N.i.D.S.

NATIONAL INCOME DYNAMICS STUDY

Fieldwork Manual

Wave 1

2008

DRA

DEVELOPMENT RESEARCH | AFRICA

www.dra.co.za

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1. Introduction

What is the National Income Dynamics Study?

In 2006, the South African Presidency embarked on an intensive multi-million rand effort to track - and understand - the shifting face of poverty by closely following more than 30 000 people, young and old, rich and poor, over a period of years.

The National Income Dynamics Study (NIDS) will be the first national panel study in South Africa to document the dynamic structure of households in South Africa and changes in the general level of well-being of household members. A key feature of the panel study is its ability to follow people as they move out of their original 8 000 households. In doing this, the movement of household members as they leave and/or return to the household or set up their own households will be adequately captured in subsequent waves.

The first wave or baseline study of NIDS is being conducted by the Southern Africa Labour and Development Research Unit (SALDRU) based at the University of Cape Town's School of Economics. The first wave will commence fieldwork in January 2008, with data and report release planned for late 2009. Current planning enables data collection every two years.

The results from this survey will help further the understanding of household dynamics and well-being in South Africa. Panel data is invaluable for evaluating and monitoring the efficacy of social policies and programmes. This is because it allows researchers and policy analysts to see how households and individuals are impacted when they become eligible for these programmes. For all of these reasons It is important to ensure that the quality of such surveys is of the highest standard.

Objectives

The main objective of NIDS is to measure and understand **who** is getting ahead and who is falling behind in South Africa and **why** some are making progress and others are not. The 2008 wave of the NIDS survey will provide the baseline information on the well-being of sample members against which to measure all future changes.

To do this, the 2008 NIDS questionnaires will gather information on all members of the household; including those ~~that~~ are resident and those ~~that~~ are non-resident at the time of the interview. This will tell us who will remain in our sample over time and also about the household and family support systems that individuals have around them at the time of the interview. In addition to this, we will be gathering information on:

- Expenditures of the household and the wages and other incomes of individuals in the household;
- The assets owned by the household and the services to which the household has access;
- The level of education and health status of household members;
- Whether household members are still in school or working or looking for work or helping at home or retired; and
- The community groups to which members of the household belong, whether household members would like to remain within their current communities and how well-off they are relative to others in their community.

We collect most of this information from questionnaires. In each household we will administer a household questionnaire as well as individual questionnaires for each adult and child in the household. We will take measurements of weight, height, waist and blood pressure for each person in the household. Finally, we will ask most individuals to take a short numeracy (maths) test.

All respondents can refuse to be interviewed or refuse to answer any section or individual question in the questionnaire. We will ask for a respondent's permission to proceed with an interview before we start each interview.

It is expected that the survey will be repeated with the same individuals - even if they move to another part of the country - every two to three years. As a result, important information about issues such as internal migration, transitions from school to work, and the forces which shape the years from youth to adulthood are all expected from the survey.

2. Sampling and respondent selection

Sampling is a very important aspect of a survey design. It dictates how people are selected to participate. "If the findings of a household survey are to be useful, the sample must be representative of all households in South Africa. Just as it is not necessary to drink a whole pot of soup to know if there is enough salt in it, one does not need to interview every household in a given area to know about the situation in that specific area. As a result, you are requested to visit only the statistically chosen dwelling units in your area. It is of the utmost importance that you visit the identified dwelling units and not their neighbours or any other dwelling units. This will ensure that the end result is within the statistically acceptable accuracy limits. Note that no replacement of sampled dwelling units is allowed."[1]

Primary sampling units and maps

The NIDS sample consists of 400 primary sampling units or PSU's consisting of 24 dwelling units each. It is important that you adhere to the sampling methodology used at all times. If sampling is not carried out correctly it could invalidate the entire study. The sampling has been done for you and you will be instructed to approach specific dwelling units. Given the seriousness of adhering to the sampling methodology, ***it is imperative that you do not conduct interviews at a dwelling unit you have not been instructed to visit.***

If you find that the dwelling unit is vacant or the dwelling no longer exists you must record this information on your household control sheet.

How to find the sampled dwelling units

Each Field Manager will be provided with a listing document (LD) for each PSU, ie 1 PSU = 1 LD. The LD gives detailed directions to the PSU, detailed descriptions of the PSU boundaries, detailed directions on moving around within the PSU and detailed directions to each selected dwelling unit. The LD lists every dwelling in the PSU on the Document entitled HH-SD2 FORM-2006. This page has 10 columns and in the various columns information is given about each dwelling unit in the PSU. However what is important is that 24 of the DU's have a "Y" marked against them in the rightmost or 10th column; IT IS THESE 24 DUs THAT THE FIELD TEAM MUST SURVEY!

Each Team will also have aerial maps of the PSU so that physical confirmation can also be made. Accordingly there should be no trouble in quickly locating the 24 DUs to survey in each PSU. However should some unforeseen problem be encountered the DRA regional office must be informed at once so that contact can be made with the ~~Stats SA Regional Co-ordinator,~~ in order to overcome the problem.

Household control sheet and respondent selection

On a separate two-page form, is the household control sheet. This form must be filled out for EVERY dwelling unit that is selected in the study, regardless of whether or not a questionnaire is completed. IF THE DWELLING UNIT IS NOW VACANT, EMPTY, AN INSITUTION OR BUSINESS, OR YOU CANNOT GET

[1] Statistics South Africa. GHS 2007. Publicity Training Manual.

ACCESS, record this on the household control sheet. If there is more than one household in a dwelling unit, a separate household control sheet must be completed for every household.

Guidelines on how to complete the household control sheet

1. GPS coordinates are to be recorded on the household control sheet. This will be checked later to confirm that it coincides with the PSU coordinates.
2. When filling in the description of the household make sure to include it's position relative to a landmark, such as a fire hydrant, Telkom distribution box, etc. The description should include as much detail as possible to help identify the dwelling unit in the future.
3. The back of the household control sheet is to be used to keep track of the individual questionnaires that relate to that household. It is imperative that the questionnaires numbers are correctly recorded!

3. The importance of the fieldworker in ensuring quality

1. After you have completed your questionnaire and before you leave the respondents' house, quickly check through your questionnaires and make sure you have asked every question you were supposed to ask and make sure you have recorded their responses accurately.
2. That evening thoroughly check all the questionnaires that you have completed that day. If you find an error go back and visit the respondent the next day and verify the data. If the respondent has a phone number and you think they will not mind you phoning them, then you may call them back.
3. The next morning you must hand over to the field manager all the **questionnaires** you have completed and checked the day before.
4. The field manager will check every single questionnaire.
5. Your questionnaire will then be handed in at the office where the quality assurance team will be undertaking in-office and in-field checks to ensure that the correct stands were visited and that none of the information was falsified.
6. Following this your questionnaire will then be captured onto a computer. Another person will then capture the same questionnaire again to ensure that there were no data capture errors.
7. Once a given number of questionnaires are on a database the data manager will ~~then~~ validate the database. This involves checking the consistency of questions, skip patterns and looking for data capture errors.

This is why it is imperative that you pay the utmost attention when you are completing questionnaires and that you ***fix any errors before you hand them over to your field manager.*** If you have any doubts

DO NOT ASSUME OR GUESS what you think might be right. First consult your fieldwork manual. If you are still not sure, discuss it with your field manager. Your field manager will then check with **Bongani Sogela or Dean Nair (011 807 1194).**

4. Protocols for the fieldworker and fieldwork manager

The following are rules and guidelines that pertain to the expected behaviour of DRA and TNT fieldworkers and field managers, whilst in field. Non-adherence to these protocols may result in disciplinary action against the offender.

Staff Behaviour

- DRA ID cards (and DRA t-shirts/jerseys where possible) **MUST** be worn at all times. Fieldworkers are not allowed into field without them.

- If for any reason you cannot work on a particular day, notify your field manager immediately. Should you fail to do so, DRA reserves the right to penalise you for additional expenses that may be incurred due to your lack of planned involvement

Professionalism and ethics

Do not discuss the interviews with anyone outside of this research team. Indeed also try not to discuss your findings with members of team when it is inappropriate to do so.

Remind yourself not to argue with your informants or enter into debates with them. Many of the questions in this study have the potential to lead to debates as they are very interesting questions – stick to the questionnaire and minimise discussion with the respondent.

Do not turn respondents off by displaying signs of boredom. This is particularly important. As the study progresses and the number of interviews that you have to undertake add up you will feel the boredom of repetitiveness. It is vital that you continue to approach each interview as if it were your first.

Safety

Every effort and precaution must be made to ensure that the safety and security of employees are not compromised. Wherever possible the following should be adhered to:

- At least one member of a team has a cell-phone.
- If unsure of safety in a particular area, speak to the local police.
- If anyone feels threatened or that an area is unsafe, they must leave the area immediately.
- Locate/identify 'safe places' along the route you will travel. These are places you can stop at or make your way to in any emergency.
- Field managers are responsible for getting field workers home safely.
- If there should be an accident, it should be reported to your field manager. A DRA staff member shall immediately deal with the issue and advise you on what to do.

Driving

- Seat belts must be worn at all times when driving on DRA business, either as a passenger or a driver, regardless of whether it is a hire car or personal car.
- Speed limits must be adhered to **at all times** and all traffic rules are to be obeyed while driving on DRA business. Fines or penalties are to be paid by the guilty person.
- Furthermore, if you have used your own car, you will have to submit a completed kilometerage record sheet. The daily work and kilometerage reports will start with the first day of your appointment and continue through the entire period of employment.

Equipment

Your team will be issued with a set of equipment for anthropometrics. This set includes a tape measure, blood pressure monitor, a stadiometer, a scale and a baby measuring mat. You are responsible for keeping the equipment safe and in a good condition. Should the equipment be lost, broken or stolen due to your negligence, you will be liable for the cost of replacing the item(s). The fieldwork supervisors will also be issued with a GPS device to collect the household coordinates. In addition to the above equipment the fieldwork supervisor will be responsible for this device. As a fieldwork supervisor, should the GPS device issued to you be lost, broken or stolen due to your negligence, you will be liable for the cost of replacing the device.

5. Gaining access

When you first arrive at the house and tell the respondents that you're conducting a survey, some of the respondents may be reluctant to participate. Respondents may be aware of the study due to pamphlets and outreach that was intended to inform community members about the study. Nevertheless, most people would rather read, be socialising, watching TV or talking to their families and friends than spending an hour with a stranger. However, it is imperative that all the resident household members are interviewed, so it is important to try to get as many people as we can to start and finish the survey.

If a respondent doesn't want to participate in the survey, they will usually make that clear at the very beginning of the interview. It's important, therefore, to make a good impression from the very beginning. Greet the household members and introduce yourself by name and title and read the introductory statement. In this introduction, you will explain who you are, what DRA does, the purpose of the NIDS study, the confidentiality of the study and that the dwelling unit was randomly selected for the study. The following serves as an example of what you can say when introducing yourself and the study.

Good day. My name is ____________. I am from Development Research Africa (or TNT), an independent research organisation. We are conducting the fieldwork for a national survey run by SALDRU at the University of Cape Town, the National Income Dynamics Study. This survey is aimed at gathering information on household and individual well-being. Your household was randomly selected to participate in this survey. Your household will be surveyed again in 2 years time. All information will be kept confidential. Your participation is entirely voluntary. A household, adult and child questionnaire will be administered. The questionnaires range in length from 20 minutes to 60 minutes. Again, this household has been chosen by chance. We would like interview all the members of your household. May we do this?

Deliver the introductory statement, in a clear, friendly, and professional manner. If you need to practice reading this statement aloud until you're completely comfortable with it. Be sure to carefully explain the research goals and ask the respondent if they would agree to take part.

Then we need to obtain informed consent. Notice some of the things that we say in this introduction. We make it clear, from the beginning that we're calling from DRA, a legitimate, research company that has been operating in the region for over 13 years. We let the person we hope to interview know that we are asking for information - we can remind respondents that we're not asking for money or trying to sell anything. Hopefully, by letting people know who we are and why we are calling, we will increase our chances of getting them to participate in the survey.

Following your introduction, immediately tell the respondent how long your interview will take and make sure that you both understand that the respondent is available to see the interview through to the end. Tell them that the questionnaires will take about 20 - 60 minutes each to complete, depending on the questionnaire.

Do not under any circumstances lie or under-play the length of the interview. You will find some respondents getting impatient or even angry when you go past the designated time. It is possible that the interview has taken longer than you had anticipated. If this is the case, again ask the respondent for permission to extend the time. Should the respondent be unavailable then set a new time when you can return and make sure that you both understand the agreement. This agreement must be relayed to your supervisor at the next meeting, so that they can plan for your re-visit. Try and avoid such a situation arising, but it is preferable to completing an interview with a reluctant respondent. Experience has shown a high error rate, as well as creeping 'untruths' as the respondent matches an answer that is most likely to minimise the time they spend with you.

Reassure the informants about research confidentiality and carefully explain the confidentiality arrangements. If they are still uncomfortable they may choose not to answer all the questions. You can never over-emphasise how the interview will remain confidential. Remind your respondents that you are interested in their experiences and their opinions. Make it clear that there are no right or wrong statements. Highlight the valuable contribution that they are making to the subject matter.

The first part of the introduction involves recruitment of the participant; you must screen the participant to determine whether they are eligible to participate and acquire informed consent from the participant before you can begin the actual interview.

Answering a respondent's initial queries

In some cases, a respondent will ask you for information about the survey, or they may want to know why you are calling them. Your ability to answer these questions may determine whether or not a respondent decides to participate in the survey. Here are some of the questions that respondents may ask you during an interview, along with some of the answers you can give them:

Why did you choose me?	You were chosen through a technique called "random sampling." By using maps and a formula on the computer your area was selected. That's how we reached your home. That's the only way we can get a survey that fairly represents the people in this community and South Africa.
What are you going to do with this survey?	There will be reports summarising our findings. All answers will be grouped together; no responses will be identified with any specific person. Your cooperation is voluntary, but I would greatly appreciate your help.

What's this survey all about, anyway?	DRA and SALDRU want to know more about individual and household well-being in South Africa. It's important that we talk to everyone, so that we can get a true picture. Your answers are confidential, and your cooperation is voluntary, but I would greatly appreciate your help.
Can I talk to somebody in charge?	Certainly. You can speak to my supervisor. I'll put them on the phone right now or I will ask them to call you as soon as I meet up with them later in the day/evening. Alternatively you can call the NIDS offices directly on 0800 11 6437. This call is free if you call from a landline telephone.

Answer any of these questions to the best of your ability. However, if you don't know the answer to a question, don't make one up! Tell them that you don't know, and offer to direct their query to someone who does. If the respondent still wants their question answered, you can put him on hold and call your supervisor. If again you get a refusal – ask whether your supervisor may visit and better explain what you are doing. You can then return to the interview after the supervisor answers their questions.

Confidentiality and consent

The study is totally confidential. The person has the right to not participate in the study if they do not want to. They also have the right to refuse to answer questions if they do not want to.

Some information can be regarded as quite sensitive, it is therefore critical that you make the person feel comfortable and ensure them of the CONFIDENTIALITY of the study. It is a good idea to highlight to the respondent that the household and respondent was chosen randomly (this means by chance) from a list of households in the area. They were not selected for any particular reason. All information that the person shares with you must be kept totally confidential and private. It is very important that all members of the research team understand how critical the issue of confidentiality is. It is a matter of trust between informants and researchers. Breaking the confidentiality of the informants breaks that trust. This can hurt the respondents as well as the entire team/s doing the research. It may make it difficult to ever gain that trust in the community again.

Informed consent: Informed consent means that the respondent is informed about the research subject and methods, knows who the funding agency is, and has had an opportunity to ask as many questions as they want before they agree to be a subject.

If the respondent consents to participating ask the respondent if you may conduct the interviews now. If yes, you may proceed with conducting interviews immediately. If no, ask the respondent if you may return at a more convenient time that week.

You may be faced with people not wanting to participate. The following section will guide you on how to handle this.

Refusals

Some people may not want to participate in the interview. If a person refuses to participate, it's still possible to gently persuade them to change their mind. Sometimes all it takes are a few extra words explaining why we are doing the survey and why the person's information is so important for us. In most cases, the respondent will tell you why they don't want to cooperate. Here are some of the most common reasons people give for not wanting to participate in a survey and some statements you can use to try to convince the respondent to participate in the study:

Too busy.	This should only take a little while and it is very important that all people selected participate in the study. I am sorry to have caught you at a bad time. I would be happy to come back later or tomorrow. When would be a good time to visit you?
Not interested.	It's very important to get the participation of everyone in the sample. Your participation is very important to the overall study otherwise the results won't be very useful. So, I'd really like to talk to you. If we do not get your information there will be a gap in our study that would spoil the overall results.
No one's business.	I can certainly understand. That's why all of our interviews are confidential. Protecting people's privacy is one of our major concerns, it is for this reason that we remove your identifying information from the questionnaire before we capture your information on a computer. Because we do this there is no way for us to link any information you share with me to the study or results.
Leave the survey behind and I will complete it.	I understand why you feel that way but we have to do all the surveys the same way. All of the surveys are being administered by interviewers so we cannot change the way it is being administered for one or two people as it may make our results different. If you would prefer someone else from my team to speak

	to you, I can try and organise that.
Bad health or not feeling too good (tired) right now.	I'm sorry to hear that. I would be happy to come back tomorrow. Would that be okay?
Feel inadequate.	The questions are not at all difficult. There are no right or wrong answers. We are concerned about how you feel and behave rather than how much you know about certain things. Some of the people we have already interviewed had the same concern you have, but once they got started they didn't have any difficulty answering the questions. Maybe I could read just a few questions to you so you can see what they are like.
Objects to survey and puts it politely.	The questions in this survey are ones that DRA and our survey partners really need answers to, and we think your participation is very important.
Objects to survey and puts it strongly.	I'm sorry you feel that way, it is a pity for your information would have been valuable, however I see that you have strong feelings on such matters and I respect that, so I shall be leaving you now and rest assured nobody else will visit you. However, should you change your mind, here is my supervisors phone number, call him and arrange another meeting.

The above are only suggestions. As an interviewer, you should rely on your own judgement to encourage people to participate. If you discover a great way of convincing people to participate, share your wisdom with the rest of the team. As you do these surveys, you will discover which strategies seem to work best for you. In any case, at all times, be polite. You want to prevent the respondent from giving you a "hard refusal." If a respondent says, "I'm not interested in what you have to say" or "Don't come back here", that's a hard refusal. When a respondent gives a hard refusal, we are not allowed to contact that respondent again. That means that we will never know their opinions, not only for this phase, but forever. Do whatever you can to prevent a respondent from giving you a hard refusal. In all the examples you may ask WHETHER YOUR SUPERVISOR MAY VISIT AND BETTER EXPLAIN WHAT YOU ARE DOING.

It is essential to record all refusals in your household control sheet and to indicate the type of refusal it was. This is important for your supervisor, as they will have to confirm refusals and need to know whether there is still a chance to encourage the respondent to participate or not. If there is still a chance, knowing why the respondent initially declined, allows the supervisor to plan their visit accordingly. Remember – noting the reason for the refusal can be as important as doing the interview.

Repeat visits

After your initial visit, you must make at least two more attempts to find the respondent. At least one of these attempts must be on a different day. As you only have five days in a PSU, you must make sure you attempt to visit every selected dwelling unit at least once on your first three days in the PSU. If the household control sheet does not indicate that you have made two alternate attempts to find the respondent at home, over more than one day, you will have to return to the PSU at your own expense.

If the person can be located nearby at a place of work, the shops, neighbours etc, you may track the person down and interview them there, as long as it is convenient for the person concerned.

NOTE: You will need to return all unused household control sheets.

6. Protocols on completing a questionnaire and quality assurance

Capturing the entire household

It is important that you complete the household roster (Section B of the Household Questionnaire) first as it contains information such as person codes that will need to be copied to the other questionnaires. Also, it gives you information on how many household members will need to be interviewed and which questionnaires are applicable.

Every person who is a household member complies with the residency criteria as set out in the household questionnaires is eligible. A person is considered a household member if:

(i) they have lived under this "roof" or within the same compound/homestead/stand at least 15 days during the last 12 months OR they arrived here in the last 15 days and this is now their usual residence **and**

(ii) when they are together they share food from a common source with other household members **and**

(iii) they contribute to or share in a common resource pool.

It is imperative that we have information on all household members, both adults are children.

Proxy interviews

Proxy interviews are only completed for resident household members who cannot be found for an interview. There are very specific cases in which a proxy can be administered. Every effort to conduct the interview with the household member in person must have been exhausted before a proxy interview may be conducted. **Proxy interviews should be avoided at all costs!**

7. Guidelines to conducting an interview

To obtain consistent and comparable data, every interviewer must use standardised interviewing techniques and procedures to collect data. To ensure that all interviewers utilise consistent interviewing methods and to minimise response bias, the study investigators have carefully designed each form of the study instrument. Interviewers are extremely valuable members of the research team since the quality of the data and the success of the study depends largely upon the ability of each and every interviewer

Utilising the general guidelines outlined below will help the interviewer maintain control of the interview, collect meaningful data, and reassure the participant by professional and compassionate conduct of the interview.

The truth:

Remember, that above all else, we want the respondents to tell the truth. In other words, we don't want people to tell us things that they don't really believe or telling us what they think that we want to believe. We want to know about their well-being. If someone tells us, for example, that they spend more on one item than another, it must be true.

Be prepared

It is important to be prepared before beginning the interview. The more prepared the interviewer is for the full range of situations that arise during the study visit, the more able he/she is to minimize the burden to the participant. It is crucial that each interviewer be very familiar with the project protocols and procedures, study instruments, skip patterns and the entire interview process before undertaking the first interview.

Always remember that you are a professional and therefore should be very knowledgeable about the work you are doing, including details about things like the purpose of the survey, the characteristics of the sample population, and the specifics of the interview. Participants will expect you to know what you are doing and why, and you must be ready to answer any questions they might ask you.

Once the respondent has agreed to cooperate, you have to actually ask them the questions. Again, when you interview the respondent, use a conversational tone. The more familiar you become with the script the more natural you will sound reading the questions, so reading the script over a number of times before making your first call is important. The key is to sound like someone a respondent will want to spend the next hour together with. Try not to sound as though you're bored or dull. You don't want the respondent to mistake you for a computer-generated voice! Also, be sure that you do not sound like you are on fast forward. A good rule of thumb is that you should read about 60 words every half-a-minute. You may want to time yourself during pre-testing to see how fast you're reading the text.

Maintaining rapport and dealing with sensitive issues

The rapport building process begins with the initial contact with the study participant and the interviewer should maintain a positive relationship with the study participant throughout the interview. Through acceptance, an understanding manner and interest in the participant, the interviewer can create an atmosphere in which the participant feels able to speak freely without reservation. Specifically, the interviewer must find a delicate balance between presenting the questions in a professional, matter-of-fact manner without being abrupt, tactless or insensitive. It is best to avoid acting too serious or too jovial because extreme types of behaviour may alarm or upset the participant, and will bias the interview.

If the participant appears nervous or indicates that she finds a particular question too personal, reassure her/him that she/he may speak freely and that all of her/his responses will be kept confidential. The interviewer's ability to maintain an environment in which the participant feels safe to speak is critical to the interview process. Basic approaches used in survey research involve emphasising the confidentiality between the interviewer and participant as well as the importance of each individual's participation and contribution to this significant research. Using phrases such as "I can understand that you might be concerned about the privacy of our conversation, but let me reassure you that your answers are strictly confidential," can help to put participants at ease at difficult points throughout the interview.

If a participant refuses to answer a question after providing reassurances, indicate “Refused” on the instrument and continue on to the next question. Although missing data is always problematic, it is better to accept a refusal to one question rather than losing the entire interview.

Neutral Attitude

An important point to remember is that you should always maintain a *neutral attitude* when asking questions. To prevent influencing the participant’s reply, the interviewer must take every precaution to avoid showing any personal feelings or judgments. Any reactions that may imply criticism, surprise, approval or disapproval of either the questions or the participant’s answers will introduce bias into the interviewing situation. Don't let the respondent think that you approve or disapprove of anything he or she says, and don't let the respondent think you approve or disapprove of any item in the questionnaire. Commenting on the respondent's answers may actually get them to change their response to one that they think the interviewer will like better. If respondents are discouraged from providing the actual information, our results are going to paint a false picture of the respondents. Because we want the survey answers to be like small mirrors on the larger reality of society, it is important for interviewers to let the respondents answer the questions without any cues or feedback from interviewers.

If you feel that the answer is not quite right, or perhaps the respondent did not hear you properly, then repeat the question and enter the response given. Remember it is not up to you to pass judgement on what the respondent says. Yours is the responsibility to capture and enter the response given. Nevertheless, if you are still left with an uneasy feeling, then note the answer in question and inform your field manager at the next meeting. In this way you don’t waste each other’s time, as they would have noted an ‘odd’ response when quality controlling.

Furthermore, we must also be absolutely sure that we correctly record what people say and what we think they have said. If we don't record a person's actual information, then our entire survey is invalid; we have to accept their opinions, and record them accurately, even if we disagree with them.

Interviewers should feel comfortable with the questions and the subject material of the study. Whenever the interviewer feels uneasy, some of those negative feelings may be transmitted to the participant, and she/he (the participant) will also feel uncomfortable. All interviewers should practice asking questions that they feel may cause problems, until they can be asked in a simple, straightforward, matter-of-fact manner. Through a relaxed, professional attitude, the interviewer can ease the participant's anxieties and gain her/his confidence. It is especially important to remain neutral while probing a question for clarification of an incomplete response.

When reading the questions, emphasise only those words which are underlined or italicised, and pause only at commas or after each response choice. Read everything in a natural, even-toned manner.

Being a good listener

Much of the interviewing you do will resemble ‘normal’ conversation. But it is important to remind yourself that you are NOT having a normal conversation. In a normal situation, you are trying to think up something interesting to say. Here you want to make the *other* person seem interesting, by being interested in them.

Active listening, or reflective listening, is defined as "a special type of listening that involves paying respectful attention to the content and feelings expressed in another's communication--hearing and understanding and then letting the other know that he or she is being heard and understood." You need to be an active and aware listener, taking cues from your respondent and, if necessary, guiding them back to the issues at hand. Active listening gives a person the opportunity to clarify or further explain their communication, thereby greatly reducing the risk that you will misunderstand the nature and specifics of their problems. Active listening also lets the respondent know that you are really listening, which, in turn, helps to build the trust and rapport, which is essential to the interviewing process. To do so, you need to ask a question, hear the answer, interpret its meaning and either dig into the earlier answer in more depth or redirect the person's attention to an area more relevant to the inquiry. In short, you need to be able to listen, think and talk, almost at the same time. Try to be a good listener. Be more interested than interesting. Sometimes this requires us to probe the respondent to answer the question(s) more fully. Active listening can be broken down into two skill areas: Attending Skills and Responding Skills.

Attending skills

- ***Contact:*** Make sure that you always have eye contact without being seen to be scrutinising the respondent – simply, always look at them when both you and they are speaking. It is also important to create the correct type of spatial relationship with the respondent. That is, you should neither sit too close not too far, but at an appropriate distance that best creates the type of ambiance that you need to administer the interview. Remember the ‘Golden No-Touch Rule’. At no stage following the initial handshake, which may accompany your introduction, do you ever touch the respondent, except when you are administering the anthropometrics section and shaking their hand upon leaving. Remember, the respondent may refuse complete the anthropometrics section. Should the respondent persist on touching you, politely move away so that this becomes impossible to continue with.

- ***Posture*****:** Always adopt an open posture and a relaxed manner. Walk into the home looking confident and always sit upright. Remember that in many of the areas that you will be working, violence and crime are high, and being perceived as being over confident or cocky might scare the respondent into thinking that you might have alternative intentions.
- ***Gestures*****:** Avoid any gestures that might be distracting to the respondent. Continuously scratching parts of your anatomy - especially your crotch, picking your nose or perhaps waving your arms around wildly, suddenly or erratically will be off-putting to respondents.
- ***Environment:*** Already discussed is the need to ensure privacy, an undisturbed conversation and a physical setting that creates a relaxed atmosphere.
- ***Interested silence:*** Again this has been covered, but it is important to emphasise that looking interested whilst saying nothing is a skill that all people should have. As a field worker, you should practice, no matter how odd this notion sounds, being good at portraying interest to a respondent's answer, after having to do the same for a good number of previous respondents, it is a skill indeed.

Responding skills

- ***Acknowledgement responses****:* Try to avoid non-verbal gestures, such as nodding your head to certain responses but rather respond with brief one to three word statements.
- ***Echo Response or repeat words or phrases****:* Avoid repeating the response just given to you, for no reason other than the fact that it is highly annoying.
- ***Summarising****:* Depending on circumstances, it is often a good idea to reflect back the main points of communication in a concise and comprehensive way as this may assist the respondent to correct your interpretation of their original response.

8. Questionnaire specific notes

Each questionnaire has very specific instructions for the interviewer. Where it is an instruction to the interviewer it is noted as follows: **Interviewer: [instruction]**. Where it is a question to be read out to the respondent it is noted as follows: ***<u>INTERVIEWER READ OUT</u>*****: [Statement]**. If no instruction is given, read only the question and do not read out the options available. Also, unless there is an instruction allowing multiple mentions (i.e. more than one option can be circled) you must circle one option only.

There is also a system of generic codes that is used throughout all the questionnaires. These are recorded on the Code Sheet which will be handed to you. It is important that you use these codes where instructed to do so and that you use these codes correctly.

Throughout the questionnaires pay attention to the time period that is referred to, i.e. last month, twelve months, past twenty-four months. It is very important that information is collected for the correct time periods.

8.1 Household Questionnaire

This questionnaire is asked of the resident head of household or any adult member of the household who is able to answer such questions. This person is asked to respond on behalf of the household. Due to the nature of the questionnaire, different people may be knowledgeable about different aspects of the household. Try to find the person who is most knowledgeable to respond to the applicable section, i.e. a different person might answer the agriculture module than the household food expenditure module.

Section A: Cover

This "cover" of the questionnaire includes contact information for the household, and information needed for the panel maintenance system. It is important that you transcribe A1, A3 and A4 correctly. A consent form is included in this section.

Consent form

Explain clearly the implications of taking part in the study to respondents and make sure that they understand that it will be kept confidential. Also inform them that this is a panel study, which means that someone from the study might contact the household in two years time, but that by signing up today they will not be obligated to participate at that time. If the respondent is unable to sign, the fieldworker and field manager must countersign the consent form. Make sure that the respondent understands what they are consenting too. **This form must be signed by a responsible adult within the household, preferably the person who will be answering most of the sections.** WE CANNOT USE ANY INFORMATION RECORDED UNLESS THE CONSENT FORMS ARE CORRECTLY FILLED IN.

Section B: Household Roster

The roster lists of all household members' names and some demographic information for those listed. This also selectively records relationships between household members. Information needed for the panel maintenance system is also captured here, such as why the person is absent and where they live now.

In this section it is important to understand who forms part of the household and who does not. Household members who comply with the membership criteria should all be listed. Those who comply with the membership criteria and usually reside there 4 nights a week should have their person codes (in the future referred to as “Pcode”) *circled in the first column*. If a person complies with the membership criteria but is not residing there at the time of the interview, they are considered non-resident household members and their person codes should NOT be circled. Only 4 exceptions to this rule exists, i.e. if the person is currently at boarding school, living in a hall of residence, in prison or in a hospital or clinic. In these cases, their Pcode MUST be circled and a proxy questionnaire will need to be filled in for these household members.

Domestic help or lodgers are NOT counted as being part of the household. They are considered a household of their own and a separate household questionnaire must be filled in for them.

The circled number for each individual will be used throughout the household questionnaire and in the Adult and Child questionnaires to identify household members. In such instances make sure that you copy the correct person code.

B2: List the first names of all household members. It is essential that you get the spelling of names correct, as this will greatly enhance our ability to refer to them correctly in the future waves.

B12: Circle the person’s Pcode in B1 if they are residing in the household at least 4 nights a week.

B16: If the code entered here is 1, 2, 5 or 6, circle this person’s Pcode in the Person Code column. A (proxy) questionnaire will need to be filled in for this person.

NB: Questionnaires only need to be filled in for persons who have their Pcodes circled on the household roster.

Section C: Mortality History

This section records information on deaths in the household over the previous 24 months.

This is a potentially upsetting section and should be handled with care. Please emphasise that the period is the previous 24 months and refers to people *who were part of the household* at their time of death.

C6: If the person who died was less than one year old, write 0.

Section D: Household living standards

This section asks questions related to general well-being including household income, type of dwelling, dwelling ownership, access to water, sanitation and grid electricity, alternative energy sources and transport. There is a lot of detail in this section, make sure that you familiarise yourself with this section and that you ask all the appropriate questions of the respondent.

D1: Familiarise yourself with the options for the type of main dwelling in this question.

Flat or apartment (option 3) refers to apartments that are in an apartment block. This is not the traditional dwelling with a flat roof. Option 9: Room or Flatlet refers to a small flat or room that represents the total space occupied by this household, but it might be part of a bigger structure. DO NOT ask the respondent what type of dwelling they live in as this is an observational question.

D2: Bathrooms and toilets should not be counted when calculating how many rooms the household lives in.

D3: The main material of the roof and walls are recorded here. Only one option for each should be circled. Do not confuse the roof and the ceiling. The roof is the material on the outside of the structure, while the ceiling is the inside material. Sometimes these materials are the same, but sometimes they are not. For example, someone living in an apartment might have cement as a ceiling, but the apartment complex will have tiles for the roof.

D4: If the household responds that they own the dwelling in D4, but the person who owns the dwelling is not part of the household (i.e. there is no person code to fill in D5) then the dwelling is not owned by the household and D4 should be recorded as **NO** (2).

D14: Please record any subsidy the household received from government in acquiring the house. This could be cash, a reduced price on the house or the house was given to them at no cost.

D23: No data is to be entered in the shaded areas of the table.

D32: No data is to be entered in the shaded areas of the table.

D34 to D39 asks about the monthly income of the household. D38 specifically asks for the total household income. This means the combined income of all household members after tax but before other deductions such as pension, medical aid, etc. Attempt to get a figure from the respondent. An amount in Rands only is to be entered. If they are unwilling or unable to give you an amount, continue to D39, show them the options on the show card that is on the back of the code sheet that you received and let them choose an income bracket that they fall into.

Section E: Food and Non-food Spending

Section E.1: Food Spending

This section asks questions regarding the consumption of pre-selected foodstuffs. It asks whether such foodstuff were consumed in the last *30 days*, the value of the foodstuffs consumed and the value of foodstuffs consumed that were gifts, received as payment or produced by the household.

Familiarise yourself with the list. Read out every time on the list and ask the respondent if they consumed the food stuff in the last 30 days. Then ask if the selected items mentioned had been received as gifts or payments, or been consumed out of own consumption. The value of that consumed out of own production is equal to the amount that the respondent expects to receive if they had sold the goods.

E1.1 and E1.3 – E1.6: All amounts are to be entered in Rands only.

E1.2: If the answer is **NO** (2), do not ask the E1.3 – E1.6 for that item.

Section E.2: Regular Non-food Spending and Assets

This section asks questions regarding expenditure on pre-selected regular non-food spending and asset items. It asks whether they were consumed in the last *30 days* and the value thereof. These items include transport costs and personal items such as cigarettes, toiletries, household items, health care payments, apparel and education.

Familiarise yourself with the list. Ensure that a value is attached to each item that a respondent says the household consumed in the *last 30 days*.

E2.1: All amounts are to be entered in Rands only. Where the response in E2.1 is **NO** (2), do not ask E2.2 for that item.

Section F: Durable Goods

This section asks questions regarding the consumption of pre-selected household durable goods. It asks whether the household owns a preselected range such goods. These items include microwaves, fridges, cameras, motor vehicles and ploughs. Be sure to familiarise yourself with the list.

Section G1: Negative events

This section asks questions relating to any negative events occurring in the last *24 calendar months*. This includes the death of a non-resident family member, a major crop failure or widespread livestock loss, a reduction in work hours or loss of income source, theft, fire or abandonment. It asks when in the last *24 calendar months* the unforeseen event took place and the cost of this event to the household.

G1.2: Both the month and year is to be entered.

G1.3: The monthly amount that has been lost as a result of the event must be entered.

G1.3 -G1.4: All amounts are to be entered in Rands only. Note that NO data is to be entered in the shaded areas of the table.

Section G2: Positive events

This section asks questions relating to any positive events occurring in the last *24 calendar months*. This includes new regular employment of a household member and new other source of income. It also asks the value of such incomes.

Again the time period referred to is the previous *24 calendar months*. Please prompt the respondent to give any other positive things that happened to them in the last 24 months that impacted positively on their income.

G2.2: Both the month and year is to be entered.

G2.3: The additional monthly amount as a result of the event must be entered.

G2.3 - G2.4: All amounts are to be entered in Rands only. Note that NO data is to be entered in the shaded areas of the table.

Section H: Agriculture

This section records information about agricultural and livestock activities. The purpose is to be able to compute a measure of real income or earnings from these activities, even when a household does not sell any of its production.

For example, if a household grows mealies and then eats them, then the household is essentially selling the mealies to itself.

It is important to value these activities for two reasons. Firstly, we are very interested in food security – are there households with very low incomes who manage to get enough food to eat because they grow crops or keep livestock? Secondly, agricultural activities contribute to the well-being of the household. Imagine a household that has a lot of land and livestock but no cash income. If we didn't place a value on their agricultural activities we would think they had zero income, but they might actually be much better off than another household that is, say, living on a Child Support Grant.

Emphasise that all questions in this section refer to the last *12 calendar months*. Throughout this section prompt for agricultural activities that occur in other seasons, not just the current time.

H2: We are interested about household subsistence farming only. If this household does farm on a commercial basis, record this response and skip to the next section.

H4.1: Emphasise that you are asking about crops grown over the last *12 calendar months*. It is important to stress here that the participation includes that of all resident members *including* children. Please prompt the respondent with the different crop types shown in the table. For a few crops (probably maize), the 12 calendar months prior to the interview will cut across two distinct growing seasons. If you find that a family has not yet harvested a crop at the time of the survey, please then ask if they harvested any of plantings of the same crop in the last 12 calendar months. If they have, please record information on the earlier harvest. So for example: You interview a household in early April. They have not yet harvested their maize crop that still stands drying in their field. They expect to harvest the maize in May. You should then ask whether or not they harvested any maize the prior cropping season.

Some households may grow dagga. While we would like to know about dagga production as it may bring in significant amount of money, we do not want to raise suspicion or distrust among respondents by asking about it directly. Some households may volunteer to tell you about it under the “Other” category. If they do not, please do not push or probe too deeply, on this or any other illegal activity. However, if after several days in a village you find that (1) households are more comfortable with (and trusting of) you; and (2) that households grow a significant amount of dagga, you might go back and ask them about this crop if they appear to be growing enough for significant sales.

H4.2: If the answer to this is **YES** (1), continue asking H4.3-H4.8 for this crop. If the answer is **NO** (2) for a crop type, move to the next crop type next crop down the column.

H4.3: Here we want the measure that they are most comfortable using to report the output and sale of a crop. It is possible that a household may measure its total production in one unit (e.g., 25 litre drums) and sells it another unit (e.g., kilograms). Please make sure that you record *all* answers to questions for a single crop in *the same unit* of measure recorded for that crop. This may require some conversion. Use the Unit Codes supplied on the code sheet only.

H4.4: Here please refer to the last *12 calendar months*. If none, move to the next crop type down the column.

H4.5: Here we want to find out the number of units of each crop sold by the household. Make sure that the price is the *price for the unit you are using to measure the production of the crop*. Again, this may require some conversion. If you run into difficulties, please make notes in the margins on conversion rates (e.g., “a 25 litre drum holds 15 kilos of potatoes”) and ask for help from your supervisor after the interview.

H4.7: Record here how many units were given away or bartered (traded for other goods). Also include any crops that were given to people who helped cultivate the crop.

H5.1: These questions relate to the use of land for grazing livestock over the prior *12 calendar months*. It is important to stress here that the participation includes that of all resident members *including* children. Please prompt the respondent with the different animals shown in the table. Do try to get the respondent to estimate the number of chickens that they might have sold, perhaps by asking how many they usually sell on a monthly basis and then multiplying that number by 12.

H5.2: If the answer to this is **YES** (1), continue asking H5.3-H5.8 for this animal type. If the answer is **NO** (2), move to the next crop type down the column.

H5.4: Here please refer to the last *12 calendar months*.

H5.8: This question applies to animals taken from the family's own stock. Animals bought and immediately slaughtered should not be included here.

H6.1.1: Circle either 1 or 2 depending on which unit code the respondent is most comfortable with.

H6.2.1: For some products (milk) the answer here is likely be 12 months.

H6.3.1: For some products the answer here is likely only a single month.

H7.1: Emphasise the 12 calendar month recall period to the respondent. Where the response is **NO** (2), move to the next item down the column.

H7.2: Amounts are to be entered in Rands only.

PLEASE NOTE: There is no section I.

Section J: Interviewer evaluation

The back cover is the interviewer evaluation form and is to be completed by the interviewer only. This form includes interviewer information, time of interview and observations by the interviewer regarding access to the respondents and respondent attitudes. Although this information may not seem critical to you, it plays an important role in panel maintenance and will help field workers in the future when they need to re-contact these individuals.

8.2 Adult Questionnaire

General

Some of the information collected in the adult questionnaire is also asked in the household questionnaire, i.e. dates of birth, contact details for main respondent, how many nights under this roof, etc. Some of these questions are asked more than once as checks and validations for the quality of data collected from different household members. This is especially important if different people answer different questionnaires, i.e. the household roster and the child questionnaires might differ on the date of birth of the child or their name. However, when one person is answering more than one questionnaire, i.e. household, adult and child, the repetitive questions might become annoying. It is therefore important to ask the question in such a way that the respondent does not feel like they need to repeat themselves. If it is the same person answering the questionnaires, rather ask to confirm the previous information. DO NOT assume that one set of information is correct, i.e. the household roster, and just transfer the information without confirming it with the current respondent.

Section A: Cover

This is the "cover" of the questionnaire and includes contact information and personal information of the individual. This also includes interviewer information and time of interview. The consent form is also included in section A. In the case of refusals, the reasons for the refusal, etc will also be recorded in this section.

Specific questions to pay attention to:

A1-A4: This information has to be copied over from the household questionnaire to which this respondent belongs. It is very important that these numbers match up. Please pay attention while copying the numbers.

A7: Provides an opportunity to record any other names that the person is known by. This can include family names, nicknames, etc.

A8 –A10: Try and get as many contact numbers as possible for people. This will help us to make contact with them in the future. Also check that different household members give different alternative contact information (in section R). This provides us with more information when we need to get hold of someone in the future.

Consent form: Explain clearly the implications of taking part in the study to respondents and make sure that they understand that it will be kept confidential. Also inform them that this is a panel study, which means that someone from the study might contact them in two years time, but that by signing up today they will not be obligated to participate at that time. Leave them with a copy of the consent form for their own records. There are contact details at the bottom of this form that will allow them to contact us at any time in the future.

Section B: Demographics

Basic demographic information is recorded here, i.e. date of birth, home language and the place where respondents were born.

B6: Record the number of months and years that this person has been married or living together with their partner. Take the longest time applicable, i.e. if living together before getting married, include that time in the calculation. Make sure that the person only reports the time that they have been with this specific partner. We do not want to include other periods that the person was married or living with another partner. Record the number of years as full years, not months and years or fractions. A period of less than 12 months should be recorded as 1.

B7: Record the number of months that this person has been widowed divorced or separated. Take the longest time applicable, i.e. if the person was separated for a period before finalising the divorce include that time in the calculation. Make sure that the person only reports the time that they have been widowed, separated or divorced from their last partner. Record the number of years as full years, not months and years or fractions. A period of less than 12 months should be recorded as 1.

B10: This question wants to know when the person moved to this town, city or village, not movements within this town, city or village. If this person has always lived in this place write 7777 and go to the next section. If they are currently living in the place where they were born but had moved away and come back, ask questions B11 to B14 of them.

For the next set of questions about where people have stayed, try and get as much information as possible. Rather write more detail than less and probe to find out what places people are referring to.

B11: The area and/or town where a person was born should not refer to the hospital, but rather to the area and town where their mother was living when they were born. In many cases this may be the same, but in some cases not. Do not record the name of the hospital in this question.

B12: This question wants to know where the person was living before they came to be living where they are living now. One re-phrasing of this question is: the last place you where living before living here. If this is the same as where they were born, write 7777 in the suburb column and move to question B13. Do NOT skip the next questions.

B13: This question wants to know where the person was living for the most part of 1994. If this person was living where they are living now, write 7777 in the suburb column and go to question B14. Do NOT skip the next question.

B14: This question wants to know where people were living in February of 2006. This will give us some indication of how often people move and therefore how difficult it will be to track them again in two years time. If they were living in their current location in February 2006, write 7777 in the suburb column and move to the next section.

Section C1: Children ever born and Section C2: Birth history

This section is asked of female adults only. The first part relates to number of biological children born to that person and whether the children live with their mother. Questions are also asked about number of biological children who had passed away. There are no questions about miscarriages or abortions. Part 2 collects more detailed information of live births, i.e. dates of birth of children and age of child if that child passed away. In this section we are referring to all children that a woman has given birth to even if they are now grown up.

Specific issues to pay attention to:

Once you become more familiar with this section the better it will go. However, do try to gently press the women to remember any births even if the child passed away while still young. We are not only interested in the children that grew to adulthood, but in all live births. This is also slightly different than asking about every pregnancy as not all pregnancies result in a live birth. Please follow the skips correctly in this section. They might seem confusing at first glance but they need to be followed to cater for all possibilities.

C1.4, C1.6, C1.8: This is not a yes/no question, a number has to be filled in here.

C1.9: This is a skip to ensure that you ask females only between the ages of 15 and 49 if they are currently pregnant. Please note the cut-off age.

C1.10: This has to be asked of the appropriate respondents (i.e. females aged 15 to 49). Do not make assumptions based on how a woman looks or presents herself.

C1.11: Although it is unlikely to be a difficult calculation please ensure that you add up correctly the number of children that this respondent has given birth to.

C1.12: Check that your calculation in C1.11 is right and that the respondent confirms that this is the number of children that the respondent has given birth to.

C2.3: If any part of the date of birth of the child is unknown, indicate that with 99 and record the information that is known. I.e. if day is unknown, but month and year is known write 99/12/2004 or as appropriate.

C2.6: Indicate the unit that is used to indicate the child's age when they passed away, i.e. 15 days, 15 months or 15 years. Do not ask C2.7 and C2.8 after this question, go to the next birth.

C2.8: If the child is still living with the mother, record the pcode from the roster for that child in the appropriate boxes.

C2.9: This interviewer check requires you to count the number of children for which birth history detail was reported. This number and the number in C2.9 have to correspond. If they do not, probe to find the correct information.

Section D: Parents education, living arrangements and vital status

This section gathers basic information on biological mothers and fathers. For example, the year parents were born, their highest level of education achieved, what there last or current work is and their vital status. First complete the questions for the biological mother and then for the father.

Specific issues to pay attention to:

D4 and D5: If the respondent does not know the specific year in which their mother or father passed away, we want to know if it was before the respondent was five years old or fifteen years old.

D6: If the mother or father is living in this household go to the next section. The rest of the questions should be answered by those individuals in their own individual questionnaire. If however, one parent has passed away or is not living with this person the remaining questions have to be answered for that parent.

D8 and D9: For these questions use the education codes provided on the code sheet. Also note the codes that are not applicable and what to write when a parent has no completed higher education.

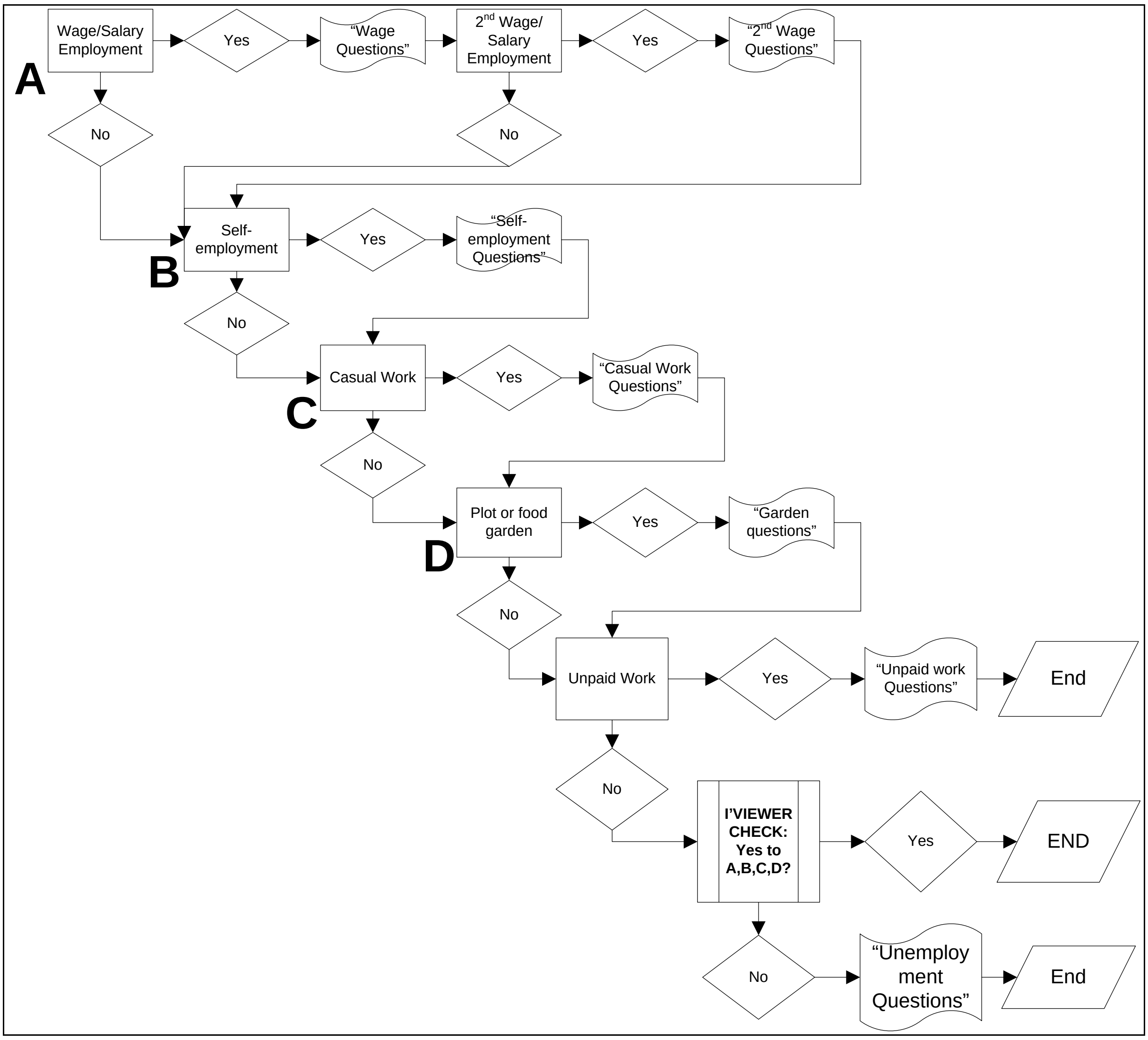
D10 and D11: These questions collect information about what the parents do or did in their last job. If a person has never worked write 7777 in job title and go to the next section. Remember that job refers to anything that someone had done for a wage or for running their own business, even if it is in the informal sector.

Section E: Labour market participation

The aim of this section is to determine what type of employment or other work related activities people engage in. Some people have one regular job; others do various different activities to support themselves and their families. This section aims to be flexible enough to allow respondents to tell us about the different ways that they generate income, but also to probe in depth into the different activities that they engage in. The different options include regular employment, a second job, self-employment, casual work, working in your plot or food garden or helping family members in their business without pay.

Other respondents may be unemployed, and therefore not doing any of the activities mentioned above. For people who are unemployed we are interested in whether they are searching for work or in the reasons that they choose not to work. The flow of this section is represented visually in Figure 1.

Figure 1



The above diagram points out that if someone said yes to any of the options regarding employment, they do not answer the questions regarding unemployment. Also, a respondent can say yes to any combination of employment activities, they do not skip self-employment or casual employment because they answered yes to regular employment.

Please note: If a respondent owns their own business or farm, they should be completing the *self-employment* section of this module even if they only draw a regular salary from their business.

Specific issues to pay attention to:

E4-E7; E20-E23: These two sets of questions are used to determine what type of work a person does and at what level they are employed. The information given here will be coded in office. However, to do effective coding in the office as much information as possible needs to be recorded here. Rather write more information and try to be as specific as possible.

E8, E9, E10, E24, E25, E26, E42, E43, E50, E51 and E56: Income questions always have to be handled with care. Where possible attempt to get the respondent to give an estimate of their earnings in the last month. If however, they refuse or don't know, use the income categories on the show card and ask the respondent to choose an appropriate income category.

E45: This question relates to small scale agricultural activities. This does not relate to general gardening or maintenance of the area surrounding the house.

Section F1: Individual income from Non-employment sources

This section asks whether a respondent received various forms of income from non-employment sources in the *last calendar month* and the amount received in that month.

This relates to incomes *received* for which the person does not have to work, i.e. interest on savings, grants from the government or unemployment fund. This does not relate to the fees that people pay to these organisations, i.e. UIF contributions from salary or pension contributions while they are working.

Amounts recorded should be the total amount received from each source. For example, rental income could be from more than one apartment or backyard shack. The different amounts collected should be added together and entered in column 2.

In addition, the amounts recorded should only be for the amount received in the *last calendar month*. If a payment was received in a period prior to the last month it should not be recorded.

F1.8 - F1.10: Adults collecting the child support grant, etc on behalf of their children should answer yes to this question and provide the total amount if collecting for more than one child.

Section F2: Contributions received

In this section we are interested in capturing any money or goods coming to the respondent from non-resident household members and people who are not members of the household.. Contributions received on a regular basis and once off gifts of substance should be recorded here. We are interested in the value of the contributions and how frequently these contributions are received by the respondent. On the other side, we are also interested in the people who send money or goods, where they currently are and what their relationship to the receiver of the contribution is.

We ask questions about contributions received by the respondent themselves in the last *12 calendar months AND last calendar month*. The support can be for the respondent themselves or for them to use to care of other people, i.e. children, elderly parents or those who are sick. However, the support must come to the respondent and not to someone else in the household. The contribution can take the form of groceries, clothing, school fees, money, etc. Maintenance payments received for the respondent or their children should also be included in this section.

In questions F2.7, F2.8, F2.11 and F2.12, all amounts are to be entered in Rands only. The person codes of the sender is to be taken from the household roster (Section B of the Household Questionnaire) if they are household members. If not, write 77. The relationship code and province codes are to be taken from the code sheet.

Section F3: Contributions given

This section asks questions about contributions given by the respondent in the last *12 calendar months AND last calendar month* to non-resident members of the household and also to people who are not members of the household. A contribution is defined as money or items that are sent between people, which could be a gift or an attempt by one person to support another person. The support can be for the individual receiving the money or for the care of other people, i.e. children, elderly parents or those who are sick. The contributions can take the form of groceries, clothing, school fees, money, etc.

In this section we are interested in capturing any money or goods going out of the household. Contributions sent on a regular basis and once off gifts of substance should be recorded here. We interested in the value of the contributions and how frequently these contributions are sent by the respondent. On the other side, we are also interested in people who receive money or goods, where they currently are and what their relationship to the sender of the contribution is. Maintenance payments made by the respondent should be recorded here.

In questions F3.7, F3.8, F3.11 and F3.12, all amounts are to be entered in Rands only. The person codes of the receiver is to be taken from the household roster (Section B in the Household Questionnaire) if they are household members. If not, write 77. The relationship code and province codes are to be taken from the code sheet.

Section G: Personal ownership and debt

In this section we are collecting information about specific assets that the respondent owns at the time of the interview. We are also interested in the different financial assets they have and whether they have any loans. These questions are aimed specifically at whether this respondent owns any of the items mentioned. The amount at which they should estimate their asset is the amount at which they would expect to be able to sell the asset. If they own more than one item of a specific asset the amount recorded should be for the combined total.

G4 and G5: If, for example, the respondent relates that the motor vehicle is used for business purposes *and* is owned by the respondent in their personal capacity, then it must be recorded a "Motor vehicle (Commercial) in running condition". If however the respondent says that the vehicle is owned by the company they work for, it is not owned by them.

When asking questions on debt, it is important that the person mentions only loans that are the in their name and credit cards, home loans or study loan s for which they are responsible for the payments.

G21: A loan with a family member or friend refers to a loan that the respondent has taken from a family member or friend that they intend to pay back in the future.

Section H: Education

This section asks about the level of education that the respondent has attained. All respondents are asked about their highest educational achievement and at what level they studied mathematics. Information is also collected about the institution and/or school at which the respondent completed their highest grade and/or tertiary education. Finally broad questions about their ability to read and write in their home language and English are asked. Computer literacy and driver licences are also covered.

Respondents aged 15 to 30 are asked more detailed questions, regarding their current education, for example: current enrolment and expectations about future studies. Reasons for not studying are also covered.

Specific issues to pay attention to:

H2: If respondent is able to provide both the year and their age then they can fill in both.

H12: If a respondent has repeated grades at school, write the grade level in the first column and how many times they repeated that grade in the second column.

H36 -H39: These questions want to find out about literacy of the individual. Therefore it is about ability, not if they actually write letters or read newspapers. If they require glasses to read the newspaper, but don't have glasses, they still have the ability to read, but not the tools.

Please note that there is no Section I

Section J: Health module

This section is about the health of the respondent. It asks questions about long term conditions, such as heart disease and diabetes and current illnesses or injuries. Questions are asked regarding the cost of medication and what sources help to pay for the medication and/or medical consultations. Questions are also asked about the respondent's ability to do basic tasks for themselves. There is a section about disability asking about the respondent's eye sight and hearing. Very basic questions are asked about tobacco use and alcohol consumption. Finally, each respondent is asked if they are covered by medical aid.

J2: Go through each symptom and ask the respondent if they had experienced this in the *last 30 days*.

J3: Consultations regarding health do NOT include visits to the dentist.

J5 – J6: In these questions we want to know the hospital or clinic that the respondent received medical treatment from. Private doctors or chemist are excluded from this enquiry. Try to get as much information as possible about the location of the clinic or hospital and ask the respondent to spell the name of the hospital or clinic if you are not sure.

J13 – J16: For each of the long term health conditions (TB, High Blood Pressure, Diabetes, Stroke, Heart Problems or Cancer) there is a standard set of questions. The person only has this condition if they were told by a health care professional that they have this condition. The year that the respondent was first diagnosed with the condition, should be the year that a health care professional diagnosed them. Do not ask questions J15 and J16 of respondents with heart problems or who had experienced a stroke.

J18: This section wants to know about any other major illnesses or disabilities the respondent has not told us about up to this point in the section. This would include if the respondent is in a wheel chair or if they use any other form of assistance for walking. Mental illnesses or psychiatric conditions are also covered by this question. Please be sensitive when asking these questions. If unsure what the respondent is referring to, write down the details and consult with your supervisor after the interview.

J24: Use the show card that is on the back of the code sheet to enable the respondent to tell you what level of difficulty they have in performing the different activities.

Section K: Emotional health

This section asks about the feelings of the respondent and their emotional state in the last week. It is based on an internationally developed scale that presents 10 questions about emotional wellbeing.

Note that these questions relate to how the person has been feeling in the *last week. Give the respondent the show card. Then read the question to the respondent and ask them to select the appropriate* option from the show card. Do not rush through this. The respondent needs to think about each option before selecting a response. Try to ensure that they are not just saying the same answer each time without thinking about the question.

Section L: Household decision-making

In this section we are enquiring about how decisions are made within the household by asking about who makes a few key decisions. Ask the respondent to give you the name of the person who makes the decision about the things on the list. Push the respondent to choose one, main decision maker. If it really is a joint decision, write down a second pcode as well. Please note that L3 may not be applicable to the respondent and there is a special code to deal with this.

Section M: Well-being and social cohesion

This section asks whether the respondent likes living in the area in which they live, how well-off the respondent thinks his or her household is compared to others within their community and their community involvement.

M2: This question asks the respondent to compare their household to their neighbours based on income only. This does not include other measures that people might use to compare themselves to others, such as assets (i.e. what type of car, number of cattle, etc) or their social standing within the community (i.e. community leader, etc).

M3: This question asks about where people perceive their household relative to other households *in South Africa*. The method used to illustrate this is a ladder that represents the different income levels in South Africa. The poorest people are on the bottom step of the ladder, while the richest people are on the top step of the ladder. We want to know where people saw their households when they were children, at present and where they expect to be in the future. The ladder does not measure the passage of time, i.e. the passing of time does not mean that one has moved up the ladder, the ladder only measures income, therefore higher income or higher standard of living should move a person up this ladder.

M4: The amount recorded here should be in terms of today's money so it should exclude expected inflation.

M10 and M11: These questions want to know how likely the respondent thinks it will be for a wallet to be returned if it was lost with R200 in it. It does not matter if the respondent is likely to have R200 in their wallet at any given moment or if they carry their money in a wallet. We are asking them to answer imagining that they had R200 in their wallet.

Section N: Anthropometric Measurements

This section records the physical measurements of the respondent, i.e. height, weight and blood pressure readings.

This has the potential to be a very invasive section. Make sure that the respondent is comfortable and willing to have the measurements taken. The respondent has the right to refuse to have these measures taken. If they do refuse any or all of the measures, fill in 888 in all the appropriate fields. Also make sure that the equipment is in a good working condition and that you are using in the right way. The respondent may well enjoy doing this if approach this professionally and show that you know what you are doing.
Four sets of measurement are to be taken for this section namely, blood pressure, waist, height and weight measurement. It is important that these measures are taken correctly. To ensure this, instruction in how to take these measurements must be strictly adhered to.

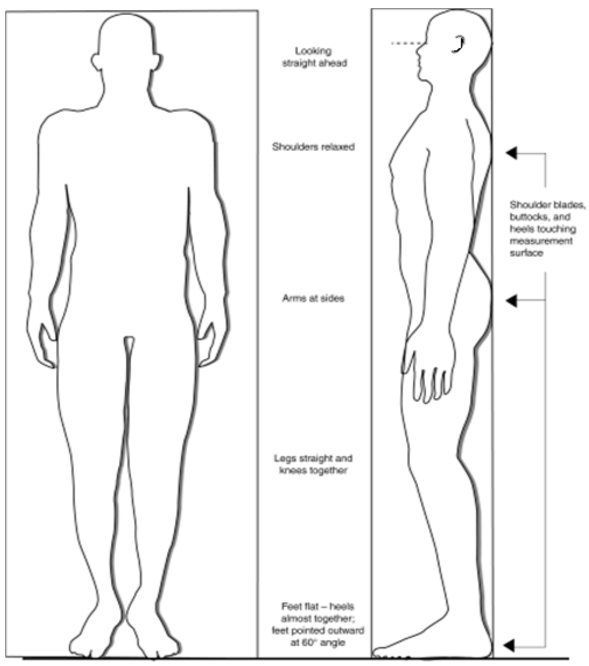
It is important that you explain to the respondent what to expect and how long it will take.

Determining height

NB: Make sure that you have assembled the stadiometer correctly. *Check that all the numbers run consecutively along the vertical measure.*

- Place the stadiometer on an even, uncarpeted area.
- Ask the respondent to remove their shoes and any other articles such as hats, bonnets, ribbons, clips, etc which may influence the reading.
- The respondent should be positioned as follows: facing the fieldworker, shoulders relaxed with shoulder blades, buttocks and heels touching the vertical measure, arms relaxed at sides, legs straight and knees together and feet flat, heels touching together.
- With the respondent looking straight ahead, slide the headpiece down until it touches the crown of the head.
- The reading must be taken to the nearest 0.1cm.
- The measurement is recorded in the space provided in the questionnaire and repeated once.
- If the two readings vary by more than 0.5cm the measurement MUST be repeated (until both reading are within 0.5 cm).

Figure 2



Determining weight

NB: Make sure the scale is dry and clean and that the button at the back of the scale it turned to kilogrammes NOT pounds!

- Place the scale on an even, uncarpeted area.

- Ask the respondent to remove their shoes and socks and any other heavy clothing (if possible) before getting on the scale.
- Press the SET/ON button. The digital display will indicate "8888". Wait for the zero reading (0.0) to appear on the digital display.
- Now, ask the respondent to stand on the scale, standing still and upright in the middle of the scale, facing fieldworker, looking straight ahead with their feet flat and slightly apart until the reading is taken and recorded.
- Now ask the respondent to get off the scale.
- You must wait for the zero reading to reappear on the digital display before repeating the procedure once.
- If the two readings vary by more than 0.5kg the measurement MUST be repeated (until both reading are within 0.5 kg). Do not do more than three measurements.
- The scale will turn off automatically after 10 seconds.

Determining waist circumference

- This measure is best taken around a bare abdomen. Some respondents may not feel comfortable doing this. Ask them instead to remove any bulky clothing (such as a jersey or jacket) or any other articles (such as a belt) which may influence the measure, while keeping their shirt on during the measure.
- Ask the respondent to stand upright, knees straight and raise their arm about chest height so that you have the necessary space to take their measurement.
- *Make sure that the cm reading on the tape measures is facing you*.
- To measure the waist circumference, position the tape mid-way between the top of the respondents' hip bone and the bottom of the rib cage.
- Be sure that the tape is snug, but does not compress your skin, and is parallel to the floor.
- When taking measurement, the abdomen should be relaxed and the respondent should be breathing out.
- Take the measure now. The measurement is recorded at the point just before where the tapes silver tab (the start of the tape measure length) overlaps the tape measure.
- Repeat this measurement once.

Determining blood pressure

- They will need to sit quietly, for about 5 minutes before taking the measurement.
- The respondent must sit up straight (not slouched) on a chair, with both feet on the ground. Legs/ankles must not be crossed.

- The respondent should not eat, drink or talk while the measurement is being taken.
- Now, remove tight-fitting clothing from the upper left arm.
- Place the cuff around the upper left arm so that the marker on the cuff is 2 cm from the natural crease across the inner part of the elbow. The tube should run down the centre of the arm approximately even to the middle finger.
- Wrap the cuff snugly around the arm, with the palm of the participant's hand turned upward. Secure the cuff by wrapping it firmly around the respondents arm and fastening with the Velcro. NB: You should be able to fit the first joint of two fingers under the cuff. Remember, it needs to be snug, not tight.
- Be sure that there are no kinks in the air tubing.
- Press the ON/OFF button.
- After the Heart Symbol appears on the digital display, press the Start button.
- When the Heart Symbol flashes, the measurement is taking place.
- Once the measurement is complete, the monitor will display the respondents' blood pressure and pulse rate. It wail also automatically deflate the cuff.
- The systolic blood measure is displayed above the diastolic blood measure.
- Record this in the questionnaire.
- Wait at least 3 minutes before taking the second measure.
- Measure again and once the second measure is taken, record it in the questionnaire.

Please note there is no Section O.

Section P: Numeracy module

All adults between the ages of 15 and 59 will be asked to complete a numeracy test. There are 4 levels of tests, each suited to a particular education level. It is important that the person consents to be tested. This may be a sensitive issue for adults with varying degrees of education and for whom their formal education ended many years ago. For this reason they are given the test to complete on their own. They can even do this in another part of the dwelling if they prefer.

For their highest level of mathematical education, please turn to H6 on page 15. Ensure that the person does the test appropriate to their level of education. Before they start the test, ensure that you have correctly copied the appropriate questionnaire numbers to the test so that we are able to identify which test belongs to whom when we are in the office.

Respondents are not allowed to use calculators or to assist each other with the tests. It is very important that respondents are not able to see the answers given by other household members, whether they are doing the same test or not. Respondents should ideally have as much time as they need to complete the test. But it is supposed to take no more than 10 minutes. After 10 minutes ask if they need more time. If they need more time tell them you will give them 5 more minutes and after 15 minutes you can ask them to stop. Once they are finished, ask them to seal the test in the envelope provided. This envelope is not to be opened by the fieldworker.

Section R: Alternative contacts

In this section we want to collect contact information about people who might know where to find the respondent in two years time. Having such details is essential for this project. Please do not include other current household members on this list. Also ensure that different household members give different contact details. If they all provide the same contact information it narrows our chances of finding them again.

Respondents have to be made aware that this contact information will be used to get hold of them in the future if their contact details have changed. All personal information will be kept strictly confidential and will not be used for marketing purposes. The end time of the interview is also recorded on this page.

Section S: Interviewer Evaluation

This section should be completed by the fieldworker who conducted the interview. Please take a few moments after each interview to complete this section, but do not discuss your findings with the respondent. This information is very import for future waves of the panel study and will assist future field workers to approach the respondent in the most appropriate manner.

S1: Indicate all the languages that were used during the interview, by you and by the respondent. This gives us some indication of what language skills are most appropriate.

8.3 Child questionnaire

In NIDS any person in the household who is less than 15 years old is regarded as a child. The questionnaire is to be answered by the primary caregiver of each child in the household. This may or may not be the biological mother of the child. The questions are also phrased as if they are asked of a third party and not of the child directly.

The child can be present for any of the questions, and there are two sets of questions that require that the child be present and participate. One will need to get the child's height; weight and waist measurements are taken in the health section. This is a potentially invasive measure and requires the additional consent of the child. Secondly, at the end of the education module there are some basic literacy questions that should be asked of the child directly. The child will also be asked to consent to doing a numeracy test.

Section A: Cover

This includes basic information about the child and the respondent. Especially the nature of the relationship between the respondent and the child will be recorded.

In this section it is important to capture the full details of the child and of the respondent. It is also important to correctly identify the child and the respondents with their "pcodes" from the household roster. It is also important to find out if the child will be moving in the future so as to be able to locate them for the next wave of NIDS.

Consent form

The consent form is included in this section and it requires the consent of the caregiver and the respondent if the respondent is not the legal guardian. Explain clearly the implications of taking part in the study to respondents and make sure that they understand that it will be kept confidential. Also inform them that this is a panel study, which means that someone from the study might contact the household in two years time, but that by signing up today they will not be obligated to participate at that time. If the respondent is unable to sign, the fieldworker and field manager must countersign the consent form. WE CANNOT USE ANY INFORMATION RECORDED UNLESS THE CONSENT FORMS ARE CORRECTLY FILLED IN.

Section B: Demographics

This section is similar to section B of the Adult questionnaire and records the date of birth, race and gender of the child. Where the child was born is also recorded here.

B7: When asking about the detail of where the child was born, it is important to collect information about where the mother of the child was living at the time of the child's birth rather than the area where the hospital is where the child was born. The answers are recorded in B7, B8 and B9.

Section C: Education

The education levels of the child are covered in this section. Level of enrolment for 2007 and 2008 are covered as well as the result of 2007 enrolment. Questions about costs of schooling, time taken to travel to school and mode of transport are also asked.

C1 and C2: These questions are aimed at young children who might not have attended school, but may have attended pre-school, daycare, etc. C2 should be answered for all children 7 years of younger *at time of interview*. Day-mother or gogo indicates where the child is taken care of during the day by someone outside of the household. If the child does not attend any of the mentioned options or they are taken care of at home, by their mother or another relative then option 7 (none) should be chosen.

C3: Children who have never attended school go to the next section. The definition of "school" for the purposes of this module is Grade R and higher. If the child has attended pre-school, playgroups or pre-primary they are not considered as having attended school in question C3. For such children skip to section D.

C4 and C5 should be used to capture as much information about the location of the school as possible. This assists in matching the school attended by the child to the school register of needs. Please provide at least a suburb and town name for the location of the school. Ask respondents to spell the name of the school if you are not sure of the spelling.

C6: For this question use the Education codes on the code sheet provided. The question only asks about schooling, not about higher education, therefore options 18 to 24 are not applicable.

C10: For the grades that the child repeated, tick next to each grade and indicate the number of times that they *repeated* the grade. For example, if the child did grade 4 twice, they repeated the grade once.

C13: Amounts spent on education should be split into the different options and recorded separately. Get the respondent to give the best estimate of total expenditure for that year.

C14: More than one person and or organisation can be listed as having paid for the educational expenditure. Ensure that the persons listed contributed to *this* child's education. Also pay attention to recording the correct relationship code from the code sheet and the correct pcode from the household roster.

C21: This refers to the time taken to travel to school using the usual mode of transport.

C22: The number of children in this child's class should be recorded. If they are not currently enrolled, it should be the number of children that were in their class the last time they were enrolled.

C23: Record the number of days that the child did not go to school for what ever reason in the last month.

Section D: Health

The health section records the weight, height, and head circumference of the child at birth. It also asks if the immunizations are up to date and what major illness the child has had if any.

D4: Enquire if the child has a clinic (road to health) card. If the answer is yes, ask to see the card.

D5.1: Requires the date of birth of the child to be recorded. If possible record this from the card, otherwise record from recall and indicate it in the next block.

D5.2: The interviewer must check and confirm the source of the information.

D6.1: Requires that the child's weight at birth be recorded. If possible do this from the clinic card, if not ask the respondent to recall what the child's weight was. There are two options for filling in the weight, grams or kilograms. Use the unit on the card or what the respondent tells you. Do not try to convert the weights between kilograms and grams – we will do this in the office.

D6.2: The interviewer must check and confirm the source of the information.

D8: Can be based on the mother or care giver's response, this does not have to be verified by the clinic card or other documentation.

D10: If the respondent indicated that the child has a serious illness or disability then find out what is the *main* disability. Although a child might have more than one illness or disabilities or they might be related to each other, ascertain what is the most important illness or disability.

D11: This question relates to the one option that was determined as the main illness or disability in D10. Do not choose option 1 for yes if the illness or disability that the child was born with is not the illness or disability indicated in D10. It is not a prerequisite that the main illness or disability be the one that the child was born with.

D15 and D16: This should be used to record as much information as possible about the location of the clinic that the child was taken to. Having more information will enable us to link to external data about distances travelled, etc. Please provide a suburb and town or any other identifying information.

D22: If the child is covered by medical aid get the relationship of the person to the child (i.e. the mother, father, grandparent, etc of the child) and if they are in the household their Pcode. If they are not in the household, write 77.

Section E: Parents and Family Support

E2: The different individuals that help to take care of the child are recorded in this question. The relationships given are in relation to the child. For example, the biological mother or father of the child or a cousin of the child. If it is the mother's female cousin the box ticked should be "Other female relatives" (12). Only in the case of non-family members is a distinction made between people who are paid and people who are not paid to look after the child. Payment in this sense is very broad and could include cash paid to a non-relative or other form of financial assistance i.e. regular groceries. Persons employed specifically for the purpose of looking after the child in the house, such as a nanny, should be listed under option 16.

E3: This is a potentially sensitive question. We want to know what the relationship between the biological mother and father is. If one or both of the parents are deceased choose option 8. This is not a question about the quality of the relationship between the mother and father, but about the status of the relationship.

The next block of questions relate to the biological mother and father of the child. Please phrase questions according to who is being interviewed. Also work down the columns for both parents.

E6 and E7: If one or both of the parents passed away first attempt to get the year that they passed away. If that is not possible get the number of years since they passed away.

E14: This question asks about the highest school education that the parent had completed. Use the code sheet and note that higher education codes (18-24) are not applicable.

E16: This question asks about higher education diplomas or certificates that the parents have completed. Use the code sheet to fill in the applicable education code. Note that school codes 00 to 17 are not applicable.

E17 and E18: These are the same questions as in the labour section of the adult module. The aim is to ascertain the type of work that the child's parent does or did. Therefore the questions to relate to the biological mother and father's current or last job. If either has never worked then write never worked and go to next section.

Section F: Grants

This section enquires if the child is currently receiving a social support grant, i.e. a child support, foster care or care dependency grant. The NIDS project could be very useful to the assessment of the impacts of these grants and they are probed in detail.

F1: This question asks if the child is currently receiving a grant. This could be any of the mentioned grants.

F3: Get the Pcode of the person receiving the grant **and** their relationship code. This relationship code is in relation to the child and not the head of the household.

Section G: Anthropometric Measures

For the anthropometric measures the child has to be present. Make sure that the equipment is in a working condition and used correctly. Children under 6 month of age are **NOT** to be measured. For children between the ages of 6 months and 2 years, take weight and height measurements only and

NOT the waist measurement. The instructions on how to take the weight, height, and waist measurements follow below.

How to take a child's measurements

Determining weight

Using an electronic scale determine the weight of all children from **6 months to 11 years**. Take two readings to check.

- Place the scale on an even, uncarpeted area.
- Ask the respondent to remove their shoes and socks and any other heavy clothing (if possible) before getting on the scale.
- Press the SET/ON button. The digital display will indicate "8888". Wait for the zero reading (0.0) to appear on the digital display.
- Weigh children (preferable after emptying their bladders) and with a minimum of clothing: dry nappies only for babies / underclothes for children under 6 years. Older children must take off jerseys and shoes.
- The child is to stand on the scale, standing still and upright in the middle of the scale, facing fieldworker, looking straight ahead with their feet flat and slightly apart until the reading is taken and recorded
- The child then is asked to get off the scale, and the fieldworker waits for the zero reading to appear on the digital display before repeating the procedure once.
- The two readings should not vary by more than 100g. If they do, the scale must be checked for accuracy and the procedure repeated until the correct weight is obtained (That is two accurate readings that do not differ by more than 100g).
- Both weights are recorded in the space provided in the questionnaire.
- The weight is recorded to the nearest 100g.

If the child/baby is not able to stand alone on the scale, the following method is used.

- The mother/caregiver is weighed first (without heavy clothing and shoes). Then the SET/ON button is pressed and the fieldworker waits for the zero reading (0.0) to appear on the digital display.
- The baby is then placed in the mother's arms and the reading taken and recorded.
- Mother and child are then taken off the scale and when the zero reading (0.0) appears again the procedure is repeated once
- The difference is the baby's weight and two readings must be recorded.

Determining height

Children younger than 2 years (24 months)

- The measuring board is placed on an even, uncarpeted area.
- The child is placed on the measuring board, lying on his/her back with the crown of his/her head touching the fixed headboard and the shoulders touching the base of the board. One fieldworker is needed to hold the child in this position.
- A second fieldworker ensures that the child's heels touch the board and straightens the legs (knees not bent) before sliding the footboard against the soles of the child's heels. The measurement is taken on the inside of the footboard to the nearest 0.1cm.
- The measurement is recorded in the space provided on the questionnaire. Repeat the procedure once,
- If the two readings vary by more than 0.5cm the measurement MUST be repeated.

Children 2 years of age and older

- The stadiometer is placed on an even, uncarpeted area.
- The child's shoes are removed (as are hats, bonnets, ribbons, clips etc).
- The child is positioned as follows: facing the fieldworker, shoulders relaxed with shoulder blades, buttocks and heels touching the measuring board, arms relaxed at sides, legs straight and knees together and feet flat, heels touching together.
- With the child looking straight ahead the headpiece (Frankfurt plane) is slid down until it touches the crown of the head.
- The reading is taken to the nearest 0.1cm.
- The measurement is recorded in the space provided in the questionnaire and repeated once
- If the two readings vary by more than 0.5cm the measurement MUST be repeated (until both reading are within 0.5 cm)

Determining waist circumference

- This measure is best taken around a bare abdomen. Some respondents may not feel comfortable doing this. Ask them instead to remove any bulky clothing (such as a jersey or jacket) or any other articles (such as a belt) which may influence the measure, while keeping their shirt on during the measure.
- Ask the child to stand upright, knees straight and raise their arm about chest height so that you have the necessary space to take their measurement.
- *Make sure that the cm reading on the tape measures are facing you*.

- To measure the waist circumference, position the tape mid-way between the top of the childs' hip bone and the bottom of the rib cage.
- Be sure that the tape is snug, but does not compress your skin, and is parallel to the floor.
- When taking measurement, the abdomen should be relaxed and the respondent should be breathing out.
- Take the measure now. The measurement is recorded at the point just before where the tapes silver tab (the start of the tape measure length) overlaps the tape measure.
- Repeat this measurement once.

Section H: Numeracy

All children 12 years or older will be asked to complete a numeracy test. There are 4 levels of tests, each suited to a particular education level. It is important that the child consents to be tested. This may be a very sensitive issue for the child. For this reason they are given the test to complete on their own in another part of the dwelling if the prefer. They are then asked to seal the test in the envelope provided. This envelope is not to be opened by the fieldworker.

H1: Check that the child is 12 years or older

H2: Check that the child has consented to doing the test.

H3: Administer the test applicable to the highest grade of mathematics the child has successfully completed.

H4: Make sure you write all the detail in the 'For office use only' section on the numeracy test AND the self-seal envelope.

Be sure to collect the envelope (with the contents sealed inside) from the child once they have completed the test.

Respondents are not allowed to use calculators or to assist each other with the tests. It is very important that respondents are not able to see the answers given by other household members, whether they are doing the same test or not. Respondents should ideally have as much time as they need to complete the test, but after 15 minutes you can ask them to stop. Once they are finished, they are then asked to seal the test in the envelope provided. This envelope is not to be opened by the fieldworker.

Section R: Alternate contact information

Alternate contact details are important for tracking down the respondents for the following waves of NIDS. Without accurate detail panel maintenance becomes very difficult. It is imperative that you fill the detail in correctly.

R1-R3: If the respondent has filled in an adult questionnaire of their own, record their adult questionnaire number and Pcode only. We will get the remaining detail from their questionnaire. If not, fill in questions R4 to R38.

Section S: Interview evaluation

This section is very important and you should take the time after each interview to complete these questions while the information is still fresh in your mind. Do not share this information with the respondent; it is important that you record your honest feelings and opinions.

Completing this information will assist us in future waves to know how best to approach respondents. This information may also help us to persuade respondents to participate rather than refuse. Please provide any information that you think will assist interviewers in the future.

8.4 Proxy questionnaire

This questionnaire is only to be administered under *HIGHLY EXCEPTIONAL* circumstances. All efforts are to be made by you to get an interview with the actual household member. Only after all options have been exhausted may you complete a proxy interview. You are to document all your attempts to get an interview and also communicate with your field manager in this regard before completing a proxy interview.

Proxy interviews are also to be conducted for people who are usually considered part of the household and who meet the residency requirements in the household roster, but who resides in boarding school, hall of residence, prison or hospital or clinic at the time of your visit to the household.

The proxy questionnaire attempts to obtain at least some information on the household member so that there is information for all household members. *A proxy is only completed for household members who are 15 years or older (i.e. adult household members) and is to be completed by someone in the household who is 18 years or older.* You will notice that the Proxy Questionnaire is very similar to the Adult Questionnaire. All sections are shortened Adult Questionnaire sections. Also, not all the sections asked in the Adult Questionnaire are asked in the Proxy Questionnaires. You should thus be familiar with all the questions asked.

All sections are to be asked of the respondent!

Section A: Cover

This will be the "cover" of the questionnaire and will include contact information and personal information of the individual the proxy is being completed for. Information needed for the panel maintenance system will be captured here. Beyond contact information for the person for whom the proxy is being done this will also include the respondents' details, interviewer information and time of interview. The consent form will also be included in section A. Reasons for why the proxy has been completed will also be recorded in this section.

Specific questions to pay attention to:

A1 – A4: This information has to be copied over from the household questionnaire to which this respondent belongs. It is very important for these numbers to match up, so please pay attention while copying the numbers.

A7: Provides an opportunity to record any other names that the person is known by. This can include family names, nicknames, etc.

Consent form

Explain clearly the implications of taking part in the study to respondents and make sure that they understand that it will be kept confidential. Also inform them that this is a panel study, which means that someone from the study might contact the household in two years time, but that by signing up today they will not be obligated to participate at that time.

Section B: Demographics

Very basic demographic information is recorded here, i.e. date of birth, home language and the place where respondents were born.

Questions B9-12 asks about where people have stayed. Try to get as much information as possible. Rather write more detail than less and probe to find out what places people are referring to.

B8: This question wants to know when the person moved to this town, city or village, not movements within this town, city or village. If this person has always lived in this place write 7777 and go to the next section. If they are currently living in the place where they were born but had moved away and come back, ask questions B9 to B12.

For the next set of questions about where people have stayed, try and get as much information as possible. Rather write more detail than less and probe to find out what places people are referring to.

B9: The area and/or town where a person was born should not refer to the hospital, but rather to the area and town where their mother was living when they were born. In many cases this may be the same, but in some cases not. Do not record the name of the hospital in this question.

B10: This question wants to know where the person was living before they came to be living where they are living now. One re-phrasing of this question is: the last place you where living before living here. If this is the same as where they were born, write 7777 in the suburb column and move to question B11. Do NOT skip the next questions.

B11: This question wants to know where the person was living for the most part of 1994. If this person was living where they are living now, write 7777 in the suburb column and go to question B12. Do NOT skip the next question.

B12: This question wants to know where people were living in February of 2006. This will give us some indication of how often people move and therefore how difficult it will be to track them again in two years time. If they were living in their current location in February 2006, write 7777 in the suburb column and move to the next section.

Section C: Labour market participation

This section asks about the current labour market participation status of the person for whom the proxy is being completed.

If they are currently engaged in some type of employment, it asks information about the type of work the person does and the industry that they are employed in. It also gathers information about the remuneration received.

C6: This question asks for the income category, not the amount earned. Use the show card provided at the back of the code sheet.

Section D: Individual income from Non-employment sources

This section asks whether the person for whom the proxy is being completed has received various forms of income from non-employment sources, i.e. government subsidies, pensions, interest, etc. in the *last calendar month* and the amount received in that month.

This relates to incomes *received* for which the person does not have to work, i.e. interest on savings, grants from the government or unemployment fund. This does not relate to the fees that people pay to these organisations, i.e. UIF contributions from salary or pension contributions while they are working.

Amounts recorded should be the total amount received from each source. For example, rental income could be from more than one apartment or backyard shack. The different amounts collected should be added together and entered in column 2.

In addition, the amounts recorded should only be for the amount received in the *last calendar month*. If a payment was received in a period prior to the last month it should not be recorded.

D1.8 - D1.10: Adults collecting the child support grant, etc on behalf of their children should answer yes to this question and provide the total amount if collecting for more than one child.

Section E: Education

Questions about the highest educational achievement of the person for whom the proxy is being completed are asked. Also, questions on their current enrolment status and further detail thereon if applicable is asked.

Section F: Health module

This section asks about the general level physical wellbeing of the person for whom the proxy is being completed.

It also asks questions about long term conditions, such as heart disease and diabetes. For each of the long term health conditions (TB, High Blood Pressure, Diabetes, Stroke, Heart Problems or Cancer) the person is only considered to have the condition if they were told by a health care professional that they have this condition. There are also questions about disability asking about the respondent's eye sight and hearing.

Interviewer Evaluation

This section should be completed by the fieldworker who conducted the interview. Please take a few moments after each interview to complete this section, but do not discuss your findings with the respondent. This information is very import for future waves of the panel study and will assist future field workers to approach the respondent in the most appropriate manner.