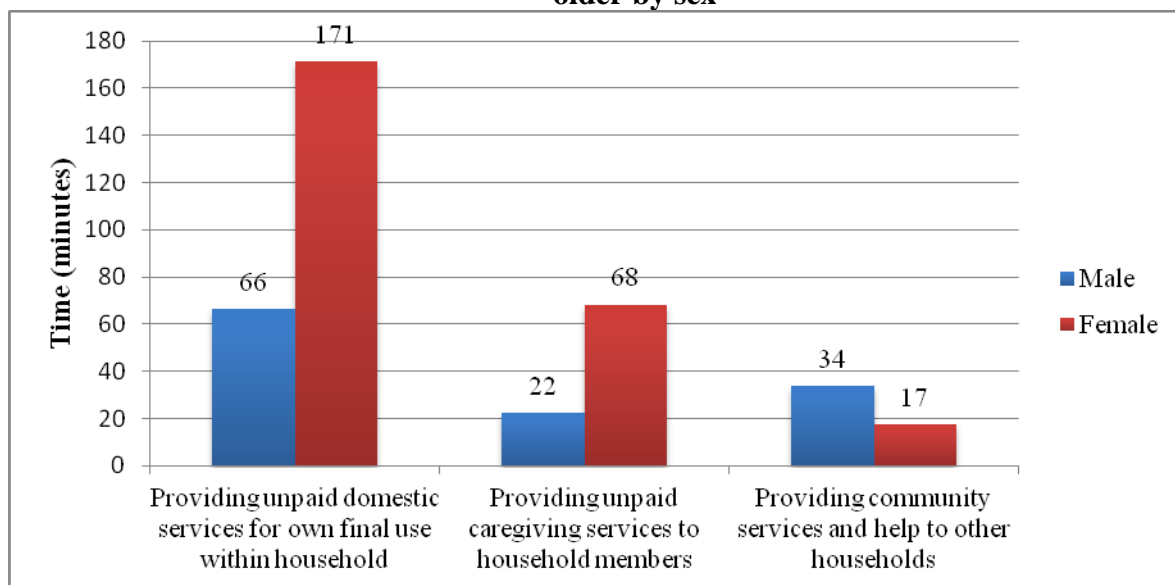
Age group	Fetching Water		Collecting Fuel	
	Male	Female	Male	Female
	Average time spent (in minutes)			
10 to 17	34	43	6	11
18 to 45	19	35	88	25
46+	12	21	114	48
All ages	27	35	42	25

CHAPTER 9 EXTENDED OR NON-SNA PRODUCTION: UNPAID WORK

Extended or non-SNA production within the general production boundary includes domestic and personal services produced and consumed within the same household such as cleaning, servicing and repairs; preparation and serving of meals; care, training and instruction of children; care of the sick, infirm and elderly; transportation of members of the household or their goods; as well as unpaid volunteer services to other households, community, neighborhood associations and other associations.

9.1 Average time spent on extended SNA activities

Figure 9.1: Average time spent on extended SNA activities by population aged 10 years and older by sex



Among extended SNA activities, the main activity on which females spent the most time is providing unpaid domestic services for own final use within household (including preparation of meals, cleaning, washing and shopping), which averages about 171 minutes (2 hours and 51 minutes). This is 2.6 times more than males for whom the average time spent is 66 minutes. The average time spent on caregiving services to household members (children and adults) by males and females shows a wider gender gap with females spending 68 minutes or 3.1 times the time spent by males (22 minutes). On the contrary, males spend twice as more time than females (34 minutes against 17 minutes) in providing community services and help to other households.

A further disaggregation of the data shows that the main gender differences are in childcare where females spent four times as much time (64 minutes) as males (16 minutes), food management (preparing and serving meals) where females spent 3.6 times more time (98 minutes) than males (27 minutes), care of textiles and footwear (washing): 27 minutes for females against 9 minutes for males (Table 9.1 and Figure 9.2). Males also spend slightly more

time than females providing unpaid help in other households (1.6 times more time). For the other categories, there are no remarkable gender differences.

Table 9.1: Average time spent on extended SNA activities by population aged 10 years and over by sex

	Male	Female	Total
	Time spent in minutes		
Providing unpaid domestic services for own final use within household	66	171	142
Food management	27	98	82
Cleaning and upkeep of dwellings and surroundings	10	22	19
Care of textiles and footwear	9	27	23
Shopping	6	9	9
Travel related to provision of unpaid domestic services	9	10	10
Others	5	5	5
Providing unpaid caregiving services to household members	22	68	55
Childcare	16	64	50
Adult care	4	3	3
Travel related to unpaid caregiving services to household members	1	2	2
Others	1	0	0
Providing community services and help to other households	34	17	22
Unpaid help to other households	19	12	14
Community-organized services	2	1	1
Organized unpaid volunteer services	2	1	1
Attendance in meetings	4	1	2
Travel related to community services and help to other households	8	3	4

It should be noted that childcare is the most time-consuming activity in the category of providing unpaid caregiving services to household members.

Figure 9.2: Average time spent on extended SNA activities population aged 10 years and over, by sex.

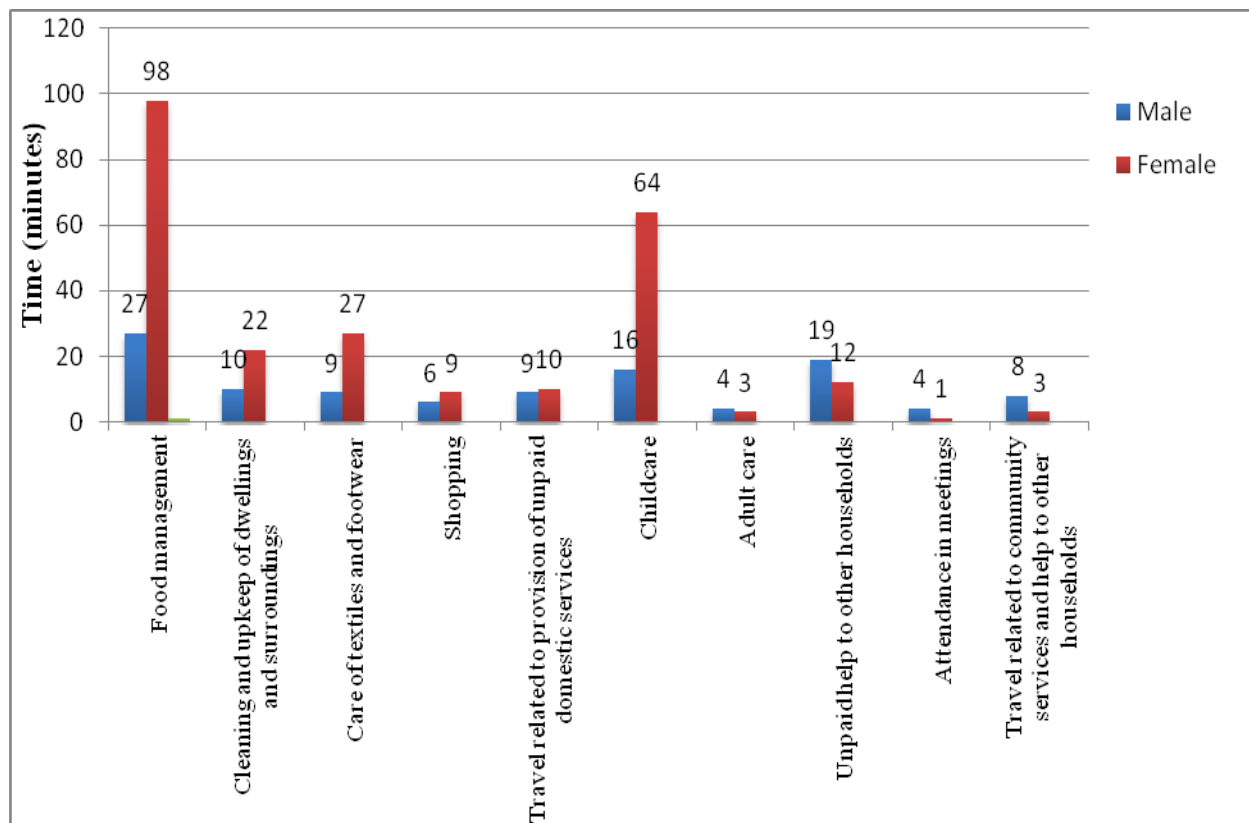


Table 9.2 reveals more gender differences in the average time spent on extended SNA activities, particularly when examined across several demographic characteristics.

The average time spent on extended SNA activities by age group

A large gender difference is observed within the 25-64 age group, where women spent an average of 179 minutes (nearly 3 hours) on providing unpaid domestic services for own final use within household (household chores) compared with 56 minutes for men (3.2 times more time). Another noticeable difference for the same age group is in care-giving services where women spent an average of 82 minutes against an average of 34 minutes for men (2.4 times more time). Among the age group 18-24, the gender difference is even wider with women spending 74 minutes against 11 minutes for men (6.7 times). The same gender differences are observed for the other age groups, but to a lesser extent.

The average time spent on extended SNA activities by marital status

As expected, married women and women in informal/loose union devote more time to providing unpaid domestic services for own final consumption and caregiving services than men. Married men on the other hand, devote more time (45 minutes) than married women (10 minutes) in providing community services and help to other households.

Table 9.2: Average daily time spent on various extended SNA activities, population aged 10 and over, by sex

Attributes	Providing unpaid domestic services for own final use within household			Providing unpaid caregiving services to household members			Providing community services and help to other households		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Average Daily Time Spent in Minutes									
TOTAL	66	171	142	22	68	55	34	17	22
Age group									
10-17 yrs	83	152	124	10	26	20	15	11	13
18-24 yrs	67	172	144	11	74	57	50	30	35
25-64 yrs	56	179	149	34	82	71	35	16	21
65 + yrs	69	144	124	22	32	29	89	11	32
Marital Status (12 years +)									
Single/Never married	76	160	126	10	28	21	29	23	25
Married	51	186	153	41	94	81	45	10	18
Widowed/Divorced/Separated	83	138	132	11	46	42	31	27	28
Informal/Loose Union	68	203	181	20	111	96	26	35	33
Residence									
Urban	63	165	137	23	70	57	43	22	27
Rural	70	178	147	21	67	53	25	12	16
Educational Attainment									
No schooling	56	173	159	27	71	66	19	11	12
Pre & primary school	78	164	138	18	56	44	18	16	17
Middle & JSS	66	179	146	18	76	59	39	19	25
Secondary & SSS	58	160	121	31	67	53	45	26	34
Higher education	58	167	114	32	67	50	52	22	37
Work Status									
Employed	60	169	140	28	73	61	37	14	20
Unemployed	72	222	192	17	87	73	62	27	34
Not economically active	78	162	133	12	51	38	24	23	23
Household Composition									
Has at least one child under 6 years	60	184	154	35	102	86	26	15	18
No child under 6 years, but at least one child under 18 years	77	157	133	12	24	21	33	14	20
No children	65	146	114	10	17	14	52	34	42
Household monthly expenditure									
<= 100 Gh Cedis	64	167	139	22	77	62	24	20	21
101-200 Gh Cedis	63	171	141	21	62	51	37	16	22
201-300 Gh Cedis	66	178	146	21	63	51	49	10	21
301+ Gh Cedis	70	172	141	25	72	57	29	22	24
Day of Diary/Day of Week									
Monday	58	160	134	20	68	56	44	22	28
Tuesday	62	174	141	27	66	55	41	13	21
Wednesday	64	162	134	30	78	64	26	15	18
Thursday	63	166	137	18	72	57	40	9	18
Friday	63	165	134	14	66	50	32	14	20
Saturday	77	188	161	20	64	53	24	40	36
Sunday	91	201	168	24	58	48	21	12	15

The average time spent on extended SNA activities by residential area

There is virtually no difference in the gender patterns between rural and urban areas. In both rural and urban areas, females spent more than 3 times more time than males on caregiving services

with an average of approximately 68 minutes against an average of around 22 minutes for males. The difference between females and males is more pronounced for unpaid domestic services for own final consumption: females devote more than 2.6 times more time to household chores than males in urban areas, and 2.5 times in rural areas.

The average time spent on extended SNA activities by educational background

No clear pattern emerges from Table 9.2 as regards the educational attainment, except that for females as well as males, the higher the education level, the more time is dedicated to providing community services and help to other households. Also, it can be noted that the gender difference remains high between women and men with higher education in that women spent an average of 167 minutes against 58 minutes for men in providing unpaid domestic services for own final use within household and 67 minutes against 32 minutes for men in providing unpaid caregiving services to household members.

The average time spent on extended SNA activities by work status

Employed women spent 73 minutes on caregiving, which is 2.6 times more than the time spent by employed men to the same activity. The gender difference is even wider when it comes to unpaid household work in that employed women spent 169 minutes on unpaid household services, which is more than 2.8 times the time spent by employed men to the same activity. Employment status has a more pronounced impact on women's unpaid activities than on those of men. Unemployed women spent much more time on caregiving activities and unpaid household services than employed women.

The average time spent on extended SNA activities by household composition

In households with at least one child under 6 years old, females spent more time in providing unpaid domestic services for own final use within the household and in caregiving services than in the other categories of households (184 minutes and 102 minutes respectively) with males spending less time on the two activities (60 minutes on caregiving services and 35 minutes on unpaid domestic services), resulting in gender differences of 2.9 times and 3.1 times respectively.

The average time spent on extended SNA activities by household monthly expenditure

Although the time spent by females in unpaid household services and in caregiving tend to increase with the household monthly expenditure (with the exception of households with less than 100 Ghana Cedis monthly expenditure for caregiving), the gender difference tends to decrease with an improvement of males' contribution.

The average time spent on extended SNA activities by day of the week

Men spend the longest amount of time on unpaid household services (91 minutes) on Sundays and on caregiving (30 minutes) on Wednesdays while for women the situation is the opposite on caregiving in that they spend the shortest time (58 minutes) on Sundays, but worse for unpaid household services where the time spent is the longest (201 minutes). However, even on Sundays women spent longer time than men on care activities. When it comes to unpaid community services, females spent the longest time on Saturdays (40 minutes), as much as the maximum for males on Mondays (44 minutes).

9.2 Participation rates for extended or non-SNA production

In terms of participation rates, caregiving is the category of extended or non-SNA activities for which the gender difference is the most important (Figure 9.3). Females' participation in care giving (with childcare as the main activity) is nearly double that of males (1.8 times). The participation rates for all other subcategories are very low for both males and females. Nearly all females (98%) reported that they engaged in unpaid domestic services compared to 79% of males.

A disaggregation of the unpaid categories shows the emergence of stronger gender differences (Table 9.3). More than twice as many females as males (59% versus 28%) are involved in childcare, which shows that unpaid domestic services in general and child care in particular are more of females' activities than males. Most of the other 4 digit detailed categories were found to account for extremely small participation rates, except travel related to community services and help to other households.

Figure 9.3: Participation rates for extended SNA activities, population aged 10 years and older by sex

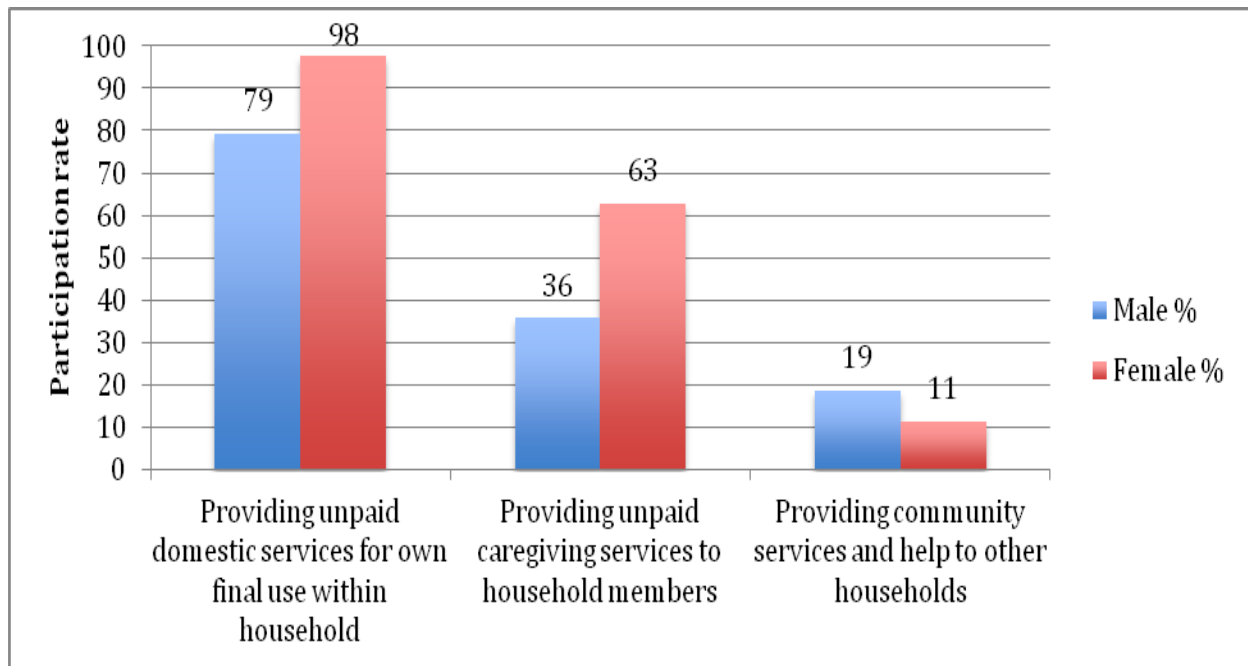


Table 9.3: Participation rates in extended or non-SNA activities by population aged 10 years and older by sex.

	Male	Female	Total
	Participation rate		
Providing unpaid domestic services for own final use within household	79	98	92
Unpaid domestic services	69	97	89
Shopping	11	21	18
Travel related to provision of unpaid domestic services	19	28	26
Providing unpaid caregiving services to household members	36	63	55
Childcare	28	59	50
Adult care	5	5	5
Travel related to unpaid caregiving services to household members	4	6	5
Providing community services and help to other households	19	11	13
Unpaid help to other households	1	0	1
Community-organized services	1	0	1
Organized unpaid volunteer services	1	0	1
Attendance in meetings	3	1	2
Travel related to community services and help to other households	14	6	8

Note: Only main sub-categories are included in the table.

Table 9.4 shows various extended SNA activities focusing on child and adult care and providing unpaid domestic services for own final use within the household. For all the different attributes considered, noticeable gender differences are found in respect of care giving and unpaid domestic services for own final use within household.

Table 9.4: Participation rates for various extended SNA activities by population aged 10 years and older

Attributes	Providing unpaid domestic services for own final use within household			Providing unpaid caregiving services to household members			Providing community services and help to other households		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
	Participation rate (%)								
Total	79	98	92	36	63	55	19	11	13
Age group									
10-17 yrs	96	98	97	21	33	28	12	14	13
18-24 yrs	84	99	95	20	64	52	25	15	18
25-64 yrs	69	98	91	51	73	68	21	9	12
65 + yrs	66	93	86	33	38	37	19	19	19
Marital Status (12 years +)									
Single/Never married	92	98	95	18	38	30	18	16	17
Married	62	98	90	60	79	74	22	7	10
Widowed/Divorced/Separated	86	94	93	26	52	49	13	15	15
Informal/Loose Union	61	99	93	44	86	79	21	16	17
Residence									
Urban	79	97	92	35	62	55	22	13	15
Rural	80	98	93	36	63	55	15	9	11
Educational Attainment									
No schooling	68	97	94	51	67	65	14	8	9
Pre & primary school	89	98	95	29	57	48	14	12	13
Middle & JSS	77	98	92	33	65	56	19	12	14
Secondary & SSS	73	96	87	39	61	52	24	13	17
Higher education	81	98	90	44	52	48	25	11	18
Work Status									
Employed	72	98	91	44	69	62	20	9	12
Unemployed	76	98	94	28	67	59	29	13	17
Not economically active	93	98	96	21	45	36	14	15	15
Household Composition									
Has at least one child under 6 years	72	98	91	54	85	77	17	9	11
No child under 6 years, but at least one child under 18 years	87	99	95	23	36	32	19	13	15
No children	85	96	92	15	24	20	22	17	19
Household monthly expenditure									
<= 100 Gh Cedis	81	98	94	35	65	57	14	13	13
101-200 Gh Cedis	79	98	93	32	63	55	20	11	13
201-300 Gh Cedis	77	97	92	35	63	55	24	7	12
301+ Gh Cedis	80	97	92	40	61	54	18	13	14
Day of Diary/Day of Week									
Monday	79	98	93	32	58	51	24	14	16
Tuesday	79	99	93	40	62	55	20	11	13
Wednesday	81	96	92	40	67	60	13	11	11
Thursday	74	98	91	33	63	54	21	9	13
Friday	81	97	92	31	62	52	22	8	13
Saturday	81	97	93	32	69	60	16	17	17
Sunday	82	99	94	40	59	54	13	9	10

The participation rate in extended SNA activities by age group

Overall, men and women 25-64 years are most likely to be involved in child care with women having a participation rate of 73% or 1.4 times that for men (51%). Within the age group 10-17 years males have the highest participation rate for unpaid household services with a rate nearly as much as females (96% against 98%). For women the highest participation rate is observed in the 18-24 years old group (99%).

The participation rate in extended SNA activities by marital status

Single men (92%) and women in informal union (99%) have the highest participation rates in domestic services. The gender difference in respect of caregiving is found across all the marital status categories. For example, 38% of single females reported being involved in caregiving against 18% of single males. More than 94% of females across all marital status categories reported doing unpaid household service.

The participation rate in extended SNA activities by residential area

Males and females in rural areas have a slightly higher participation rate in caregiving and unpaid household services than those living in urban areas. Females in both types of residential areas have a higher participation rate in caregiving and in providing unpaid domestic services for own final consumption than males.

The participation rate in extended SNA activities by educational background

Participation rates in care of children and adults are lower for males than females regardless of the level of education, with participation rates being significantly lower for males with some level of schooling than those with no schooling. More than half of all females are engaged in care activities. Males with pre- and primary school level of education as well as those with higher education have the highest participation rate in unpaid domestic services, while the lowest participation rate is among men with no schooling. For females, educational level has very little influence on participation in household services, with more than 96 % in each category being involved in this activity.

The participation rate in extended SNA activities by work status

Employed men have a higher participation rate in caregiving than the unemployed. However, for unpaid household work, unemployed men have a higher participation rate. Employed women also have a high participation rate in caregiving. For females, work status has limited influence on participation in childcare or unpaid household activities.

The participation rate in extended SNA activities by household composition

Males and females reported the highest participation rates in providing unpaid domestic services when there was a child under six years and older but less than 18 years old at home, the rate for females (99%) is much higher than that for males (87%). Even when there are no children, females are more involved than males in caregiving activities.

Like marital status, age, area of residence, and work status, household composition appears to have no influence on females' participation in unpaid domestic services for own final use within household. Over 96% of females compared to 85% of males are engaged in these activities. When there are no children in the household, the participation rate of females in community services is the highest (17%) but remains lower than for males (22%).

The participation rate in extended SNA activities by household monthly expenditure

Females' participation rate in caregiving activities declines slightly with increase in household monthly expenditure while males' participation rate increases with the level of expenditure. In households with a monthly expenditure greater than 301 Ghana Cedis, the gender difference is the lowest (1.5, with females participation rate at 61% and males at 40%), but highest in households with a monthly expenditure of less than 100 Ghana Cedis (1.9).

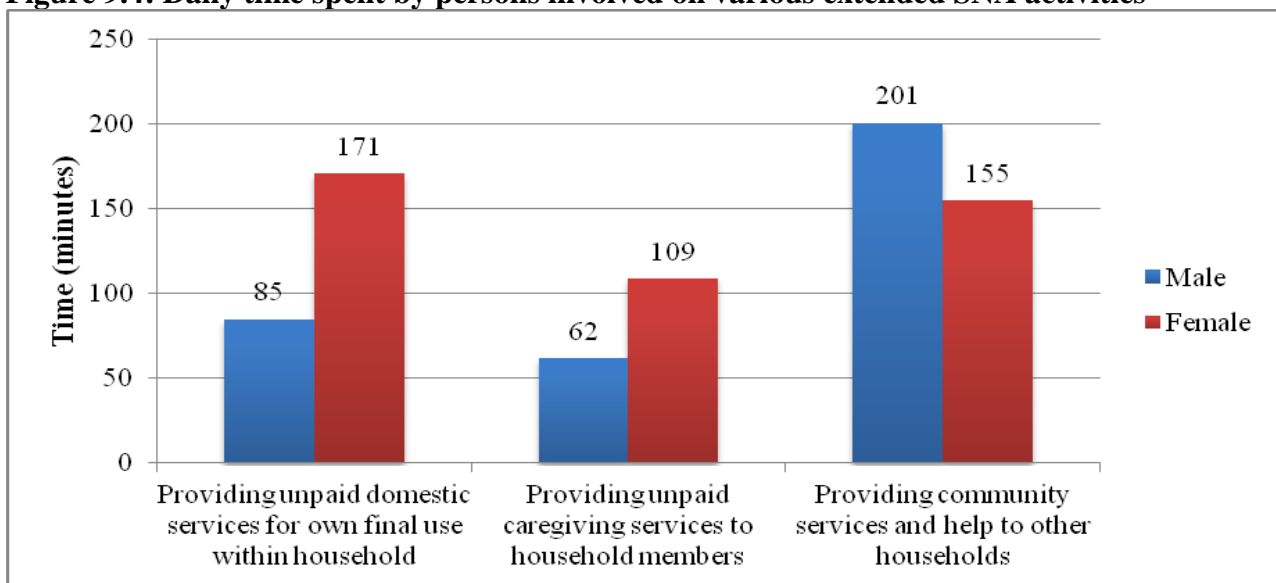
The participation rate in extended SNA activities by day of the week

For males and females who reported participating in caregiving activities or unpaid domestic services for own final consumption, the day of the week has limited influence on participation rates. Females are between 1.4 and 2.1 times as likely as males to be engaged in caregiving activities on any given day of the week. The gender difference is not strong for participation in providing unpaid domestic services for own final use in the household as it is for caregiving.

9.3 Daily time spent by persons involved on extended SNA activities

Figure 9.4 shows that among those who engage in an extended SNA activity, females spend twice more time on unpaid domestic services for own final use within household (171 minutes) than their male counterparts (85 minutes). Females also spend more time than males providing unpaid caregiving services to household members (109 minutes against 62 minutes). Regarding community services and help to other households, females spent less time (155 minutes) than their male counterparts (201 minutes).

Figure 9.4: Daily time spent by persons involved on various extended SNA activities



When time spent by actors involved on extended SNA activities is further examined across demographic and other factors (Table 9.5), the overall pattern is that females spend more time than males on caregiving activities and unpaid household services, while males generally dedicate more time to community services and help to other households. However females, among the 25-64 years old age group, or in informal unions, or with secondary and higher education, spend more time than males in community services and help to other households, especially on Fridays and Saturdays.

The most significant gender differences with regard to unpaid household services and caregiving activities are observed among the age group 25-64 years old (or 18-24 years old for caregiving) and among the married or in informal/loose unions, the unemployed and in households with at least one child under 6.

Table 9.5: Time spent on various extended SNA activities, by persons involved aged 10 years and older by selected characteristics.

Attributes	Providing unpaid domestic services for own final use within household			Providing unpaid caregiving services to household members			Providing community services and help to other households		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Daily Time Spent by Persons Involved in Minutes									
Total	85	171	146	62	109	98	201	155	178
Age group									
10-17 yrs	87	155	126	48	78	68	136	88	106
18-24 yrs	82	169	143	56	117	109	199	192	195
25-64 yrs	81	179	158	66	112	102	184	194	188
65 + yrs	104	148	138	60	86	78	527	59	240
Marital Status (12 years +)									
Single/Never married	84	161	129	52	75	69	171	142	157
Married	80	186	165	68	119	106	242	151	208
Widowed/Divorced/Separated	100	146	140	43	88	85	225	180	187
Informal/Loose Union	118	201	188	44	132	120	133	213	186
Residence									
Urban	81	166	143	67	113	103	217	166	191
Rural	89	176	150	58	105	93	177	137	157
Educational Attainment									
No schooling	82	173	163	54	105	98	158	142	147
Pre & primary school	88	164	139	62	97	89	144	122	130
Middle & JSS	87	177	150	54	116	103	226	164	196
Secondary & SSS	81	160	131	78	113	101	208	204	207
Higher education	69	168	123	75	128	101	205	203	204
Work Status									
Employed	83	170	148	64	105	95	210	149	182
Unemployed	99	217	193	56	130	122	233	215	224
Not economically active	85	161	132	57	116	103	164	149	155
Household Composition									
Has at least one child under 6 years	84	185	161	65	121	109	172	171	172
No child under 6 years, but at least one child under 18 years	89	159	139	52	66	62	181	106	142
No children	79	149	121	65	70	69	260	204	235
Household monthly expenditure									
<= 100 Gh Cedis	80	165	141	64	119	108	184	159	168
101-200 Gh Cedis	80	168	144	67	98	92	212	148	181
201-300 Gh Cedis	91	178	154	54	100	90	226	158	202
301+ Gh Cedis	87	173	146	61	119	103	177	158	167
Day of Diary/Day of Week									
Monday	77	161	140	61	117	106	188	166	177
Tuesday	79	169	143	66	107	97	256	121	191
Wednesday	78	166	139	77	115	106	244	145	185
Thursday	86	163	141	55	116	102	213	100	166
Friday	80	165	138	42	106	92	145	182	159
Saturday	97	187	162	59	94	88	155	224	202
Sunday	111	199	173	66	98	89	169	155	162

CHAPTER 10 NON-PRODUCTIVE ACTIVITIES

An activity is considered non-productive if it cannot be delegated to someone else, in line with the “third person rule”. Activities performed for personal maintenance and care such as eating, drinking, sleeping, or exercising are non-productive. Similarly, activities associated with socializing and entertainment, participation in sports, hobbies and games, and use of mass media are considered non-productive activities.

10.1 Learning

In the time use classification system, time spent on learning is considered as a non-productive activity as learning cannot be delegated to someone else. However from a gender perspective learning and education are considered as very important elements for reducing the gender gap and inequality.

Table 10.1: Average time in minutes spent on learning activities by population aged 10 to 24 years by sex and area of residence

	Male	Female	Total	Male	Female	Total
	Urban			Rural		
Average Time in Minutes						
General Education	323	317	320	312	316	314
Homework, Course review, Research and Activities Related to General Education	47	50	48	51	40	46
Additional Study, Non-formal Education and Courses During Free Time	55	34	44	15	24	19
Career/Professional Development Training and Studies	6	3	4	0	1	0
Other Activities Carried Out in Relation to Learning Activities	26	23	25	24	26	25
Travel Related to Learning	45	46	45	39	39	39
Learning Activities n.e.c	3	4	4	8	14	11

In general, more time is spent on general education than on any other activities related to learning. The average time spent on general education is slightly higher in urban areas (320 minutes) than in rural areas (314 minutes). There are however, no remarkable gender differences in urban or rural areas.

In the case of homework and other learning activities related to general education, the gender difference is very small. Women in urban areas spend 50 minutes against 47 minutes for men on this learning activity. The only observable gender difference is in rural areas where men spend an average of 51 minutes on homework and other learning activities compared to 40 minutes for women.

Males and females in urban areas spend more time on additional study during free time and on learning activities related to career development than males and females in rural areas. Males in

urban areas devote more time to additional study than females, spending on average 21 minutes more on this activity. In rural areas, the opposite is the case with females having a slight edge over males.

Table 10.2: Participation rates for learning activities by population aged 10 to 24 years by sex and area of residence

	Male	Female	Total	Male	Female	Total
	Urban			Rural		
	%					
General education	91	88	90	93	92	92
Homework, course review, research and activities related to general education	54	55	55	51	46	49
Additional study, non-formal education and courses during free time	46	31	39	16	22	19
Career/professional development training and studies	2	1	1	0	0	0
Other activities carried out in relation to learning activities	58	55	56	54	64	59
Travel related to learning	92	91	92	90	86	88
Learning activities not elsewhere classified (n.e.c)	9	11	10	14	12	13

The overall participation rate in general education is very high indicating that Ghana has a relatively good enrollment rate for schooling. The difference in enrolment rates between urban and rural areas is also not very large. The widest difference between the two areas of residence is found in the category of additional study, non-formal education (and courses during free time (39% against 19%).

Males and females in urban areas have a higher participation rate in traveling related to learning than those living in rural area areas. The gender difference is much noticed in urban than rural areas for general education. Females in rural areas have a slightly higher participation rate than those living in urban areas.

Females in rural areas have a higher participation rate than males in the category of additional study, non-formal education and courses during free time, which demonstrates that females are undertaking learning activities during their free time probably alongside their household or market activities.

Table 10.3: Time in minutes spent by actors involved on learning activities (4 digits), population aged 10-24, by sex and area of residence

	Male	Female	Total	Male	Female	Total
	URBAN			RURAL		
	Time Spent by Actors					
General Education	309	307	308	293	294	294
Homework, Course review, Research and Activities Related to General Education	92	99	95	102	92	97
Additional Study, Non-formal Education and Courses During Free Time	126	113	120	102	109	106
Career/Professional Development Training and Studies	414	336	383	20	147	129
Other Activities Carried Out in Relation to Learning Activities	46	45	45	49	41	45
Travel Related to Learning	51	50	51	43	45	44
Learning Activities n.e.c	38	47	43	57	130	90

The time spent by persons involved in general education is slightly higher in urban areas (308 minutes) than in rural areas (294 minutes). The difference in location in terms of all learning activities is high. When it comes to study related to career and professional development, males and females in the urban areas spent more time than their counterparts in the rural areas (383 minutes against 129 minutes for rural areas). The gender difference in the same category shows that males in urban areas spend significantly more time on average on this activity than females, while in rural areas the opposite is the case.

For homework and related learning activities, females in urban areas spend more time than their male counterparts (99 minutes for females against 92 minutes for males). However, males in rural areas spend more time than their female counterparts (102 minutes for males against 92 minutes for females).

10.2 Leisure and Personal Care Activities

Table 10.4 shows that the average time spent on Leisure and Personal Care Activities has a gender dimension. Males spent an average of 121 minutes on socializing and females 104 minutes. There is a noticeable gender difference for cultural, entertainment and sport events where males spent 6 minutes and females only 2 minutes, which is three times less. With regards to hobbies and other pastime activities (18 minutes for males and 5 for females), and participating in indoor and outdoor sports (males with 23 minutes and females with 4 minutes) the gender difference is high. Concerning personal care activities, females spent relatively more time (744 minutes) than males (717 minutes).

Table 10.4: Average time spent on leisure and personal care activities by sex by population aged 10 years and older

	Sex of Respondent		Total Minutes
	Male Minutes	Female Minutes	
Socializing and community participation	121	104	113
Attending/visiting cultural, entertainment and sports events/venues	6	2	4
Hobbies, games and other pastime activities	18	5	11
Indoor and outdoor sports participation and related courses	23	4	13
Mass media	108	76	92
Personal care and maintenance	717	744	731

Table 10.5 shows that the participation rate for leisure has a gender dimension. Males participate more in recreation, cultural and sport activities. The participation rate for cultural activities is 6% for males while for females it is 2%, and for hobbies and other pastime activities as games it is 15% for males and 6% for females. For sport participation activities, 21% of males as against 5% of females participated. Also, 65% of males engaged in activities related to mass media, while 50% of females participated in the same activities.

Table 10.5: Participation rates on leisure and personal care by sex by population aged 10 years and older

	Sex of Respondent		Total %
	Male	Female	
	%	%	
Socializing and community participation	76	74	75
Attending/visiting cultural, entertainment and sports events/venues	6	2	4
Hobbies, games and other pastime activities	15	6	10
Indoor and outdoor sports participation and related courses	21	5	13
Mass media	65	50	58
Personal care and maintenance	100	100	100

CHAPTER 11

SIMULTANEOUS ACTIVITIES AND TIME USE BY REGION

11.1. Simultaneous activities

Overlapping activities (measurement of simultaneous activities) is an important dimension of time use and can provide a more accurate estimate of individuals' contribution to the economy in the areas of non-market activities. Non-market activities are an essential component of estimating a country's GDP, but remains one of the major challenges – and difficulties – for time-use surveys to measure. Hence, the reason for including diaries where household members aged 10 years and older record their activities within a 24- hour clock.

It is obvious that overlapping activities can either increase an individual's satisfaction or increase its productivity. For instance, one can listen to the radio or watch television while eating, resting or performing any productive SNA or extended SNA activity. Also one can combine childcare with watching television, or doing the laundry while preparing dinner.

As a result of this, it is very difficult to record such activities performed simultaneously alongside a main (primary) activity, because it is highly improbable that the persons interviewed can declare these simultaneous activities spontaneously.

Table 11.1 synthesizes the results of the Ghana time-use survey, which have been presented in the previous chapters.

Table 11.1: Average time spent on disaggregated activities for population aged 10 years and older by sex

	Excluding simultaneous			Including simultaneous			Simultaneous		
	Male Minutes	Female Minutes	Total Minutes	Male Minutes	Female Minutes	Total Minutes	Male Minutes	Female Minutes	Total Minutes
SNA Activities	288	230	256	444	368	404	156	138	148
Work for corporations/quasi corporations, non-profit institutions and government (formal sector work)	65	23	42	67	27	46	2	4	4
Work for household in primary production activities	121	70	92	254	161	205	133	91	113
Work for household in non-primary production activities	21	33	28	29	51	41	8	18	13
Work for household in construction activities	10	1	5	13	2	7	3	1	2
Work for household providing services for income	71	103	89	81	127	105	10	24	16
Non-SNA Activities	68	220	153	122	256	219	54	36	66
Providing unpaid domestic services for own final use within household	40	155	104	66	171	142	26	16	38
Providing unpaid care-giving services to household members	11	53	35	22	68	55	11	15	20
Providing community services and help to other households	17	12	14	34	17	22	17	5	8
Learning	110	81	94	120	100	110	10	19	16
Learning	110	81	94	120	100	110	10	19	16
Other Non-productive Activities	963	901	928	993	935	964	30	34	36
Socializing and community participation	115	96	104	121	104	113	6	8	9
Attending/visiting cultural, entertainment and sports events/venues	5	1	3	6	2	4	1	1	1
Hobbies, games and other pastime activities	15	4	9	18	5	11	3	1	2
Indoor and outdoor sports participation and related courses	20	3	10	23	4	13	3	1	3
Mass media	99	65	80	108	76	92	9	11	12
Personal care and maintenance	709	732	722	717	744	731	8	12	9
Total	1,429	1,432	1,431	1,679	1,659	1,697	250	227	266

For instance, the column “excluding simultaneous” corresponds to table 7.2 in chapter 7. When simultaneous activities are excluded, the daily time-use of females and males is equivalent to 24 hours (or 1,440 minutes): the observed difference might be due to rounding off at the disaggregated level of the ICATUS classification.

In chapters 9 and 10 (extended SNA and non-productive activities), the data used in the tables presented includes simultaneous activities. The second major column of Table 11.1 presents these data and completes the set with SNA activities. Finally the third major column of Table 11.1 calculates the difference between column 2 and column 1 and gives the number of hours spent in simultaneous activities. When including the simultaneous activities, the average day lasts approximately 28 hours (or 1,680 minutes), which means that in the average day of a Ghanaian male or female, 4 hours are spent on simultaneous activities.

Interestingly, the SNA activities have the highest score in terms of simultaneous activities and nearly exclusively in work for household in primary production activities. This result is due to the importance of intra SNA simultaneous activities in Primary Production. For instance, the person who is taking care of the cattle in the field can at the same time cut grass to feed the animals, or collect firewood for household use. Another example can be taken in Services where the shopkeeper who is sitting in the shop all day long may declare that, he had lunch from 1.00pm to 1.30pm. In this case, the activity of eating becomes secondary – simultaneous³.

Excluding this exception, the major simultaneous activities for females are found in learning, (19 minutes), unpaid domestic services (16 minutes), caregiving (15 minutes) and of course personal care (12 minutes), mass media (11 minutes) and socializing (8 minutes). For males, simultaneous activities are generally fewer than for females: they are found in unpaid domestic services and in community services and help to other households, the only two categories where males exceed females with 26 minutes against 16 minutes, and 17 minutes against 5 minutes respectively. The time spent by males on other activities is: learning (10 minutes), personal care (8 minutes), mass media (9 minutes) and socializing (6 minutes).

11.2. Time-use by region

It is interesting to know that there are regional variations in the gender distribution of time between the various broad activities. Table 11.2 which presents the time spent by persons involved in the 4 broad activities reveals that the highest gender disparity is from non-SNA activities in the Northern region where females spend 7 times more time than males in unpaid work. This is followed by Upper West (4.85 times), and Upper East (4.33). The least gender disparities (but still important) are observed in the Central (2.37), Eastern (2.38) and Western (2.53) regions.

³ A good appreciation of simultaneous activities should take the form of a matrix in which the rows would represent primary activities and columns, the simultaneous activities. The statistics would be the number of persons involved in simultaneous activities.

Table 11.2: Time Spent by persons involved on Broad Activity Categories by Sex and Region

			Sex of Respondent		Total	Disparity index: female/ male
			Male	Female		
			Minutes	Minutes	Minutes	
Region	Western	SNA Activities	321	242	279	0.75
		Extended SNA activities	93	235	169	2.53
		Learning	110	86	97	0.78
		Other non-productive activities	910	870	888	0.96
	Central	SNA Activities	264	241	250	0.91
		Extended SNA activities	87	206	160	2.37
		Learning	144	89	111	0.62
		Other non-productive activities	939	899	914	0.96
	Greater Accra	SNA Activities	279	253	265	0.91
		Extended SNA activities	68	188	135	2.76
		Learning	113	89	100	0.79
		Other non-productive activities	974	903	934	0.93
	Volta	SNA Activities	274	211	239	0.77
		Extended SNA activities	85	225	161	2.65
		Learning	131	93	110	0.71
		Other non-productive activities	941	901	919	0.96
	Eastern	SNA Activities	283	232	254	0.82
		Extended SNA activities	84	200	149	2.38
		Learning	153	120	135	0.78
		Other non-productive activities	910	879	893	0.97
	Ashanti	SNA Activities	334	234	279	0.70
		Extended SNA activities	65	211	146	3.25
		Learning	104	86	94	0.83
		Other non-productive activities	926	895	909	0.97
	Brong Ahafo	SNA Activities	303	216	255	0.71
		Extended SNA activities	61	217	147	3.56
		Learning	112	89	99	0.79
		Other non-productive activities	955	911	931	0.95
	Northern	SNA Activities	394	296	337	0.75
		Extended SNA activities	31	217	140	7.00
		Learning	85	72	78	0.85
		Other non-productive activities	922	845	877	0.92
	Upper East	SNA Activities	413	331	368	0.80
		Extended SNA activities	46	199	130	4.33
		Learning	125	91	106	0.73
		Other non-productive activities	845	803	822	0.95
	Upper West	SNA Activities	414	339	370	0.82
		Extended SNA activities	39	189	126	4.85
		Learning	125	104	113	0.83
		Other non-productive activities	856	803	826	0.94
Total		SNA Activities	322	257	286	0.80
		Extended SNA activities	68	209	148	3.07
		Learning	122	93	106	0.76
		Other non-productive activities	919	872	893	0.95

CHAPTER 12 CONCLUSION

All over the world the call for gender equity and equality has gained prominence. In Ghana this affirmative action has been trumpeted, though concrete action has been less visible. The allocation of time use between women and men in the household and in the economy is a major gender issue that has been recognized globally and should be incorporated in the growing discussion on human development. This makes time use data very important in explaining gender patterns.

Women's and girls' contributions are less recognized compared to those of men and boys. This is probably because of low consideration given to women's roles and time as a result of gender stereotypes. To help reverse the trend, the Beijing Platform of Action resulting from the Fourth United Nations World Conference on women, called for the development of suitable statistical means to recognize and make visible, the full extent of the work of women and all their contributions to the national economy, including their contributions in the unremunerated and domestic sectors.

The Platform for Action goes further to advocate for in-depth analysis of the type, extent and distribution of the unremunerated work, particularly care-giving to dependents. This is only possible if suitable statistical means were employed. Fortunately, the Platform for Action recommended the conduct of Time Use Surveys (TUS) as a starting point to realizing this objective. Indeed, TUS are emerging as a very useful statistical tool to generate data on how individuals spend their time. The time spent can then be used to estimate the value of unpaid work. (UN Beijing Declaration, Platform for Action, 1995).

The 2009 Ghana Time Use Survey conducted by the Ghana Statistical Service was intended to achieve this objective and contribute to the government's fulfillment of its international and national commitments. The survey revealed how different individuals - women, men, girls, and boys in Ghana spend their time in relation to all types of work and work-related activities. The survey also highlighted the extent of paid and unpaid labour in Ghana, which patterns were found to be not different from those undertaken in developed and developing countries. It was observed that women spend much more of their time on unpaid and unproductive types of work while their men counterparts were more likely to be engaged in paid work.

Reducing women's workload of household activities among others, can save time that could otherwise be allocated for other productive work, for purposes of reducing poverty and enabling girls to receive an education, a factor proven to lead to reduction in maternal and child mortality, and enable women to better claim their rights to participate in decision-making and in management of natural resources.

Women and girls' ability to escape from poverty participate in decision making and educate themselves by going to school and engaging in productive and remunerated activities is often limited by their responsibility for everyday unpaid household and care activities. For poor women and girls this burden is even greater because of the underinvestment in public infrastructure and the effect of wars and conflicts on infrastructure. The time women and girls spend on routine tasks can be reduced dramatically if the appropriate infrastructure is in place; efficient sources of

energy (especially new forms of fuel for cooking and heating), transport systems, and water and sanitation systems are accessible to women. All over the world the call for gender equity and equality has been gaining prominence.

The results from the survey will be used as input in the development of satellite account Household production and then a gender-aware macroeconomic model for Ghana. The results have also highlighted gender imbalances in average time spent on productive and non-productive activities and on paid and unpaid work. This could feed into government's policy decisions in an effort to finding solutions that address gender issues in macroeconomics and poverty reduction.

GSS hopes researchers will be inspired by this report and to use the data and unearth more interesting analysis.

APPENDICES

Appendix A: Appendix Tables

Table A 1.1. Distribution of respondents by selected characteristics (unweighted sample)

Characteristics	Male		Female		Total	
	Count	%	Count	%	Count	%
Total	4,227	45.9	4,976	54.1	9,203	100
Age group						
10-17	1,078	25.5	1,096	22.0	2,174	23.6
18-24	635	15.0	721	14.5	1,356	14.7
25-64	2,147	50.8	2,746	55.2	4,893	53.2
65+	367	8.7	413	8.3	780	8.5
18-64	2,782	65.8	3,467	69.7	6,249	67.9
Marital status						
Single/Never married	1,708	42.9	1,451	30.7	3,159	36.3
Married	1,921	48.3	2,228	47.2	4,149	47.7
Widowed/Divorced/Separated	215	5.4	816	17.3	1,031	11.8
Informal/Loose union	133	3.3	229	4.8	362	4.2
Household composition						
At least one child under 6	1,923	45.5	2,522	50.7	4,445	48.3
No child under 6 but at least one child under 18	1,379	32.6	1,706	34.3	3,085	33.5
No children	925	21.9	748	15.0	1,673	18.2
Area of residence						
Urban	1,550	36.7	1,962	39.4	3,512	38.2
Rural	2,677	63.3	3,014	60.6	5,691	61.8
Level of educational attainment						
No Education	832	19.7	1,615	32.5	2,447	26.6
Pre & primary school	1,158	27.4	1,322	26.6	2,480	26.9
Middle & JSS	1,414	33.5	1,452	29.2	2,866	31.1
Senior Secondary School	823	19.5	587	11.8	1,410	15.3
Higher education	832	19.7	1,615	32.5	2,447	26.6
Employment status						
Employed	3,001	71.0	3,391	68.1	6,392	69.5
Unemployed	125	3.0	242	4.9	367	4.0
Not economically active	1,101	26.0	1,343	27.0	2,444	26.6
Household monthly expenditure						
<= 100 Gh Cedis	1,221	29.0	1,501	30.3	2,722	29.7
101-200 Gh Cedis	1,358	32.2	1,574	31.7	2,932	32.0
201-300 Gh Cedis	780	18.5	867	17.5	1,647	18.0
301+ Gh Cedis	853	20.3	1,016	20.5	1,869	20.4

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301+ Gh Cedis	853	20.3	1,016	20.5	1,869	20.4

Table A 1.3: Age distribution of population by residence and sex (%)

Age Group	Urban			Rural			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
<5	14.8	12.1	13.4	15.7	15.2	15.4	15.2	13.6	14.4
5-9	14.3	12.3	13.2	18.7	17.1	17.9	16.5	14.6	15.5
10-14	9.7	9.5	9.6	10.9	9.7	10.3	10.3	9.6	9.9
15-19	10.5	10.1	10.3	9.1	8.1	8.6	9.8	9.2	9.5
20-24	8.1	8.8	8.5	5.2	6.6	5.9	6.7	7.7	7.2
25-29	7.1	9.7	8.5	5.8	7.5	6.7	6.4	8.6	7.6
30-34	6.7	8.2	7.5	6.2	6.2	6.2	6.4	7.2	6.8
35-39	6.6	6.7	6.6	5.2	6.3	5.7	5.9	6.5	6.2
40-44	5.6	5	5.3	4.4	5.3	4.9	5	5.1	5.1
45-49	4.6	4.4	4.5	4.5	4.4	4.5	4.6	4.4	4.5
50-54	2.5	3.4	2.9	3.8	3.5	3.7	3.1	3.5	3.3
55-59	2.9	2.4	2.6	3	2.4	2.7	3	2.4	2.7
60-64	1.8	2.1	1.9	2.3	2	2.1	2	2.1	2
65-69	1.8	1.8	1.8	1.7	1.5	1.6	1.7	1.7	1.7
70-74	1.8	1.4	1.6	1.6	1.5	1.5	1.7	1.5	1.6
75-79	0.5	0.6	0.6	0.9	1.2	1	0.7	0.9	0.8
80+	0.8	1.4	1.1	1.1	1.5	1.3	1	1.4	1.2
Total	100	100	100	100	100	100	100	100	100

A 1.4: Average time spent on unpaid care work to household members by educational level, sex and locality- urban

Activity category	Highest Educational Level											
	Never been to school			Pre-School			Primary			Middle/JSS/JHS		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Caring for children / physical care	61,7	117,8	113,5	.	145,0	145,0	54,3	98,7	93,5	59,1	119,5	111,1
Teaching, training helping children	25,0	21,6	22,8	.	.	.	37,4	35,3	36,0	54,0	30,9	38,2
Accompanying children to places	5,0	38,2	36,6	.	.	.	29,1	31,4	30,7	86,0	36,8	42,4
Minding children (passive care)	43,3	54,4	53,6	.	.	.	65,1	137,4	115,0	59,9	115,8	106,9
Caring for adults / physical care	28,6	92,0	82,7	.	.	.	100,0	56,0	70,2	23,9	130,5	120,1
Caring for adults / emotional support	.	137,4	137,4	.	.	.	.	35,8	35,8	38,2	51,9	49,5
Accompanying adults to places	.	560,0	560,0	.	.	.	70,0	51,1	59,9	67,9	60,0	66,9
Travel related to unpaid care giving services	.	63,9	63,9	.	.	.	28,6	39,1	36,3	47,7	42,1	43,3
Providing unpaid care giving services n.e.c	.	.	.	.	.	.	.	.	.	51,5	48,1	49,8
Total	51,1	102,0	98,0	.	145,0	145,0	53,7	89,3	83,2	57,9	105,3	97,5

A 1.4: Average time spent on unpaid care work to household members by educational level, sex and locality- urban, (Cont'd)

Activity category	Highest Educational Level											
	Secondary/SSS/SHS			Training College			Polytechnic			University		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Caring for children / physical care	63,1	124,3	108,6	50,8	77,4	74,4	68,9	84,6	74,5	118,6	156,2	140,7
Teaching, training helping children	90,6	42,4	55,2	.	42,9	42,9	55,0	30,0	49,2	51,6	120,0	64,7
Accompanying children to places	60,0	43,9	45,2	.	.	.	20,0	.	20,0	184,0	20,0	64,6
Minding children (passive care)	130,8	122,7	125,7	.	95,0	95,0	50,0	40,0	48,4	60,0	70,0	64,9
Caring for adults / physical care	189,0	92,1	117,0	30,0	.	30,0	27,7	.	27,7	.	49,0	49,0
Caring for adults / emotional support	67,1	120,0	84,8	.	30,0	30,0	.	.	.	.	.	.
Accompanying adults to places	16,0	30,0	17,6	.	.	.	.	10,0	10,0	60,0	.	60,0
Travel related to unpaid care giving services	16,8	38,2	29,7	5,0	25,0	16,0	43,9	30,0	39,3	34,1	30,0	32,3
Providing unpaid care giving services n.e.c	35,0	87,9	63,8	.	.	.	.	.	.	62,9	.	62,9
Total	68,3	102,0	91,6	37,2	69,9	65,2	57,6	66,1	60,3	88,3	111,9	100,9


A 1.5: Average time spent on unpaid care work to household members by educational level, sex and locality- rural

Activity category	Highest Educational Level											
	Never been to school			Pre-School			Primary			Middle/JSS/JHS		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Caring for children / physical care	53,1	112,5	105,0	38,7	130,0	75,1	75,4	95,9	91,7	61,0	119,5	105,5
Teaching, training helping children	151,0	43,1	90,3	.	.	.	43,8	36,4	39,3	51,0	55,2	52,6
Accompanying children to places	.	58,4	58,4	.	.	.	23,7	121,6	93,0	45,2	39,3	40,3
Minding children (passive care)	66,7	75,2	72,9	42,1	.	42,1	71,5	106,9	94,3	106,7	127,4	120,8
Caring for adults / physical care	32,2	48,8	45,5	.	.	.	105,4	55,3	70,7	49,0	48,4	48,5
Caring for adults / emotional support	60,0	143,3	117,2	.	.	.	134,1	.	134,1	410,0	191,1	239,2
Accompanying adults to places	60,0	20,0	25,5	.	.	.	.	30,0	30,0	140,0	28,1	58,2
Travel related to unpaid care giving services	.	54,0	54,0	.	.	.	40,6	34,4	37,6	99,0	33,1	38,1
Providing unpaid care giving services n.e.c	49,2	.	49,2	.	.	.	35,5	40,7	37,9	51,6	109,3	101,3
Total	60,5	101,3	94,9	39,9	130,0	66,4	72,7	92,7	87,6	65,8	107,2	96,8

A 1.5: Average time spent on unpaid care work to household members by educational level, sex and locality- rural (Cont'd)

Activity category	Highest Educational Level											
	Secondary/SSS/SHS			Training College			Polytechnic			University		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Caring for children / physical care	79,9	114,3	103,1	60,9	188,6	161,5	36,4	.	36,4	152,4	33,8	89,6
Teaching, training helping children	40,0	53,2	51,4	92,1	.	92,1	80,0	40,0	48,4	77,0	.	77,0
Accompanying children to places	26,7	60,1	43,9	.	.	.	60,0	.	60,0	.	20,0	20,0
Minding children (passive care)	42,1	134,9	91,8	35,0	450,0	242,5	.	60,0	60,0	.	90,0	90,0
Caring for adults / physical care	141,3	71,0	123,5	10,0	30,0	24,8	.	.	.	.	.	.
Caring for adults / emotional support	199,9	60,0	175,4	.	.	.	.	.	.	.	.	.
Accompanying adults to places	.	.	.	.	.	.	.	.	.	.	.	.
Travel related to unpaid care giving services	80,6	57,0	65,9	85,0	.	85,0	.	.	.	155,0	.	155,0
Providing unpaid care giving services n.e.c	41,5	20,0	34,6	.	.	.	.	.	.	.	.	.
Total	76,8	99,6	91,1	68,1	193,5	151,6	41,5	45,5	42,6	120,1	35,9	78,2

Appendix B: Household Questionnaire




REPUBLIC OF GHANA
GHANA STATISTICAL SERVICE

GHANA TIME USE SURVEY (GTUS) 2009
PRINTING AND SHADING INSTRUCTIONS

HHold ID -

HH NO: QUEST NO:



PLEASE PRINT CAREFULLY AND AVOID CONTACT WITH THE EDGES AS SHOWN: 1 2 3 4 5 6 7 8 9 0 A B C D

Shade Circles Like This--> Not Like This-->

SECTION A: HOUSEHOLD IDENTIFICATION

Interviewer Name <input type="text"/>		ID No. <input type="text"/>		Supervisor Name <input type="text"/>		Sup ID. <input type="text"/>	
Date of First Visit	DAY <input type="text"/>	MONTH <input type="text"/>	YEAR <input type="text"/> 2 0 0 9	Final Interview Date	DAY <input type="text"/>	MONTH <input type="text"/>	YEAR <input type="text"/> 2 0 0 9
A01 Region Name: <input type="text"/>		A02 District Name: <input type="text"/>		Total Number of Visits	Interview Start Time: HOUR <input type="text"/> MINUTES <input type="text"/>		
A03 Locality Name: <input type="text"/>		A04 Name of Household Head: <input type="text"/>					
A05. Region Code	A06. District Code	A07. EA. No.	A08. Structure No.	A09. Household No.	A10. Household Size	A11. Eligible Members	A12. Diaries Completed
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
A14. Language of Questionnaire				Other (Specify) <input type="text"/>		A17. Was an interpreter used? <input type="radio"/> Yes <input type="radio"/> No	
A15. Language of Interview				<input type="text"/>			
A16. Language of Respondent				<input type="text"/>			

Page 1 of 8
HOUSEHOLD QUESTIONNAIRE

1675144222

SECTION B: COMPOSITION/DEMOGRAPHIC CHARACTERISTICS

Household Roster for usual members

HHold ID -

Members 12 years or more

P E R S O N I D	B02. NAME of a household member	B03. What is the relationship of [NAME] to head of household?	B04. Is [NAME] male or female?	B05. How old is [NAME], in completed years?	B06. What is [NAME's] nationality?	B07. What is [NAME's] religious affiliation?	B08. What is [NAME's] current marital status?	B09. What type of marriage is [NAME] involved in?
		PLEASE BEGIN WITH THE HEAD OF HOUSEHOLD	01 Head 02 Spouse (Wife/Husband) 03 Child 04 Newpew/Niece 05 Grandchild 06 Father/Mother 07 Brother/Sister 08 Son/Daughter-in-law 09 Sister/Brother-in-law 10 Parent-in-law 11 Other relative 12 No relation 13 Domestic worker 14 Adopted/Foster/Stepchild	<input type="radio"/> M <input type="radio"/> F	<input type="text"/>	01 Ghanaian (Birth) 02 Ghanaian (Naturalised) 03 Burkinabe 04 Malian 05 Nigerian 06 Ivorian 07 Togolese 08 Liberian 09 Other ECOWAS 10 Other African 11 Other (Specify) <input type="text"/>	01 Catholic 02 Anglican 03 Presbyterian 04 Methodist 05 Pentecost-Charismatic 06 Other Christian 07 Islam 08 Traditionalist 09 No religion 10 Other (Specify) <input type="text"/>	1 Single/Never married 2 Married 3 Widow(er) 4 Divorced 5 Separated 6 Informal/loose union
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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Page 2 of 8
HOUSEHOLD QUESTIONNAIRE

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SECTION 2: HOUSEHOLD CHARACTERISTICS
Respondents: Head of household and/or responsible household member

HHold ID -

<p>S201. In what type of dwelling does the household live?</p> <p>1 Separate house (bungalow) <input type="radio"/></p> <p>2 Semi-detached house <input type="radio"/></p> <p>3 Flat/Apartment <input type="radio"/></p> <p>4 Room(s) [compound house] <input type="radio"/></p> <p>5 Room(s) [other type] <input type="radio"/></p> <p>6 Several buildings (same compound) <input type="radio"/></p> <p>7 Several buildings (diff. compounds) <input type="radio"/></p> <p>8 Tents/Kiosk/container <input type="radio"/></p> <p>9 Other (Specify) <input type="radio"/></p> <p align="center"><input type="text"/></p>	<p>S203. How many rooms does the household occupy?</p> <p>1 One room <input type="radio"/></p> <p>2 Two rooms <input type="radio"/></p> <p>3 Three rooms <input type="radio"/></p> <p>4 Four rooms <input type="radio"/></p> <p>5 Five rooms <input type="radio"/></p> <p>6 Six rooms <input type="radio"/></p> <p>7 Seven rooms <input type="radio"/></p> <p>8 Eight rooms <input type="radio"/></p> <p>9 Nine or more rooms <input type="radio"/></p>	<p>S205. What type of fuel does your household mainly use for cooking?</p> <p>1 None, no cooking <input type="radio"/></p> <p>2 Wood <input type="radio"/></p> <p>3 Charcoal <input type="radio"/></p> <p>4 LPG gas <input type="radio"/></p> <p>5 Bio gas <input type="radio"/></p> <p>6 Electricity <input type="radio"/></p> <p>7 Kerosene <input type="radio"/></p> <p>8 Crop residue/sawdust <input type="radio"/></p> <p>9 Animal waste <input type="radio"/></p> <p>10 Other (Specify) <input type="radio"/></p> <p align="center"><input type="text"/></p> <p align="center">IF NOT 2 GO TO S209</p>	<p>S207. Which member(s) of the household mostly have the task of procuring wood?</p> <p>1 Adult woman <input type="radio"/></p> <p>2 Adult man <input type="radio"/></p> <p>3 Both sexes (Adult) <input type="radio"/></p> <p>4 Female child under 15 <input type="radio"/></p> <p>5 Male child under 15 <input type="radio"/></p> <p>6 Both sexes under 15 <input type="radio"/></p> <p>7 Female age 15-17 <input type="radio"/></p> <p>8 Male age 15-17 <input type="radio"/></p> <p>9 Both sexes age 15-17 <input type="radio"/></p> <p align="center">GO TO S209</p>
<p>S202. Who owns this dwelling?</p> <p>1 Household member <input type="radio"/></p> <p>2 Being purchased <input type="radio"/></p> <p>3 Relative not household member <input type="radio"/></p> <p>4 Other private individual <input type="radio"/></p> <p>5 Private employer <input type="radio"/></p> <p>6 Other private agency <input type="radio"/></p> <p>7 Public/Gov't ownership <input type="radio"/></p> <p>8 Other (Specify) <input type="radio"/></p> <p align="center"><input type="text"/></p>	<p>S204. What is the main source of lighting for your dwelling?</p> <p>1 Electricity (mains) <input type="radio"/></p> <p>2 Kerosene <input type="radio"/></p> <p>3 Gas Lamp <input type="radio"/></p> <p>4 Candles/Torches <input type="radio"/></p> <p>5 Sorlar energy <input type="radio"/></p> <p>6 Generator <input type="radio"/></p> <p>7 No Light <input type="radio"/></p> <p>8 Other (Specify) <input type="radio"/></p> <p align="center"><input type="text"/></p>	<p>S206. Does household buy or collect the wood?</p> <p>1 Buy <input type="radio"/></p> <p>2 Collect <input type="radio"/></p> <p align="center">IF 2 GO TO S208</p>	<p>S208. Which member(s) of the household mostly have the task of collecting wood?</p> <p>1 Adult woman <input type="radio"/></p> <p>2 Adult man <input type="radio"/></p> <p>3 Both sexes (Adult) <input type="radio"/></p> <p>4 Female child under 15 <input type="radio"/></p> <p>5 Male child under 15 <input type="radio"/></p> <p>6 Both sexes under 15 <input type="radio"/></p> <p>7 Female age 15-17 <input type="radio"/></p> <p>8 Male age 15-17 <input type="radio"/></p> <p>9 Both sexes age 15-17 <input type="radio"/></p>

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SECTION 2: HOUSEHOLD CHARACTERISTICS
Respondents: Head of household and/or responsible household member

HHold ID -

<p>S209. What is the main source of drinking water for the household?</p> <p align="center">IF 01, 02, 09, 10, 11, 12, 13 OR 14 GO TO S211</p> <p>01 Piped into dwelling <input type="radio"/></p> <p>02 Piped to yard/plot <input type="radio"/></p> <p>03 Public tap/standpipe <input type="radio"/></p> <p>04 Tube Well or borehole <input type="radio"/></p> <p>05 Piped into neighbour's yard <input type="radio"/></p> <p>06 Protected well <input type="radio"/></p> <p>07 Unprotected well <input type="radio"/></p> <p>08 Protected spring <input type="radio"/></p> <p>09 Unprotected spring <input type="radio"/></p> <p>10 Rain water <input type="radio"/></p> <p>11 Tanker truck <input type="radio"/></p> <p>12 Cart with small tank <input type="radio"/></p> <p>13 Surface water <input type="radio"/></p> <p>14 Bottled water <input type="radio"/></p> <p>15 Sachet water <input type="radio"/></p> <p>16 Other (Specify) <input type="radio"/></p> <p align="center"><input type="text"/></p>	<p>S210. Who usually goes to the source to fetch the water for your household?</p> <p>1 Adult woman <input type="radio"/></p> <p>2 Adult man <input type="radio"/></p> <p>3 Both sexes (Adult) <input type="radio"/></p> <p>4 Female child under 15 <input type="radio"/></p> <p>5 Male child under 15 <input type="radio"/></p> <p>6 Both sexes under 15 <input type="radio"/></p> <p>7 Female age 15-17 <input type="radio"/></p> <p>8 Male age 15-17 <input type="radio"/></p> <p>9 Both sexes age 15-17 <input type="radio"/></p>	<p>S211. Does the household own any of the following?</p> <table border="0"> <tr> <td></td> <td align="center">Y</td> <td align="center">E</td> <td align="center">S</td> <td align="center">N</td> </tr> <tr> <td></td> <td align="center">○</td> <td align="center">○</td> <td align="center">○</td> <td align="center">○</td> </tr> <tr> <td>01 A wall clock</td> <td align="center">○</td> <td align="center">○</td> <td align="center">○</td> <td align="center">○</td> </tr> <tr> <td>02 A radio</td> <td align="center">○</td> <td align="center">○</td> <td align="center">○</td> <td align="center">○</td> </tr> <tr> <td>03 A black/white</td> <td align="center">○</td> <td align="center">○</td> <td align="center">○</td> <td align="center">○</td> </tr> <tr> <td>04 A colour television</td> <td align="center">○</td> <td align="center">○</td> <td align="center">○</td> <td align="center">○</td> </tr> <tr> <td>05 A mobile telephone</td> <td align="center">○</td> <td align="center">○</td> <td align="center">○</td> <td align="center">○</td> </tr> <tr> <td>06 A land-line telephone</td> <td align="center">○</td> <td align="center">○</td> <td align="center">○</td> <td align="center">○</td> </tr> <tr> <td>07 A refrigerator</td> <td align="center">○</td> <td align="center">○</td> <td align="center">○</td> <td align="center">○</td> </tr> <tr> <td>08 A freezer</td> <td align="center">○</td> <td align="center">○</td> <td align="center">○</td> <td align="center">○</td> </tr> <tr> <td>09 Electric generator</td> <td align="center">○</td> <td align="center">○</td> <td align="center">○</td> <td align="center">○</td> </tr> <tr> <td>10 Washine machine</td> <td align="center">○</td> <td align="center">○</td> <td align="center">○</td> <td align="center">○</td> </tr> <tr> <td>11 Computer</td> <td align="center">○</td> <td align="center">○</td> <td align="center">○</td> <td align="center">○</td> </tr> <tr> <td>12 Digital/Non-digital photo camera</td> <td align="center">○</td> <td align="center">○</td> <td align="center">○</td> <td align="center">○</td> </tr> <tr> <td>13 Video deck</td> <td align="center">○</td> <td align="center">○</td> <td align="center">○</td> <td align="center">○</td> </tr> <tr> <td>14 DVD/VCD</td> <td align="center">○</td> <td align="center">○</td> <td align="center">○</td> <td align="center">○</td> </tr> <tr> <td>15 Bed</td> <td align="center">○</td> <td align="center">○</td> <td align="center">○</td> <td align="center">○</td> </tr> <tr> <td>16 Cabinet/cupboard</td> <td align="center">○</td> <td align="center">○</td> <td align="center">○</td> <td align="center">○</td> </tr> <tr> <td>17 Microwave</td> <td align="center">○</td> <td align="center">○</td> <td align="center">○</td> <td align="center">○</td> </tr> <tr> <td>18 Living room furniture</td> <td align="center">○</td> <td align="center">○</td> <td align="center">○</td> <td align="center">○</td> </tr> <tr> <td>19 Satellite dish</td> <td align="center">○</td> <td align="center">○</td> <td align="center">○</td> <td align="center">○</td> </tr> <tr> <td>20 Sewing machine</td> <td align="center">○</td> <td align="center">○</td> <td align="center">○</td> <td align="center">○</td> </tr> <tr> <td>21 Fan</td> <td align="center">○</td> <td align="center">○</td> <td align="center">○</td> <td align="center">○</td> </tr> <tr> <td>22 Air conditioner</td> <td align="center">○</td> <td align="center">○</td> <td align="center">○</td> <td align="center">○</td> </tr> <tr> <td>23 Gas cooker</td> <td align="center">○</td> <td align="center">○</td> <td align="center">○</td> <td align="center">○</td> </tr> <tr> <td>24 Kerosene stove</td> <td align="center">○</td> <td align="center">○</td> <td align="center">○</td> <td align="center">○</td> </tr> <tr> <td>25 Blender</td> <td align="center">○</td> <td align="center">○</td> <td align="center">○</td> <td align="center">○</td> </tr> <tr> <td>26 Rice cooker</td> <td align="center">○</td> <td align="center">○</td> <td align="center">○</td> <td align="center">○</td> </tr> <tr> <td>27 Coal pot</td> <td align="center">○</td> <td align="center">○</td> <td align="center">○</td> <td align="center">○</td> </tr> </table>		Y	E	S	N		○	○	○	○	01 A wall clock	○	○	○	○	02 A radio	○	○	○	○	03 A black/white	○	○	○	○	04 A colour television	○	○	○	○	05 A mobile telephone	○	○	○	○	06 A land-line telephone	○	○	○	○	07 A refrigerator	○	○	○	○	08 A freezer	○	○	○	○	09 Electric generator	○	○	○	○	10 Washine machine	○	○	○	○	11 Computer	○	○	○	○	12 Digital/Non-digital photo camera	○	○	○	○	13 Video deck	○	○	○	○	14 DVD/VCD	○	○	○	○	15 Bed	○	○	○	○	16 Cabinet/cupboard	○	○	○	○	17 Microwave	○	○	○	○	18 Living room furniture	○	○	○	○	19 Satellite dish	○	○	○	○	20 Sewing machine	○	○	○	○	21 Fan	○	○	○	○	22 Air conditioner	○	○	○	○	23 Gas cooker	○	○	○	○	24 Kerosene stove	○	○	○	○	25 Blender	○	○	○	○	26 Rice cooker	○	○	○	○	27 Coal pot	○	○	○	○
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25 Blender	○	○	○	○																																																																																																																																															
26 Rice cooker	○	○	○	○																																																																																																																																															
27 Coal pot	○	○	○	○																																																																																																																																															

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SECTION 3

Respondents: Head of household and/or responsible household member

HHold ID -

SECTION 3A: HOUSEHOLD ASSETS			SECTION 3B: USE OF SOCIAL SERVICES		
S301. Does the household own any of the following? IF NO SKIP TO NEXT ASSET	S301A. Ownership of household assets?	S301B. Who controls the asset?	S302. Does any member of the household use the primary school nearest to your dwelling?	S307. How far is the nearest health facility to your dwelling?	
	Y E S	M A L E	F E M A L E	<input type="text"/> KM	
01 Farmland (garden, arable piece of land)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Yes <input type="checkbox"/>	
02 Land/ plot(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. No <input type="checkbox"/>	
03 Livestock/poultry (cattle, sheep, chicken, etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. No member attends primary school <input type="checkbox"/>	S308. Who usually takes the sick in the household to the nearest health facility?
04 Tractors/farming tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Male <input type="checkbox"/>
05 Industrial or handicraft machines or equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> KM	Female <input type="checkbox"/>
06 Residential building/dwelling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Both <input type="checkbox"/>
07 Non residential premises	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	S303. How far is the nearest primary school to your dwelling?	Not applicable <input type="checkbox"/>
08 Industrial or handicraft premises	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> KM	S309. Does the household usually obtain its supplies from the market nearest to the dwelling?
09 Import and sale license/operating certificate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Yes <input type="checkbox"/> No <input type="checkbox"/>
10 Transportation equipment (bus, minibus, truck, canoe, etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	S304. Does any member of the household use the secondary school nearest to your dwelling?	
11 Private car	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Yes <input type="checkbox"/>	
12 Bicycle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. No <input type="checkbox"/>	
13 Motorbike	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. No member attends secondary school <input type="checkbox"/>	S310. How far is the nearest market to your dwelling?
14 Donkey / cart	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="text"/> KM
15 Cornmill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	S305. How far is the nearest secondary school to your dwelling?	
				<input type="text"/> KM	S311. Who usually obtain supplies from the nearest market?
					Male <input type="checkbox"/>
				S306. In case of illness, does the household use the health facility nearest to the dwelling?	Female <input type="checkbox"/>
				Yes <input type="checkbox"/> No <input type="checkbox"/>	Both <input type="checkbox"/>
					Not applicable <input type="checkbox"/>

SECTION 4: HOUSEHOLD EXPENDITURE

Respondents: Head of household and/or responsible household member



HHold ID -

S401 How much does the household usually expend monthly in Ghana cedis (GH¢) on the following items	S402. Who usually pay?			S403. How much does the household usually expend monthly in Ghana cedis (GH¢)
	Purchased	Non-Purchased	Household Member Male ----- 1 Female ---- 2 Both ----- 3 Non-Household Member Male ----- 4 Female ----- 5 Both ----- 6 NA ----- 7	
A) Food and non-alcoholic beverages	<input type="text"/>	<input type="text"/>	<input type="text"/>	1 - 50 GH¢ <input type="checkbox"/>
B) Hotels, cafes and restaurants	<input type="text"/>	<input type="text"/>	<input type="text"/>	51 - 100 GH¢ <input type="checkbox"/>
C) Clothing and footwear	<input type="text"/>	<input type="text"/>	<input type="text"/>	100 - 150 GH¢ <input type="checkbox"/>
D) Housing, water, electricity, gas and other utilities	<input type="text"/>	<input type="text"/>	<input type="text"/>	151 - 200 GH¢ <input type="checkbox"/>
E) Transport	<input type="text"/>	<input type="text"/>	<input type="text"/>	201 - 250 GH¢ <input type="checkbox"/>
F) Furnishings, household equipment and routine maintenance	<input type="text"/>	<input type="text"/>	<input type="text"/>	251 - 300 GH¢ <input type="checkbox"/>
G) Health	<input type="text"/>	<input type="text"/>	<input type="text"/>	300 - 350 GH¢ <input type="checkbox"/>
H) Recreation and culture	<input type="text"/>	<input type="text"/>	<input type="text"/>	351 - 400 GH¢ <input type="checkbox"/>
I) Alcoholic beverages, tobacco, etc	<input type="text"/>	<input type="text"/>	<input type="text"/>	401 - 450 GH¢ <input type="checkbox"/>
J) Miscellaneous goods and services	<input type="text"/>	<input type="text"/>	<input type="text"/>	451 - 500 GH¢ <input type="checkbox"/>
K) Education	<input type="text"/>	<input type="text"/>	<input type="text"/>	Over 500 GH¢ <input type="checkbox"/>
L) Communications (Postal services, Telephone, internet and Telex)	<input type="text"/>	<input type="text"/>	<input type="text"/>	A18. Interview result
				Completed <input type="checkbox"/>
				No household member at home as at time of visit <input type="checkbox"/>
				Absent for extended period of time <input type="checkbox"/>
				Refused <input type="checkbox"/>
				Dwelling vacant <input type="checkbox"/>
				Dwelling destroyed <input type="checkbox"/>
				Dwelling not found <input type="checkbox"/>
				Other (Specify) <input type="checkbox"/>
				<input type="text"/>
				Interview End Time <input type="text"/> : <input type="text"/>
				HOUR MINUTES

Appendix C: Individual Questionnaire

Member ID - -

HH. NO: QUEST. NO PERSON ID

 REPUBLIC OF GHANA	REPUBLIC OF GHANA GHANA STATISTICAL SERVICE GHANA TIME USE SURVEY (GTUS) 2009	 STATISTICAL SERVICE GHANA			
PRINTING AND SHADING INSTRUCTIONS					
For optimum accuracy, please print carefully and avoid contact with the edges of the box. The following will serve as an		Shade Circles Like This--> ● Not Like This--> ⊗			
<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> - <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>					
INTERVIEW INFORMATION					
NAME	ID NO:	DAY:	MONTH	YEAR	
Interviewer _____	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
Supervisor _____	<input type="text"/>	Strat Time <input type="text"/> : <input type="text"/>			
		HOUR MINUTES			
	E N G L I S H	A K A G N	E W E M A	D A Z E A N I	O T H E R
Language of Questionnaire	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language of Interview	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language of Respondent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
					Other (Specify) <input type="text"/>
SECTION 1A: HOUSEHOLD IDENTITY					
E.A. NO: <input type="text"/>	HH. NO: <input type="text"/>	QUEST. NO <input type="text"/>	Region <input type="text"/>		
Household Head <input type="text"/>			District <input type="text"/>		
			Locality <input type="text"/>		
SECTION 1B: RESPONDENT'S BACKGROUND					
Person ID <input type="text"/>	B101 Name of respondent <input type="text"/>		B102 Sex of respondent Male <input type="radio"/> Female <input type="radio"/>		
B103 In what month were you born?	<input type="text"/>	IF DON'T KNOW ENTER 98	B103 In what year were you born?	<input type="text"/>	IF DON'T KNOW ENTER 9998
B105 How old were you at your last birthday?	<input type="text"/>	AGE IN COMPLETED YEARS	B106 Date activities were recorded	<input type="text"/>	<input type="text"/>
			DAY:	MONTH	YEAR
B107 Which day of the week were the activities recorded?					
Monday <input type="radio"/> Tuesday <input type="radio"/> Wednesday <input type="radio"/> Thursday <input type="radio"/> Friday <input type="radio"/> Saturday <input type="radio"/> Sunday <input type="radio"/>					

4318071958

Member ID - -

SECTION 2: TIME USE

1. T I M E C O D E	2. A C T I V I T Y N O	3. Activity description A MAXIMUM OF 5 ACTIVITIES PER HOUR WITHIN THE 24 HOURS	4. Activity code	5. Duration of Activity (in minutes)	6. Whom did you do this for? 1 Self 2 Household 3 Work 4 Friend 5 Charity 6 Community 7 Child 8 Other	7. Simulta- neous Activity Y E S N O	8. Location 1 1 At home 2 Someone's house 3 School, college 4 Workplace 5 Other 6 Travelling/ moving IF NOT 6 GO TO NEXT ACTIVITY	9. Location 2 1 Walking 2 Private Car 3 Taxi 4 Train 5 Bus 6 Bicycle 7 Other
04:00 To 05:00	<input type="checkbox"/>		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="radio"/> <input type="radio"/>	<input type="text"/>	<input type="text"/>
	<input type="checkbox"/>		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="radio"/> <input type="radio"/>	<input type="text"/>	<input type="text"/>
	<input type="checkbox"/>		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="radio"/> <input type="radio"/>	<input type="text"/>	<input type="text"/>
	<input type="checkbox"/>			<input type="text"/>	<input type="text"/>	<input type="radio"/> <input type="radio"/>	<input type="text"/>	<input type="text"/>
05:00 To 06:00	<input type="checkbox"/>		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="radio"/> <input type="radio"/>	<input type="text"/>	<input type="text"/>
	<input type="checkbox"/>		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="radio"/> <input type="radio"/>	<input type="text"/>	<input type="text"/>
	<input type="checkbox"/>		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="radio"/> <input type="radio"/>	<input type="text"/>	<input type="text"/>
	<input type="checkbox"/>			<input type="text"/>	<input type="text"/>	<input type="radio"/> <input type="radio"/>	<input type="text"/>	<input type="text"/>
06:00 To 07:00	<input type="checkbox"/>		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="radio"/> <input type="radio"/>	<input type="text"/>	<input type="text"/>
	<input type="checkbox"/>		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="radio"/> <input type="radio"/>	<input type="text"/>	<input type="text"/>
	<input type="checkbox"/>		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="radio"/> <input type="radio"/>	<input type="text"/>	<input type="text"/>
	<input type="checkbox"/>			<input type="text"/>	<input type="text"/>	<input type="radio"/> <input type="radio"/>	<input type="text"/>	<input type="text"/>
07:00 To 08:00	<input type="checkbox"/>		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="radio"/> <input type="radio"/>	<input type="text"/>	<input type="text"/>
	<input type="checkbox"/>		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="radio"/> <input type="radio"/>	<input type="text"/>	<input type="text"/>
	<input type="checkbox"/>		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="radio"/> <input type="radio"/>	<input type="text"/>	<input type="text"/>
	<input type="checkbox"/>			<input type="text"/>	<input type="text"/>	<input type="radio"/> <input type="radio"/>	<input type="text"/>	<input type="text"/>

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Member ID - -

SECTION 2: TIME USE

1. T I M E C O D E	2. A C T I V I T Y NO	3. Activity description A MAXIMUM OF 5 ACTIVITIES PER HOUR WITHIN THE 24 HOURS	4. Activity code	5. Duration of Activity (in minutes)	6. Whom did you do this for? 1 Self 2 Household 3 Work 4 Friend 5 Charity 6 Community 7 Child 8 Other	7. Simulta- neous Activity Y E S N O	8. Location 1 1 At home 2 Someone's house 3 School, college 4 Workplace 5 Other 6 Travelling/ moving IF NOT 6 GO TO NEXT ACTIVITY	9. Location 2 1 Walking 2 Private Car 3 Taxi 4 Train 5 Bus 6 Bicycle 7 Other
08:00 To 09:00	<input type="checkbox"/>		<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="radio"/> <input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>		<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="radio"/> <input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>		<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="radio"/> <input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>		<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="radio"/> <input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
09:00 To 10:00	<input type="checkbox"/>		<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="radio"/> <input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>		<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="radio"/> <input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>		<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="radio"/> <input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>		<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="radio"/> <input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
10:00 To 11:00	<input type="checkbox"/>		<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="radio"/> <input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>		<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="radio"/> <input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>		<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="radio"/> <input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>		<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="radio"/> <input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
11:00 To 12:00	<input type="checkbox"/>		<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="radio"/> <input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>		<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="radio"/> <input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>		<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="radio"/> <input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>		<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="radio"/> <input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>

Member ID - -

SECTION 2: TIME USE

1. T I M E C O D E	2. A C T I V I T Y NO	3. Activity description A MAXIMUM OF 5 ACTIVITIES PER HOUR WITHIN THE 24 HOURS	4. Activity code	5. Duration of Activity (in minutes)	6. Whom did you do this for? 1 Self 2 Household 3 Work 4 Friend 5 Charity 6 Community 7 Child 8 Other	7. Simulta- neous Activity Y E S N O	8. Location 1 1 At home 2 Someone's house 3 School, college 4 Workplace 5 Other 6 Travelling/ moving IF NOT 6 GO TO NEXT ACTIVITY	9. Location 2 1 Walking 2 Private Car 3 Taxi 4 Train 5 Bus 6 Bicycle 7 Other <input type="text"/>
12:00 To 13:00	<input type="checkbox"/>		<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="radio"/> <input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>		<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="radio"/> <input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>		<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="radio"/> <input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>		<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="radio"/> <input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
13:00 To 14:00	<input type="checkbox"/>		<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="radio"/> <input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>		<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="radio"/> <input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>		<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="radio"/> <input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>		<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="radio"/> <input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
14:00 To 15:00	<input type="checkbox"/>		<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="radio"/> <input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>		<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="radio"/> <input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>		<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="radio"/> <input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>		<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="radio"/> <input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
15:00 To 16:00	<input type="checkbox"/>		<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="radio"/> <input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>		<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="radio"/> <input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>		<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="radio"/> <input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>		<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="radio"/> <input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>

Member ID - -

SECTION 2: TIME USE

1. T I M E C O D E	2. A C T I V I T Y N O	3. Activity description A MAXIMUM OF 5 ACTIVITIES PER HOUR WITHIN THE 24 HOURS	4. Activity code	5. Duration of Activity (in minutes)	6. Whom did you do this for? 1 Self 2 Household 3 Work 4 Friend 5 Charity 6 Community 7 Child 8 Other	7. Simulta- neous Activity Y E S N O	8. Location 1 1 At home 2 Someone's house 3 School, college 4 Workplace 5 Other 6 Travelling/ moving IF NOT 6 GO TO NEXT ACTIVITY	9. Location 2 1 Walking 2 Private Car 3 Taxi 4 Train 5 Bus 6 Bicycle 7 Other
16:00	<input type="checkbox"/>		<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="radio"/> <input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>		<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="radio"/> <input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
To 17:00	<input type="checkbox"/>		<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="radio"/> <input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>		<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="radio"/> <input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
17:00	<input type="checkbox"/>		<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="radio"/> <input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>		<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="radio"/> <input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
To 18:00	<input type="checkbox"/>		<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="radio"/> <input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>		<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="radio"/> <input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
18:00	<input type="checkbox"/>		<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="radio"/> <input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>		<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="radio"/> <input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
To 19:00	<input type="checkbox"/>		<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="radio"/> <input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>		<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="radio"/> <input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
19:00	<input type="checkbox"/>		<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="radio"/> <input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>		<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="radio"/> <input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
To 18:00	<input type="checkbox"/>		<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="radio"/> <input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>		<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="radio"/> <input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Member ID - -

SECTION 2: TIME USE

1. T I M E C O D E	2. A C T I V I T Y N O	3. Activity description A MAXIMUM OF 5 ACTIVITIES PER HOUR WITHIN THE 24 HOURS	4. Activity code	5. Duration of Activity (in minutes)	6. Whom did you do this for? 1 Self 2 Household 3 Work 4 Friend 5 Charity 6 Community 7 Child 8 Other	7. Simulta- neous Activity Y E S N O	8. Location 1 1 At home 2 Someone's house 3 School, college 4 Workplace 5 Other 6 Travelling/ moving IF NOT 6 GO TO NEXT ACTIVITY	9. Location 2 1 Walking 2 Private Car 3 Taxi 4 Train 5 Bus 6 Bicycle 7 Other
20:00 To 21:00	<input type="checkbox"/>		<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="radio"/> <input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>		<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="radio"/> <input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>		<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="radio"/> <input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>		<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="radio"/> <input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
21:00 To 22:00	<input type="checkbox"/>		<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="radio"/> <input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>		<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="radio"/> <input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>		<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="radio"/> <input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>		<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="radio"/> <input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
22:00 To 23:00	<input type="checkbox"/>		<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="radio"/> <input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>		<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="radio"/> <input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>		<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="radio"/> <input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>		<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="radio"/> <input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
23:00 To 00:00	<input type="checkbox"/>		<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="radio"/> <input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>		<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="radio"/> <input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>		<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="radio"/> <input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>		<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="radio"/> <input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>

Member ID - -

SECTION 2: TIME USE

1. T I M E C O D E	2. A C T I V I T Y NO	3. Activity description A MAXIMUM OF 5 ACTIVITIES PER HOUR WITHIN THE 24 HOURS	4. Activity code	5. Duration of Activity (in minutes)	6. Whom did you do this for? 1 Self 2 Household 3 Work 4 Friend 5 Charity 6 Community 7 Child 8 Other	7. Simulta- neous Activity Y E S N O	8. Location 1 1 At home 2 Someone's house 3 School, college 4 Workplace 5 Other 6 Travelling/ moving IF NOT 6 GO TO NEXT ACTIVITY	9. Location 2 1 Walking 2 Private Car 3 Taxi 4 Train 5 Bus 6 Bicycle 7 Other
00:00 To 01:00	<input type="checkbox"/>		<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="radio"/> <input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>		<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="radio"/> <input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>		<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="radio"/> <input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>		<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="radio"/> <input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
01:00 To 02:00	<input type="checkbox"/>		<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="radio"/> <input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>		<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="radio"/> <input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>		<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="radio"/> <input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>		<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="radio"/> <input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
02:00 To 03:00	<input type="checkbox"/>		<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="radio"/> <input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>		<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="radio"/> <input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>		<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="radio"/> <input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>		<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="radio"/> <input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
03:00 To 04:00	<input type="checkbox"/>		<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="radio"/> <input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>		<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="radio"/> <input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>		<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="radio"/> <input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>		<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="radio"/> <input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION 3: TIME USE-SPECIAL ACTIVITIES

<p>S301. Did you spend any time during the day looking after children?</p> <p>1 Yes, but the activity was not mentioned, or was not mentioned for the entire time that it took <input type="radio"/></p> <p>2 Yes, the activity was mentioned for the entire time in the time use form <input type="radio"/></p> <p>3 No <input type="radio"/></p>	
<p>S302. Did you spend any time during the day taking care of adult persons?</p> <p>1 Yes, but the activity was not mentioned, or was not mentioned for the entire time that it took <input type="radio"/></p> <p>2 Yes, the activity was mentioned for the entire time in the time use form <input type="radio"/></p> <p>3 No <input type="radio"/></p>	
<p>S303. Was yesterday a typical day for you?</p> <p>1. Yes <input type="radio"/></p> <p>2. No, because I was ill <input type="radio"/></p> <p>3. No, because it was a day off for me <input type="radio"/></p> <p>4. No, because I was on leave <input type="radio"/></p> <p>5. No, because there was a special event <input type="radio"/></p> <p>6. No, because there was a problem with the weather <input type="radio"/></p> <p>7. No, because there was a problem with the family <input type="radio"/></p> <p>8. No, other reason (Specify) _____ <input type="radio"/></p>	
<p>S304. Do you have a watch or any other means of keeping the time outside your home? Yes <input type="radio"/> No <input type="radio"/></p>	
<p>S305. WERE ANY OTHER PEOPLE PRESENT DURING THE INTERVIEW Yes <input type="radio"/> No <input type="radio"/></p>	
<p>S306. Interview result</p> <p>1. Completed <input type="radio"/></p> <p>2. Not at home as at time of visit <input type="radio"/></p> <p>3. Refused <input type="radio"/></p> <p>4. Partly completed <input type="radio"/></p> <p>5. Incapacitated <input type="radio"/></p> <p>6. Other (Specify) <input type="radio"/></p> <p style="text-align: center;">-----</p>	
<p>Interview End Time</p> <p><input type="text"/> <input type="text"/> : <input type="text"/> <input type="text"/></p> <p>HOUR MINUTES</p>	

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LIST OF FIELD STAFF

2009 GHANA TIME USE SURVEY (GTUS) TEAMS

TEAM ONE: WESTERN REGION

ID NUMBER	NAME	POSITION
011	Isaac Adu Mensah	Supervisor
012	Edward Mends	Interviewer
013	Ellis Agyemang	Interviewer
014	Mary Crentsil	Interviewer
015	Stephen Fiifi Acquah	Interviewer

TEAM TWO: WESTERN/CENTRAL REGIONS

ID NUMBER	NAME	POSITION
021	Henrietta Wilson	Supervisor
022	Fred Akwasi Acquah	Interviewer
023	Henry Obeng Tawiah	Interviewer
024	Matilda Afful Forson	Interviewer
025	William Quarshie	Interviewer

TEAM THREE: GREATER ACCRA/CENTRAL REGIONS

ID NUMBER	NAME	POSITION
031	Mavis Akomeah	Supervisor
032	Catherine Amoah	Interviewer
033	Abigail Larsey	Interviewer
034	Gibson Gidisu	Interviewer
035	Richard Boadu Mensah	Interviewer

TEAM FOUR: GREATER ACCRA REGION

ID NUMBER	NAME	POSITION
041	William Eyimah	Supervisor
042	Joseph Nii Nartey	Interviewer
043	Edmund Nii Larbi Darku	Interviewer
044	Debora Dodoo	Interviewer
045	Ethel Nyan	Interviewer

TEAM FIVE: GREATER ACCRA/VOLTA/EASTERN REGIONS

ID NUMBER	NAME	POSITION
051	Emmanuel Kofi-Kumah Manor	Supervisor
052	Cecilia Segbedji	Interviewer
053	Esther Kweinorkor Tetteh	Interviewer
054	Evans K. Norviewoo	Interviewer
055	Augustine Ganiyu-Adams	Interviewer

TEAM SIX: VOLTA REGION

ID NUMBER	NAME	POSITION
061	Peter Agbelie	Supervisor
062	Ivy Dogbey	Interviewer
063	Jennifer Agbenyegah	Interviewer
064	Edmund Jubilee Fiadjjo	Interviewer
065	Christian Duho-Gumenu	Interviewer

TEAM SEVEN: EASTERN REGION

ID NUMBER	NAME	POSITION
071	Elizabeth Arthur	Supervisor
072	Richardson Osei Agyeman	Interviewer
073	Franklina S. Kusi	Interviewer
074	Seth Opoku Larbi	Interviewer
075	Fred Yaw Ocansah	Interviewer

TEAM EIGHT: EASTERN/ASHANTI REGIONS

ID NUMBER	NAME	POSITION
081	Benedict S. Berko Asante	Supervisor
082	Lydia A. Mensah	Interviewer
083	Francisca Franklina Mante	Interviewer
084	Isaac Yenkyira Appiah	Interviewer
085	Stephen K. Amponsah	Interviewer

TEAM NINE: ASHANTI/BRONG AHAFO REGIONS

ID NUMBER	NAME	POSITION
091	Boakye Asiama	Supervisor
092	Charles Bonsu	Interviewer
093	Edna Nkansa	Interviewer
094	Charles Gyamfi	Interviewer
095	Rita Osei Wusu	Interviewer

TEAM TEN: BRONG AHAFO REGION

ID NUMBER	NAME	POSITION
101	Charles Kofi Ansah	Supervisor
102	Georgina Tima Yeboah	Interviewer
103	Juliet Ofosu Acquah	Interviewer
104	Charles Amponsah	Interviewer
105	Janet Amo	Interviewer

TEAM ELEVEN: NORTHERN REGION

ID NUMBER	NAME	POSITION
111	David Crentsil	Supervisor
112	Baba M. Razak	Interviewer
113	Ernest Adarkwa	Interviewer
114	Fati Inusah	Interviewer
115	Saada Sulemana	Interviewer

TEAM TWELVE: UPPER EAST REGION

ID NUMBER	NAME	POSITION
121	Issa Abubakari	Supervisor
122	Martha Laar	Interviewer
123	Elvis Akpabli	Interviewer
124	Daniel Kombat	Interviewer
125	Michael Nana Yaw Amoah	Interviewer

TEAM THIRTEEN: UPPER WEST REGION

ID NUMBER	NAME	POSITION
131	Priscilla Opoku	Supervisor
132	Habakuk Tarezina	Interviewer
133	Edward Keteku	Interviewer
134	James Carl Abasiyam	Interviewer
135	Isaac Nornyibey Yao	Interviewer