

# 1998 KwaZulu-Natal Income Dynamics Study (KIDS)

## Fieldworkers Manual

## **Introduction**

In 1993, just prior to the first national elections in South Africa, the Southern Africa Labour Development Research Unit (SALDRU) of the University of Cape Town directed the first comprehensive survey of households across the country, collecting socio-economic information on a variety of topics. This earlier survey provided the first accurate representation of the socio-economic condition of the country as a whole and has proved useful for researchers and policy makers alike. For example, it has helped direct the provision of government services including schools and health facilities. It has also led to a redistribution of resources among provinces, increasing the amounts directed to poorer provinces, including KwaZulu-Natal. The 1998 KwaZulu-Natal Income Dynamics Study (KIDS) will re-visit the same households (in KwaZulu-Natal) who were interviewed as part of the 1993 study and collect similar information. This survey is essentially a follow-up study of the households in KwaZulu-Natal.

### *Aim of the survey*

The information collected in household surveys, such as this one, is used to describe and understand the living conditions and experiences of South Africans. Often, however, different surveys use different sample areas and interview different households, making it difficult to know whether the living standards or circumstances of *particular* households have improved. The aim of this survey is to determine whether or not there have been any changes in the socio-economic conditions of those households interviewed in 1993. This information will be used to understand the dynamics of household behaviour over time.

### *The Sample*

The sample households are the same as in 1993. Maps and/or addresses will be provided in order to locate the households. Each questionnaire will provide the names of the respondents interviewed in 1993.

### *Confidentiality of information*

The Statistics Act 1976 (Act 66 of 1976) has a secrecy section which says that data on individuals must be treated as strictly confidential, and that personal information must under no circumstances be passed on to organisations or individuals who are not directly involved in the study. This is an important point. As a fieldworker, it is illegal for you to pass on any information that you receive about a household during an interview to any person who is not directly involved in the study. Furthermore, it is important that you

make the respondent aware of the fact that all information collected during the interview will be treated as confidential. By this it is meant that no individuals or households will be identified by name or address in any of the reports we plan to write.

### *Your role and duties*

The role of the fieldworker is to collect the information required by the questionnaire from each of their assigned households. The ultimate success of the survey depends on how well you do your job. If you do your job well and take care in recording the information, the survey results will be more accurate, and thus, more useful for discussions concerning socio-economic policies. This makes you a very important member of the survey team - without you, accurate information cannot be collected.

There are a number of duties that you will be expected to perform at various stages of the fieldwork. These are outlined below.

#### *Before the interview*

Prior to the interview, you must:

- Attend fieldworker training. This is very important as you will go through the questionnaire in great detail. This is your chance to ask any questions you have, and clear up anything on the questionnaire that you do not understand.
- Read this manual and be familiar with what it says.
- Read through the questionnaire a number of times until you are familiar with it, and the way it is coded. You should also be clear on which questions follow each other.
- Ensure that you have all the necessary fieldwork materials (questionnaires, pencils, erasers etc.) with you before you leave on your fieldtrip.

#### *During the interview*

- You must visit only the households to which you are assigned. The names and specific locations of these households will be given to you. In the event that you fail to get any response from a particular household (e.g., no one is home), you must revisit that household at least 3 times. If you still do not find anyone at home, find out from neighbours or community members whether or not the household that was interviewed in 1993 still lives there. If they do still live there but you have been unable to contact them after 3 visits, then leave the household out. There is no replacement of households. However, if you discover that the household interviewed in 1993 has moved from this location, you must try to get contact details and addresses filling out the Household Identification Form (described below).
- If an individual respondent is unwilling to participate in the survey, you should make every effort to persuade him or her otherwise. Explain the purpose of the survey and the importance of his or her participation in it. If you still do not succeed in getting the

respondent to co-operate, report this to your fieldwork supervisor, who will then attempt to talk to the respondent as well.

- It is up to you to make the interview a success. therefore, your behaviour is very important. You should act in a friendly and professional manner at all times.
- At the start of an interview, introduce yourself, explain the purpose of the survey, and assure the respondent that all information given will be treated as strictly confidential. You could also remind the respondent of the previous survey and how this re-survey is linked to it.
- Carefully complete the questionnaire and do not leave out *any* information. Be sure to fill in the family surname on the front page of the questionnaire. This will make it easier to identify the household should you need to go back and collect any additional information.
- Sometimes even after careful prodding, a respondent is not very certain of an answer they have given. When you feel the answer may not be very close to the truth, we ask you to circle the answer. This should only be done in rare cases and a questionnaire with too many circled responses will not be accepted.
- You should always begin with Section 1. Complete all the questions of a specific section before moving on to the next section.
- During the interview, if the respondent finds difficulty in answering the question, use the codes provided to prompt him or her. This may help to improve the flow of the interview. If the difficulty is in enumerating a Rand value, suggest a range of numbers giving some very different choices, e.g., “was it 10 Rand or 1000 Rand?” to help them.
- When you are busy with an interview, never assume anything. Always ask the respondent to supply all information. This is a very important point - you should *never* make up or write down information that you think might be true. Always ask to be sure that the answer is correct.
- Complete the questionnaire in pencil. This will make it easier to correct for mistakes.
- As you conduct the interview, listen carefully to the answers given to each question, as these may help you later on in the interview. It will also help to create a feeling of trust and co-operation within the respondent, especially if they see you are genuinely listening to their answers.
- Each household must be interviewed on a separate questionnaire.
- Before you leave the household, check each questionnaire carefully to make sure that it has been correctly completed. If the questionnaire is not fully completed, apologise for the inconvenience and get the relevant information that has been left out. If you are uncertain about anything relating to the questionnaire or the interview, you should discuss it with your fieldwork supervisor immediately.
- Once you are sure you have all the information you require, thank the respondent for their time and effort and leave. Of course, given the length of the survey it will not usually be possible to finish in one sitting and you must arrange for a time to return to finish the work.
- You are encouraged to write comments and notes in the questionnaire and in the space provided on page 3, especially when a family situation is confusing and requires further explanation or when you have problems with certain sections.
- After the questionnaire is completed, place the household card under the back flap to

ensure it does not get misplaced.

*General Notes*

- Question numbers have been chosen to aid in comparison with the 1993 survey. In general, questions with an “N” preceding a number are new while those with just a number were taken from the previous survey.
- Whenever you see a [..], the item or individual being discussed in that row is to be inserted when reading the question.
- Items on the questionnaire written in all capital letters are instructions for you, the interviewer and are not to be read aloud/translated. All other items in mixed case are questions to be translated (as discussed in training).
- There are many skips in the questionnaire intended to make it shorter when certain questions are irrelevant. These will be covered in detail in training but are not described in detail in this manual.
- Many sections have a space at the bottom of the page to indicate the person code of the main respondent for that section. Be certain to complete these during the interview.
- You are encouraged to write comments and notes in the questionnaire and in the space provided on page 3.
- After the questionnaire is completed, place the household card under the back flap to ensure it does not get lost.
- When a household is very large and requires extra sheets for a section (such as 1.2, etc.) use the extra sheets provided to your supervisor and staple them into the questionnaire.

## **Household Identification Form**

The 1993 survey randomly sampled dwellings or homesteads across South Africa. The household of people who lived within each dwelling or homestead was the object of the 1993 questionnaire. In this follow-up survey, we begin with maps and other information that helps us locate the physical dwellings where the households of people were surveyed in 1993. We are not, however, interested in the physical dwelling itself. Instead, we wish to locate and re-interview the same household of people who were interviewed in 1993, even if they no longer live in the same physical dwelling that they occupied in 1993. The Household Identification Form helps us determine whether or not we carry out the full interview of those people found to currently occupy the dwelling where the surveyed household resided in 1993. When households have moved away completely, or fractured into multiple households (through divorce, abandonment, etc.), the Household Identification Form also helps us collect relocation information on households or household members whom we need to find so that we can complete the full re-survey.

The Household Identification Form is built around the idea of “core persons” around whom the household surveyed in 1993 was centred. The pre-printed roster of Household Members Listed in the 1993 Survey identifies the core persons by placing the letter “C” in the column labelled “core.” Each household usually has between 1 and 3 core persons. In a small number of households there are more. We label people on the pre-printed roster as “core” either because the respondents in the prior survey identified the person as the household head (or the spouse of the household head) in 1993 OR because the person satisfied the following three criteria:

- 1) was 30 years or older in 1993
  - 2) is the son/daughter or niece/nephew of the 1993 household head
- AND 3) is the parent of a child on the household roster.

We call these people “core” because they comprise the set of people likely to exercise decision making power over key household decisions, especially those that influence the well-being of children.

The steps to completing the Household Identification Form are:

- (1) Enter the names of all people shown as “core” on the pre-printed roster onto the table on page 1 of the Household Identification Form.
- (2) Locate the listed dwelling where the surveyed family lived in 1993.
- (3) Ask an adult currently found in that dwelling (or, if necessary, an adult in a neighbouring dwelling) the remaining questions (N2 to N6) about each of the core people you have listed on the form.

- (4) If for ANY core person an answer of “yes” is given to either N4 or N5, then place a “Y” in the box on the bottom of page 1 (N7). A “Y” indicates that at least one of the core people (or their family) is still affiliated with the individuals now living in the dwelling. In this case, we will carry out the full interview of the household that comprises that dwelling.
- (5) If a “Y” does not appear in the N7 box, then the people currently occupying the dwelling are considered unrelated to the core persons from the 1993 survey and we do NOT carry out an interview with the people in that dwelling.
- (6) For EVERY core person for whom a tick has placed in N6 (meaning that they are no longer affiliated with the household that occupies that dwelling) OR who are alive and answered No=2 to question N4 (*these instructions were included during training*), you MUST collect information to permit us to locate and interview that person. Space is given on the following pages of the Household Identification Form to write down address, phone and other information to find these core people. Please note that follow-up information must be collected for every core person who is no longer lives with the household. This is true even if there is another core person on the list who resides in the dwelling.
- (7) The pages on which follow-up information is recorded are self-explanatory. However, please collect as much and as many kinds of follow-up information as you can. Even if you are given a phone number, ask for address, employer and other information since it may be prove to be the case that the phone number given is no longer valid for the core person who has moved.
- (8) Finally, if you discover that a core person has relocated within the same section or suburb (in urban areas), or within 5 kilometres of the village (in rural areas) then please notify your supervisor as we will try to interview that person while we are in that cluster area.
- (9) The household site should be visited a minimum of 3 times when unable to locate the family (unless new location information has been collected).

## **Section 1: Household Roster**

The 1993 survey sampled a number of randomly selected dwellings or living units and then collected information on all individuals who resided in or were closely connected to those who resided in the selected dwelling. Using the 1993 data, it is possible to identify the primary decision makers who guided economic life in the dwelling units surveyed in 1993. These individuals—comprised of the person identified in the prior survey as the “household head,” as well as his or her senior children who continued to be residents of the dwelling—constitute what we call the *Core Persons* (as defined above). Core persons are important because they constitute the core or the root of the surveyed household. Our goal is to collect information on the households currently structured around these core persons. We will hereafter refer to “the household” as the group of people who comprise the living and economic unit built around these core persons. At several places in the questionnaire, we will collect special information on the core persons.

The purpose of the household roster section is to identify and collect basic demographic and educational information on all individuals who are either members of the household, or who have strong links with it. We distinguish between three categories of people based on the depth of their relationships and linkages with the household:

### *Resident Household Members*

Resident household members are those who have (i) lived in the household’s physical dwelling for at least 15 out of the 30 days prior to the survey; (ii) share food from a common source with other household members when they are resident in the dwelling; and, (iii) share in, and contribute to a common resource pool with other household members.

### *Non-Resident Household Members*

Non-resident household members are those individuals who have NOT lived in the household’s physical dwelling for at least 15 out of the 30 days prior to the interview, but who have (i) lived in the household’s physical dwelling for at least 15 days out of the 12 months prior to the survey; (ii) share food from a common source with other household members when they are resident in the dwelling; and, (iii) share in, and contribute to a common resource pool with other household members.

### *Non-Household Members with Links to the Household*

“Non-household members with links” are those individuals who are neither resident nor non-resident household members, but who have strong social and/or economic relationships with household members. They constitute the immediate network of household members. Specifically, they are people who either (i) Send remittances to this household or receive remittances from this household; (ii) Lend money to this household or borrow money from this household; (iii) Lend a house, land, or livestock to this household or borrow any of those things from this household; or, (iv) are individuals to whom the household would turn for assistance if it had some financial trouble.

In order to make it easier to collect information on the individuals in these different groups, section 1.1 begins with those individuals who were identified in the 1993 survey as being either resident or non-resident members of the household. The goal of this section is to find out which of those people identified in the prior survey are still resident household members, non-resident household members or non-household members with links. Section 1.2 goes on to find out if there are any individuals not identified in the 1993 survey who are now either resident or non-resident household members. Section 1.3 then asks about any individuals who should be classified as “non-household members with links.” Once this basic information is collected, sections 1.4 and 1.5 collect other information on the individuals connected to the household.

### ***Section 1.1: Household Members Listed in the 1993 Survey***

A pre-printed form is provided for each household. This form lists the name, sex, age, and relation to the person identified in 1993 as household head for each and every person identified as a household member (resident and non-resident members) in the 1993 survey. Note that the individual given a “relation to head” code of 1 or 2 is the individual who was identified as the household head in 1993.

#### **2. Name**

#### **3. Relationship to Person identified as Household Head in 1993**

#### **4. Sex**

All of this information is pre-printed. However, please verify it with the respondent. Such verification is necessary to ensure that we correctly identify the people who resided in the household in the 1993 survey. It is important to record the gender of all people correctly. If an individual is not present, do not guess from their name what their sex might be. Rather ask the respondent to be sure. When pre-printed information is incorrect, cross it out and write the correct information.

#### **N2. Approximate Current Age in Years in 1998**

The pre-printed information gives the approximate current age of each individual identified in the 1993 survey. Please confirm that this information is correct. Introduce it with something like, “Our records indicate you are  $x$  years old? Is this correct?” The primary goal here is to make sure that we have indeed identified the correct individual, and are not confusing him or her with a relative or other person who might have the same name. Once you have determined that you have identified the correct individual, do not spend a lot of time seeking out the exact age of the person, especially if they are elderly. It can be time consuming to determine whether or not an elderly person is actually 74 or 76, and for purposes, it is not very important. We will more carefully record the age of children, which is important, in a later section of the questionnaire.

**N3. Has [...] lived under this roof for more than 15 days out of the past year?**

This question is the key to determining whether or not a person is still a member of the household for survey purposes (see above). Note that by “past year” we mean the 365 days preceding the interview, NOT the last completed calendar year.

**12. Has [...] lived under this roof for more than 15 days out of the last 30 days?**

This question is the key to determining whether a person is a resident or non-resident household member (see above).

**N4. If the household had financial trouble, would [...] help?**

This question is asked only of those who are no longer household members (that is, question N3 was answered No=2 for this person). Here we are trying to see if this person remains linked with the household and forms part of the network of family and friends on whom the household can rely in a time of need. “Help” in this question does not mean only financial help, but refers to other forms of assistance (food, childcare, etc) that the person might provide to household members.

**N5. What is [...] main activity ?**

By main activity, we are referring to what the individual spends most of his or her time doing. While many people do a number of different activities (e.g., study and work) please encourage the respondent to identify one activity for each person; the one the individual devotes the most time to. If a child of school going age is currently not attending school for a few days owing to an illness, that child is still regarded as attending school.

BEFORE GOING ON TO SECTION 1.2, PLEASE FOLLOW THE INSTRUCTIONS ON PAGE 7 CAREFULLY. We ask you to circle the names of RESIDENT household members on the household card because later sections ask some questions only about resident household members. The household card will be your quick reference to see which persons you should ask the “residents only” questions. Copy current ages to the household card. We will later ask questions only of household members of a specified age. Finally, place a large “C” by the name of anyone whom the pre-printed roster identifies as a core person.

***Section 1.2: New Household Members***

Households change over time, and since the 1993 survey, there may have been additions to the household. Section 1.2 provides a way of capturing information about individuals who have joined since 1993. After section 1.2 is completed, we will have the same information on new household members as we have on the old household members for whom we had pre-printed information. We first find out if a person qualifies as at least as a non-resident household member. We then find out if they further qualify as a resident household member.

In order to qualify as at least a non-resident household member, individuals must satisfy all three requirements listed on page 8. They must share food from a common source when they are in the household, contribute to or share in a common resource pool, and must have spent at least 15 nights out of the past 12 months in the homestead. As explained above, if they have in spent at least 15 days of the last 30 days in the household, then we further categorise them as “resident household members.” Note that in general domestic help and lodgers will usually NOT qualify as household members since they usually do not eat out of a common pot with other household members and they do not share resources with other household members.

In order to get complete information, prompt the respondent by asking “Anyone else?” until he or she has listed all new members.

### **3. What is [..]’s relationship to Household Head in 1993?**

The 1993 survey categorised all household members based on their relationship (spouse, son, mother, etc.) to the individual identified by the survey respondent as the “household head.” In order to ease comparison with the earlier survey, we continue to ask each new person’s relationship to that individual identified in 1993 as household head, even if that individual is no longer living or the household head has changed.

Relationship codes all refer to biological relationships, not social ones. An uncle is thus meant to be the brother of one of the head’s biological parents, not just a respected family friend. While most of the relation to codes are self-explanatory, a few require additional explanation:

*Household help* - This includes domestic workers and other resident employees who meet the criteria for household membership.

*Other non-family* - This includes visitors and others who meet the criteria for membership in the household.

BEFORE GOING ON TO SECTION 1.3, copy the names, person codes, sex and ages of all new household members to the household card. The names of RESIDENT household members must be circled. As discussed above, having this information handy on the household card will make it easier for you to fill out later sections of the survey.

### ***Section 1.3: Non-Household Members with Links***

This section tries to capture information about the networks that the household might have with other individuals. For example, there may be a relationship between the household and the parents of the core person, or between the household and individuals who send remittances home to the household. *Note:* Some respondents may here identify

individuals who are in fact part of the household (e.g., parents of a core person may live in the household). Where this is the case, this information should already have been collected in Section 1.2. If you find any such individuals who were overlooked in section 1.2, then please go back and add them into section 1.2, and the household card, at this time.

Again, to ensure that you capture all individuals who might form part of this network, you should prompt the respondent by asking “Anyone else?” until they are satisfied that they have given you all the names. Be sure to ask about all types of individuals listed at the bottom of page 10.

*Persons remitting to the household* - this includes individuals who work away from the household, do not return on a daily basis, and send part of their earnings to the household on a regular basis. Note: this is not the same thing as a loan.

**N6. If the household had financial trouble, would [..] help?**

Assistance here is measured in terms of the individual being willing to make a loan to the household, remitting income, lending land, providing food or labour etc. It is a term that requires some commitment rather than a once-off transaction that might never happen again. This question aims at finding out whether there are any specific individuals that the household could trust and would turn to in times of trouble.

BEFORE GOING ON TO SECTION 1.4, please copy the name, person code, sex and age information of “non-household members with links” to the household card.

***Section 1.4: Education and Household Relationships***

**N2. What is highest education completed by [..]?**

In recording this information, we are interested in the education levels ALREADY COMPLETED or achieved, not current study endeavours. For example, a student embarking on matric in 1998, has only completed their Std 9, and should be recorded as such. A student entering first year University in 1998 has only completed matric, and should be recorded as so.

*Code 11* = Std 7, 8 or 9 and diploma: This code refers to an individuals who has completed Std 7 and a diploma, Std 8 and a diploma, or Std 9 and a diploma.

**N4 & N5. Who is [..]’s father/mother?**

This question refers to the person’s biological parents, namely, the actual mother or father of the person, and not adoptive parents. For these questions and question N3, always record the first possible response of those listed. For example, if the mother of a person

is on the household card but now deceased, the response should be her person code, not 88.

### ***Section 1.5: Parents of Core Persons***

Section 1.5 is the first of our sections that asks for special information only about the core persons within the household. Before filling it out, we must see if there are any new people who now qualify as core persons for this household following the instructions at the top of page 14:

- (1) Ask the respondent who the head of this household currently is. Place a \* by the current head's name. If this person is not already listed as a core person, please place a "C" by his or her name on the household card.
- (2) The person identified as the current spouse/partner of any core person should also themselves be designated as a core person. Place a "C" by spouse's name on the household roster. (Note: Do NOT place a "C" by the names of ALL people who are spouses. Only those people who are the spouses/partners of core persons should themselves be marked as core persons.)

In section 1.5 we ask about the parents of the core persons. It may often be difficult to recover precise information on the education levels or age at death for parents of core persons who are themselves quite elderly. In these cases, it may be possible to calculate age at death by figuring out the year of the parent's death based on its relation to some important event in the respondent's life that can easily be dated.

#### **N1. "Core Person" Person Code**

Simply list the person codes for the *core people* in the order in which you find them on your household card. It does not matter which core person is considered as core person one or two. We use these words only to help you keep straight which core person we are discussing. Core persons will always be identified by their person code on the relevant parts of the questionnaire.

#### **N3. Is [...] Listed on the Household Card**

This question refers to the PARENT of the core person. If the parent is already on the household card, then we already have all the information and need not ask it again.

### **Note on Split or Fractured Households**

A household is a valid split if there is at least one core person in each of the new households. If a split that is followed consists of only non-core members, it will be deleted. (Notice this is different from carrying out an interview at the site when some people remain but the core people have moved.) Household Identification numbers will be modified to reflect the split in the office. You should not that it is a split household on the cover of the questionnaire, however.

Whenever a person was interviewed in 1993, their person code **MUST** be the same in 1998, even if they are part of a split household or no longer a household member.

- 1) The first questionnaire filled in (one with sticky sheet) must have questions answered for all individuals in section 1.1 (Pages 5 & 6). All person codes should be the same and the relationship codes should all refer to the 1993 head of household.
- 2) The second questionnaire need only include those 1993 household members (from the sticky sheet) who moved out of the original household and now live in the second household in section 1.1. Verify that they do not live in the first household (answer to N3=2). These people should not be in section 1.2 (Page 9). Fill in a blank copy of section 1.1 and staple in the questionnaire. It is okay to include other 1993 members who do not live in the second household, as long as the answers to the questions reflect this. It may be useful to do in order to fill in section 1.4 or if those people are connected to the household via remittances. As above, the relationship codes should all refer to relation to 1993 head, even though that person may not be in the household.
- 3) New or additional household members go in section 1.2 as usual. It is okay for new members in each household of a split to have the same person code (e.g., 40). As above, the relationship codes should refer to relation to 1993 head.
- 4) Similarly for section 1.3, non-household members. Remember not to move someone from section 1.1 to another section such as non-household members. We need to keep the person code the same and can tell from the questions in section 1.1 whether they are still household members. If someone shows up in section 1.3 who was a 1993 member, move them to section 1.1 and copy information; answer no to N3.

## **Section 2: Household Services**

The goal of this section is to measure the household's wealth and standard living as seen through the quality and quantity of housing and household services that it uses.

### ***Section 2.1: Housing***

The questions in this section provide the information for alternative ways of getting at the quality and value of the dwelling occupied by the household. In all cases, we must get either a sale or rental value for the dwelling occupied by the household, as well as indicators of its size and quality.

#### **N1. What is the main material used for the walls of the main dwelling in this compound?**

Do not assume the answer to this question based on what you see around you. Rely on the respondent to give you the correct answer. While some houses may have walls made of more than one material, this question is concerned with the material that makes up the majority of the walls.

#### **3. How many rooms does the household occupy in this dwelling?**

In answering this question, you should not count toilets, bathrooms or passages as rooms. However, you should include bedrooms, living rooms, kitchens, lounges and dining rooms. In some households, you might find that a dining room suite and a lounge suite are in the same room, as the household combines the lounge and dining room together. In this instance, you should count it as one room only, unless there is some kind of dividing feature such as a wall.

#### **5. Does the household own this dwelling?**

Ownership refers to the fact that the household would hold a title deed over the dwelling. They will probably also hold some sort of bond or loan. Ownership does not include renting a property.

#### **7. How much is still owed on the bond or loan?**

This is a sensitive question and some may be reluctant to answer. Try to be as tactful as possible and remind the respondent that all information will be treated as confidential.

#### **8. If you sold this dwelling today, about how much could you get ...?**

This question may prove to be difficult for respondents who are not thinking of actually selling their dwelling. It may also prove difficult to answer in areas where few dwellings are actually sold. In these cases, please ask the person how much it would cost to rebuild it (including all labour and materials).

**9a. Does the household have to pay rent to live here?**

This question refers to any rent that the household might be required pay to a landlord (even if they do not actually paying it at this time). It does not include any rent that the household might be receiving from lodgers.

**9c. .. How much rent do you think you would have to pay..?**

Since the respondent does not pay rent, it may be difficult for him or her to estimate. Ask them to consider how much others in the area or nearby might be paying for similar homes.

*Section 2.2: Water*

**N2. What is the average number of person trips ... to fetch water per day?**

Rather than asking about the number of people in the house who fetch water and how many trips each of them make, we are simply asking for the TOTAL number of trips taken on an average day by household members. This may require you to do some calculations. For example, if person 1 fetches water 3 times a day and person 2 fetches water 2 times a day, then enter a total of 5 person trips for this household.

**N3. How long does each trip take on average..?**

Some trips may take longer than others, primarily because of queuing time at the water source. Please ask the person to estimate the usual or average time that a trip takes, including queuing time.

*Section 2.3: Sanitation*

**2. Where is the toilet?**

On-stand means in the household's compound; off-stand means outside the compound.

*Section 2.4: Energy*

**1. Is the house connected to an electricity supply?**

This question refers to electricity as supplied by, e.g., Eskom.

**N1 to N3.**

See the comments on water fetching. Note however that the accounting period for wood fetching is a full week.

### **Section 3: Food spending and Consumption**

In this section, information is collected about the food consumption of HOUSEHOLD MEMBERS during the last month. It should not, however, include information about food that has been bought for the purpose of selling to make money (i.e. a spaza shop, or local home industry). It should also NOT include food given to guests who ate with the household, or food that was supplied to a large social function. Meals given to guests is accounted for separately. This section is solely concerned with food that household members have used for their own consumption in the last month. Notice that alcohol (beer, wine, spirits) is not included here but in section 4.1. Round off figures to the nearest Rand.

Introduce the section by saying “I have a list of different kinds of food that people may have eaten during the past month. As I read each one, I’d like you to tell me if it was eaten by this household in the last month? Ask Question 1 for each item on the list. Then, go back and for each of the items marked with Yes=1, and ask the remaining questions. For those items marked with No=2, write in zeros for that row.

Note: Ghee is clarified butter formed by melting it.

For all food types and sources, we simply ask the value of the food that was consumed by household members. For some food categories in which the respondent reports quantities consumed, this may require some additional prompting and calculation. In all such cases, ask the respondent to estimate what it would have cost to purchase the quantity of food in question. Similarly for meals received as guests.

#### **3. What was the value of [food] eaten from purchases in the past month?**

In collecting this information, you need to be quite careful that respondents do not just tell you the cost of a specific item, e.g., a kilo of rice. While the household might have spent R4 on a kilo of rice, they may have only eaten half of the kilo of rice in the past month. Then, the value of rice eaten would be half of the R4 or R2. This section will require some careful questioning by you.

#### **N1. What was the value of [food] eaten at home last month that was received by the household as a gift or transfer?**

This question covers food that has been given to the household as a gift, with no strings or conditions attached, and not in return for service, money or assistance. To save time, we have blocked out this question for food items that are unlikely to be given as gifts. However, if a respondent tells you that indeed they have received a gift of cheese or jam, then please add its value into the gift column for “other food expenditure/consumption” category at the bottom of the table.

**N2. What was the value of [food] eaten in the past month that was received by the household as a payment of some form?**

This question covers any food given to the household in return for some service performed or in repayment of a debt or favour. We have again blocked out this question for foods the household is unlikely to receive as payment. However, should you find that a household has consumed some amount of food received as payment in a blocked out category, please add its value into the “received as payment” column for the “other food expenditure/consumption” category at the bottom of the table.

**5b. What was the value eaten from own production in the past month?**

In recording this information, ask the respondent “If you had not eaten your own produce but had sold it instead, how much money would you have received from the sale of your own produce? Or how much would it have cost you to purchase?” (For example, “Instead of eating 4 tomatoes of your own, what would you have had to pay to buy those 4 tomatoes?”) We have again blocked out this question for foods unlikely to be produced at home. However, should you find that a household has consumed some amount of home produced food in a blocked out category, please add its value into the “own production” column for the “other food expenditure/consumption” category at the end of the table.

**Meals Given to Guests**

The value of food given to non-household members should NOT have been included in the prior food expenditure categories. Please do your best to help the respondent separate out the value of food given to guests, party-goers, etc. and then record that value in the “meals given to guests” category.

**Meals Received as Guests**

The value of food household members consumed as guests of someone else should NOT have been included in the prior food expenditure categories. Please do your best to help value the food consumed in this category.

## **Section 4: Non-food spending and Assets**

The purpose of this section is to measure household expenditures on various categories and to value some of the assets the household owns. These will also help to evaluate the household's standard of living.

### ***Section 4.1: Regular Non-food Spending***

For each of the items listed, ask "How much, if anything was spent on item [...] in the PAST MONTH?". If nothing was spent on the item, you should record a zero. Note that this section is concerned with REGULAR non-food spending, and should include items commonly purchased by the household.

One difficulty in getting expenditures over the last month is that many accounts are due at the end of the month so it is hard for respondents to calculate if they have not yet received the bill. Do your best to help them impute the value (based on the previous bill and any changes in service during the current period).

Entertainment includes such items as lottery tickets (*Code=3*).  
Membership dues includes stockvel payments (*Code=11*).

### **Energy, Water And Municipal Rates**

In some areas, households might pay their water, electricity and municipal rates together in one bill. If this is the case, record this as a single payment and do not try to disaggregate the payment into the three separate parts.

### ***Section 4.2: Occasional Non-Food Spending***

Note that here you are required to ask about expenditure in the PAST YEAR.

### ***Section 4.3: Household Durables***

In this section, ask whether any member of the household owns the specific item on the list. If the answer is yes, then, BEFORE moving on to the next item, you should answer the remaining questions. Once the information is complete, move to the next item.

#### **N1. Does the household own [...]?**

This question requires the item to be owned by a household member. This does not include hired, rental, or loan of equipment. However, if the household member owns an

item jointly with an individual from another household (e.g. two individuals may put money together to buy a car), then you should record the answer as Yes. Also, if it is owned under hire purchase, the answer is Yes.

**N2. Who in the household owns [..]?**

Try to find out if the item in question is owned by one individual household member in particular. If the item is jointly owned by multiple household members, then use the “jointly owned” code of “00.”

**N3. What is the approximate value of [..]?**

Here we need to know the current value of the item, not how much it would cost if it were new. It may help to ask the respondent how much she or he could sell the item for.

***Section 4.4: Household Debt***

This section aims to find out two things:

Is the household well served by banks and other lenders, or do they have unmet need or demand for credit?

What is the size and nature of any currently outstanding loans owed by household members?

Answers to these questions will help us not only to determine the household’s wealth position, but also to understand the factors that limit their ability to undertake projects or otherwise improve their well-being.

***Access to Banks and Other Lenders***

**N2. Have you borrowed from a [..] in the last 5 years?**

We do NOT need any detail here on past loans, we simply need to know whether or not anyone in the household has had any loans from the indicated lending source.

**N3. Were you able to borrow as much as you wanted from [..]?**

At times a person might want to borrow, say, 2000 Rand from a lender in order to start a small business, but the lender will only give them 1000 Rand. In such a case the person would not have been able to borrow as much as they wanted. Please note that we mean “as much as you wanted to GIVEN THE INTEREST RATE THAT THE LENDER WAS CHARGING AT THE TIME.” We do NOT mean as much as you would want to borrow if loans were free or did not have to be repaid.

**N4. Did you know about what interest rate ...?**

We ask this question to screen out people who have very little information about loan terms (and hence whose answers to the next question, N5, may be less meaningful). The

person does not need to know the exact interest rate (e.g., 18,5%), but they do need to know the approximate interest rate (say about 20%). Do NOT quiz the person on the accuracy of their knowledge. If they say they know about what the interest rate is, then simply record a “yes” response and continue.

**N5. Do you think that you would be able to borrow as much as you wanted from [.]?**

Please note that we mean “as much as you would want GIVEN THE INTEREST RATE THAT THE LENDER WAS CHARGING AT THE TIME.” We do NOT mean as much as you would want to borrow if loans were free or did not have to be repaid. This question may be a little hard for some people to answer because it is speculative. You could ask “would you ever want to borrow or have a need to borrow from this lender? If yes, would this lender lend you the amount you would want to borrow?” If a person would not be interested in borrowing from that source and that source would not lend to them, then YES, they would be able to borrow as much as they would want (zero).

***Current Household Borrowing***

This section aims to find out whether any household members owe money or goods to any other person or organisation. This includes store credit, hire purchase (HP) agreements, loans, credit cards, overdraft facilities, etc. Please note that this section is concerned with debt owed to individuals or organisations who are not members of the household. Only outstanding loans should be included; if a loan has been fully repaid then it need not be recorded.

Read out the list of possible lenders to the respondent. When the household owes money to that type of lender, then ask questions N2 to N7. A separate line should be used for each and every loan. The survey form provides space for up to two loans for each lender type. Should a household have three or more loans from a single lender type, please use an extra line from one of the “other” lender types, marking the change in lender type and code on the survey form.

**N2. Who obtained the loan?**

With this question we hope to identify which person within the household had the connections or the collateral to obtain the loan. As above, if the respondent indicates that the loan was obtained jointly by several household members, then please enter the code “00.”

**N6. When did you agree to repay the loan?**

**N7. How much is to be paid in total (interest and principal)?**

**N8. What is the average monthly interest payment?**

Many loans are for a fixed period of time (e.g., 24 months), meaning that full principal and all interest are to be repaid to the lender within that time period. For such fixed period loans, the borrower usually pays an agreed upon amount every month. This amount paid covers BOTH interest charges and the repayment of principal (i.e., the initial

amount borrowed). For this type of loan, enter the total value of the monthly payments that the individual is required to make in order to repay the loan in full over the specified time period in N7.

Some loans are given for an indefinite period of time. In these cases, individuals usually pay ONLY an interest charge every month. The individual continues paying monthly interest charges until such time as the individual decides to repay the principal (that is, the amount borrowed). If a respondent reports an indefinite period loan, enter the code "00" in N6 and the amount (of interest charges) paid every month in N8. Note that the amount of interest paid every month will permit us to calculate the interest rate attached to the indefinite period loan.

#### ***Section 4.5: Household Financial Assets***

In this section, ask whether any member of the household owns the financial assets listed. If the answer is yes, then, BEFORE moving on to the next item, you should answer the remaining questions. Once the information is complete, move to the next item.

##### **N2. Who in the household owns [..] ?**

In asking about ownership here and elsewhere on the form, we are interested in identifying which person within the household "owns" the asset in the sense that if the household were to split, they would get to keep the asset. The joint ownership code ("00") should be used in those cases where the asset is owned by several household members.

##### **N3. What is the approximate value of [..] ?**

This question can be very sensitive (which is why we do not ask it of savings accounts) so you must be careful when asking emphasising that you are interested in approximate values if the respondent is unwilling to give you exact details.

## **Section 5: Remittances**

### ***Section 5.1: Income received from Non-Resident Household Members and Non-Household Members***

These questions ask about people who are not resident household members (non-resident household members or non-household members) who may send cash or in-kind contributions to the household. It is important that loans are not included as part of remittances; loans should appear in Section 4.4 as household debt.

Ask the respondent to name all those people who are not resident household members who send money or food or make some other contribution to the household. If these individuals have not already been included in Section 1 and are not on the household card, you should add them to Sections 1.3 and 1.4, answer the questions there, then return to this section.

#### **N2. Contributor's Person Code**

This is the person who is sending or contributing money or other things to the household.

#### **3. Where is [the contributor] now?**

Code the location of the contributor, using the respondent's location as the reference point. For example, if the respondent is in a rural area in KwaZulu-Natal and the contributor is in another rural area, the code is "Other Rural Area in KwaZulu-Natal."

#### **N2. Who in the household received the transfer?**

Write the person code of the person the contributor is sending the money to, i.e., the receiver or recipient.

#### **N3. What is [CONTRIBUTOR]'S relationship to [RECEIVER] ?**

Although some family relationships (e.g., parents) are listed in Section 1, the relations between all people are not so we need to ask this to understand how the people sending and receiving money are related.

#### **5. In the past 12 months, did [ .. ] send or give money to the household?**

5a. Number of times that money was sent to the household in the past 12 months

5b. How much in total in the past 12 months?

5c. How much in the past 30 days?

Notice that the amount sent over the past year must be equal to or larger than the amount sent in the past 30 days.

**6. In the past 12 months, did [ .. ] make a contribution in kind to the household?**

Often when non-resident household members come home for visits they bring in kind contributions. These should be captured in this section.

6a. Number of times that a contribution was made.

6b. Total Value in the past 12 months?

Ask the respondent to estimate how much it would have cost the household to buy all the things that the contributor gave to the household.

6c. Total Value in the past 30 days?

Notice that the amount sent over the past year must be equal to or larger than the amount sent in the past 30 days.

***Section 5.2: Non-Resident Household Members and Non-Household Members Who Received Contributions from the Household***

These questions ask about people who are not resident household members (non-resident household members or non-household members) who may receive cash or in-kind contributions from the household. It is important that loans made by the household to others are not included as part of remittances; such loans are considered financial assets of the household and should be recorded in Section 4.6.

Ask the respondent to name all those people who are not resident household members who receive money or food or make some other contribution from the household. If these individuals have not already been included in Section 1 and are not on the household card, you should add them to Sections 1.3 and 1.4, answer the questions there, then return to this section.

The comments pertaining to section 5.1 apply here with the important difference that the role of the receiver and contributor are reversed. Now the receiver is someone outside the household and the contributor is someone inside the household.

## **Section 6: Household Income from Non-Employment Sources**

In this section we ask about money or any form of assistance that resident members of the household may have received from sources which do not involve employment of some kind. There are many ways a someone can receive money without being employed. For example, pension payments, charity, unemployment insurance fund, government disability grants, and other forms like that. Note that we do not include remittances here since they are covered in section 5.

You must be certain to prompt and ask about each item and ask about additional people receiving certain items after one is recorded.

**Old Age Pension (Social Pension):** The Old Age Pension (also called the Grant for the Aged) is given by the Government to older people who do not have enough money to live on. It is paid to men who are 65 and older, and to women who are 60 and older. The amount can vary but is typically R470 per month. It is paid monthly in nearly all parts of the country.

**Pension from work:** Pension from work / retirement is based on previous work and is therefore work related. It can be a *Government (civil ) pension*, or it can be from the *private sector (pension or provident) pension*. Please note that people can easily confuse Government (civil) pension with old age pension. Fieldworkers must ask if the person worked for the Government and get their pension that way.

**Private Retirement Annuity:** This is a private annuity (usually monthly payments) that the individual invested in on his/her own initiative (i.e., not related to work).

**Retirement Gratuity/Package:** Sometimes when one retires they are given a large payment, often in a single lump sum. This may be with or without a monthly pension (which would be listed above).

**Unemployment Insurance Fund / Maternity benefit:** This is paid to workers who have contributed into the Unemployment Insurance Fund (UIF) if they lose their job. It is paid for up to six months. Women who belong to the UIF also get maternity benefits through this fund.

**Worker's Compensation:** This is money a person can get who was *disabled or got a disease through work*. It can be given for a short time, a long time, or permanently. It can also be paid to the spouse (typically wife) of a person who died through an accident at work or disease through work. Some people call this grant 'disability,' so please make sure which one the respondent is referring to.

**Care dependency grant ( Single care grant ):** This is a monthly grant paid to people looking after children under 18 who are seriously mentally or physically disabled. In

some parts of the country this is called Single Care Grant. Indicate the caretaker who receives the grant.

**Disability Grant:** This is a grant the Government awards to people over 18 who are physically and mentally disabled and who cannot provide for themselves. It is given monthly in most parts of the country. It is often called “DG”. This Government grant is different from Worker’s Compensation.

**The State Maintenance Grants for parents and children.**

When a marriage or a partnership fails, people (mostly women) can try and get financial help from the other parent, through the law courts. This is called Private maintenance and should appear in Section 5.1 under remittances. If a person fails to get this assistance, or if a woman is widowed, or cannot find her former partner and the father of the children, and needs financial support, she can apply for State Maintenance Grant from the Government. A lot of confusion happens because these different types of assistance are all called ‘maintenance’ by the public.

For the survey, it is important to know what is being paid by the Government.

The State Maintenance Grant (SMG) is paid to (mostly) women who are widowed, divorced, or abandoned, or whose partner (the father of the child or children) is in a state institution like a jail or a psychiatric home for more than six months, and need financial support. The Grant is divided in two parts – the Parent Allowance and the Child Allowance, but many people who receive the grant do not know this, and they do not know for how many children the grant is being awarded. Therefore we do not separate out the parent and child components and ask that you record the total in the space provided.

**Foster Care Grant:** This Grant is awarded to people who look after a child who is not their own, when that child cannot be supported by his or her own parents or relatives. It is paid monthly, and sometimes foster parents look after more than one child, in which case they get a grant for each child. Put the whole amount under the foster parent.

**Interest Earnings including dividends, interest from savings, loans:** This is the earnings people get from their financial assets listed in Section 4.6.

**Inheritances:** Both money and the value of items inherited should be included.

**Government Supplementary Food scheme through clinics:** Estimate the value of the food items received.

**War veterans aid:** Some men and women get an addition to the old age pension called a War Veterans Pension, if they fought for the country in certain wars.

**Other Sources, Specify:** These are grants from other sources besides the ones listed above. They may be grants-in aid, poor relief, or other grants which are received by fewer people and do not require a separate classifications. Please specify the source of the grant when classifying a grant under 'other sources.'

## **Section 7: Economic Shocks**

We ask here about unexpected events that happen to the households. Such events often seem to play an overwhelming role in shaping the long-term well-being of households. A household's ability to deal with these events is also an important indicator of their economic capacity. We are interested only in unexpected events that have financial impacts on the household. Most events do have such effects, but if a household tells you about an event that was, say, upsetting but did not have financial consequences, you need not record it. If you are ever in doubt about whether an event has financial consequences, then please go ahead and enter it in the table.

In eliciting information about unexpected events, use the event codes as a prompting device. Because we are interested in understanding how big or important different events are, we ask questions designed to measure the financial magnitude of the different events. Because some of the events are one time occurrences (such as losses from a fire or winning a lottery) while others have continuing effects (such as the main earner abandoning the household or a sudden increase in remittances from a non-resident child), we have to ask different sorts of questions to measure the magnitudes of different events. A few events will have both types of costs (for example, a severe injury that results in both one-time medical expenses and results in a job loss that reduces monthly income for some time). When it comes to recording information on events other than those pre-printed on the questionnaire, you will need to use your judgement about whether it is more of a one-time event or whether it is an event with continuing financial effects.

Finally, the recall period for both positive and negative events is since the last survey, which was approximately four and a half years ago. People are unlikely to remember the precise timing of events, but it always helps to have people relate them time of an event to some other occurrence the timing of which can be more easily identified. The national elections in 1994 are one such occurrence. Births or deaths of family members may also help identify when unexpected events occurred. For example, if a household reports that they had a crop failure "a few years ago," you may ask whether it happened before or after the birth of a young child in the household, or before or after the death of a senior household member.

If the same event occurred more than once in different years, write them down as separate events indicating the code of the event in the other row.

### ***Section 7.1: Negative Economic Shocks***

#### **5 & 6. How long did it last? What was decrease in income each month?**

These two questions are trying to measure the financial cost of events that had a continuing negative impact on the household. For question 5, the code 99 is used for those events that have continued to have a negative impact on the household up through the date of the survey.

**7 & 8. What were total expenses from it? What was the value of items lost?**

These two questions are trying to measure the one time financial costs of negative events. To aid in computing these costs, ask the respondent to list out the various items purchased. For example, in the case of a funeral these would include cost of coffin, mortuary services, ceremonial goat, etc.

**9. After it occurred, did the household [..]?**

Here we are trying to understand the reaction or coping strategy of the household in the face of the negative event. The response “sell assets or use savings” means that the households drew on their savings account or sold livestock, stored grain or other household durable goods, like a television, in order to pay for the expenses associated with the negative event. The response, “use insurance,” refers to those instances in which the family had a specific arrangement to deal with the costs of the unexpected event, such as a burial society or funeral policy, life insurance, crop insurance, theft insurance, etc.

***Section 7.2: Positive Economic Shocks***

A fortunate event is a positive event with good consequences. In filling in this information, the same comment for section 7.1 apply. Note that questions 5 & 6 are meant to measure the financial benefits of events that have a continuing impact, while question 7 is meant to get at the benefit of one time events such as winning a lottery.

## **Section 8: Social Capital**

This section attempts to measure different forms of social capital looking at group membership and functioning of household members, civic engagement and networks, and exposure to violence.

### *Section 8.1: Membership in Community Organisations*

The aim of the first table is to measure the membership of all household members in the different types of organisations listed, as well as any others they mention.

For each type of group, ask the following:

#### **N1. Does anyone in the household belong to a [ .. ] NOW?**

Write down person codes for up to four people in the organisation. When all household members are in the group the code is 00. Place dashes in blank spaces after determining there are no others in the group.

Question **N2** asks about group membership in 1993 (just before the first national democratic elections) following the same procedure.

Non-resident household members should be included in this table if they are in organisations that serve this community. You need not ask about their membership in their place of residence.

After determining which groups household members belong to, we ask about how those groups operate.

**Of the groups someone in the household belongs to, which four are the most important? LIST THEM and ask questions of the group member him/herself**

**N2a. & N2b.** Indicate up to two household members who are in the group. Note that each row is for a single group. If two household members belong to two different stockvels, for example, this would have to be recorded on two different rows with the same group code but different person codes.

**N4. Did you have to pay a fee to join the group? If yes, how much was it?**

If there was no fee, write in 0. Fee should reflect the total for all members.

**N5. Is there a monthly contribution? If yes, how much is it?**

If there was no fee, write in 0. Contribution should reflect the total for all members.

**N6. How many years ago did the group start?**

Notice that the codes are ranges so they do not have to know exactly when the group started.

**N7. How many years have you belonged to the group?**

If more than one person is in the group and they joined at different times, this question refers to the person who has been a member the longest.

**N8. When someone breaks the rules of the group.... What happens?**

Here we want to focus on the major (or majority of) rules of the group (since what happens may differ for different types of rules). The main question is whether they are penalised. Fines need not be monetary; they could be in kind or even having to do some extra work.

**N9. How many of the group's meetings do/did you usually attend?**

Different groups meet more/less often than others. Given how often the group meets, how many of those meetings do you attend. If there is only one meeting and you attended it, the answer would be all. If different household members rotate attending, but someone is always representing the household, then again the answer would be all.

**N10. Overall, how well do/did you think the group works?**

Be sure to read aloud the five point scale when asking this question.

If respondents find it difficult to answer this, you could prompt them by asking some of the following:

- does the group achieve anything during the year?
- does the group meet regularly?
- are group members enthusiastic and committed to the group?

***Section 8.2: Civic Engagement and Networks***

This section is to be completed for all **core persons** in the household.

**N2. Did [..] vote in the national government elections in 1994? Did [ .. ] vote in the local elections in 1996?**

**N4 & N5. Does [..] listen to news programs on the radio or TV regularly? Does [..] read the newspapers regularly?**

Be sure to ask these questions for today and for five years ago (1993). Emphasise that it is TV news programs we are asking about, not music or entertainment. It may be the case that some households do not have access to TV or radio in which case the answer is no.

**N6. How many families in this community does [..] feel really close to?**

By this we mean other households in the community, even if they are extended family. Notice that it is important to ask this directly of each core person since the answer may be different.

**N7. Approximately what year did the first family member of [..] come to this place?**

The point of this question is to see how long the persons direct family has been living in the area. If he/she was the first to come to an area then the year they moved there should be indicated.

### *Section 8.3: Violence*

**1. Inside the home are you safer than you were 5 years ago, about the same, or less safe?**

This question is about domestic violence or violence between household members.

**3. In the past 12 months has anybody in this household been a victim of any of the following crimes?**

Prompt the list marking for each one. The question refers to resident household members being victims from any source (both domestic and from non-household members).

## **Section 9. 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.

### ***Section 9.1: Agricultural Activities over the Last 12 Months***

Emphasise that all questions in this section refer to the previous 12 months.

#### ***Section 9.1.1: Land Access and Use***

This section requires you ask about PLOTS of land that any household member has used, rented, or lent out to others during the prior 12 months for agricultural purposes (growing crops, fruits, vegetables, etc). Collect the information even if the household only has a small garden plot (or a plot within a community garden area). Use of land for grazing livestock is covered later in Section 9.2; it is important to make this clear to the respondent.

We ask about the land on a plot by plot basis because some households may gain access to different pieces of land in different ways (rental, ownership, or allocated to them by local authorities). It is critical to be able to distinguish the different kinds of land to which the household has access. A plot of land is a single (contiguous) piece of land to which the household gains access through a single mode of access.

### **N2. Plot Size and Unit of Measure**

We need an approximate measure of the sizes of the plots that the household uses. Let the respondent use the unit of measure that is most comfortable for her/him. If they do not know the size of a plot, ask if they can estimate its size in terms of how many soccer fields would fit in it (e.g., two thirds of a soccer field, or 3 soccer fields). It may be difficult to say how many soccer fields will fit into a small plot. In these cases, try to estimate the dimensions in meters of the plot (for example, the plot is 5 meters by 10 meters). You can write this as 5x10 in **N2a.** and then use measure code 4. We will later transfer such measures into hectares.

### **N4. Could the plot be fenced?**

We ask this question because a household that has the right to fence a plot has fairly strong rights over the plot even if they do not choose to fence it. If a household has already fenced the plot, then answer “yes” to this question.

### **N5. How did the household get access to the plot?**

Here we are trying to distinguish between plots that the household has access to on only a temporary basis (for example borrowed or rented plots) from plots over which the

household has long term rights such that they can pass it on to their children or perhaps sell. Unfortunately, the concept of ownership is sometimes unclear. If you are uncertain about whether a household “owns” a plot or not, then go ahead and code the answer to N5 as “1” and ask questions N6 to N8.

**N6. Who in the household owns the plot?**

Code “00” if jointly owned.

**N7. Does the household have a Title Deed (Certificate of Ownership) for the plot?**

Title Deeds and Certificates of Ownership are legal documents that certify the household’s ownership of land. They are not the same as a “PTO” (permission to occupy).

**N8. Could the household sell the plot?**

If the household can sell the plot, have them estimate the plot’s value. You may have to prompt the household by asking how many Rand they could get for the plot if they wanted to sell it.

**N9 & N10. How much Additional Land ... ?**

Please ask this question of ALL households, including those that do not currently use any land. We ask this question because we suspect that families who have been in a community for a long time may have important land rights that can serve as a safety net in the case of need.

*Section 9.1.2: Agricultural Production over the Last 12 Months*

As above, emphasise that you are asking about crops grown over the past 12 months. For a few crops (probably maize), the 12 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, then please ask if they harvested any of plantings of the same crop in the last 12 months. If they have, please record information on the earlier harvest. So for example: You interview a household in early April, 1998. They have not yet harvested their maize crop which 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 in early April or thereafter.

Some households may grow dagga (marijuana). 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 crops” 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.

**N1 & N3. Who in the household makes decisions/gets the money ...?**

When we record information on a wage job, we know who brings the money home. In agriculture, it may be unclear exactly who does the work and who gets any money from the sale of the crop. If a household never sells a crop and cannot answer N3, enter NA.

**1c. In what units does the household usually measure its crop of [...]?**

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 sell it another unit (e.g., kilograms). Please make sure that you record all answers to questions 1d, 1e, 1f, and 1g for a single crop in the unit of measure recorded in 1c for that crop. This may require some conversion. Also, you must obtain a selling price for one unit of the crop in either 1e or N4. 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.

**1d. How many [UNITS] of [CROP] have been harvested over the past 12 months?**

Please record total production even if none of it was sold.

**1f & 1g. 1f How many [UNITS] of [CROP] were used to pay for ...?**

In rural areas, households sometimes pay workers using farm products. This is most common as a way to pay workers who help with a harvest, but other workers may be paid all or in part with farm products. Similarly, a household may pay for its use of land by giving the land owner some amount of farm products.

**N4. IF DID NOT SELL ANY [CROP] ... Estimate Price**

Please be sure to ask those households that do not sell any of their crop how much they could get per unit if they had sold some.

*Section 9.1.3: Agricultural Inputs and Temporary Hired Labour*

In this section we are trying to determine the full set of costs incurred by the household in growing crops over the past 12 months. Again, emphasise the 12 month recall period to the respondent.

**N3. Did the household use any PAID temporary workers ... ?**

A temporary worker is an individual hired for a short period of time to do a specific task (such as weeding a maize plot, harvesting potatoes, etc.). We ask later about permanent farm workers who work for an extended period of time, are usually paid on a monthly basis, and generally do a wide variety of tasks.

**N4a. Task or crop for which temporary workers hired ..**

We ask about workers by task in order to make it easier for the household to recall the different instances in which it hired temporary workers.

**N4b. Total Number of PERSON DAYS ....?**

The table assumes that for a single task the household will have hired all workers for the same number of days. However, if for harvesting, the household hired 2 workers for 2 days each and 3 workers for 1 day each, then you must indicate this on two separate lines—one line for the 2 workers/2 days each and one line for the 3 workers/1 day each.

**N4c & N4d. Daily Money Wage ... and How much spent on meals ...**

Any payments in kind to workers (for example sacks of mealies) should already be recorded in the Agricultural Production table in section 9.1.2 . Here we consider cash payments only (N4c) and the value of meals given to workers (N4d).

**N5 & N6. Did the household use any inputs or other services ...?**

You must record the costs of all inputs used by the household in agricultural production over the past 12 months, even if they did not directly pay for the input. Please prompt for values of inputs they did not buy (for example, gifts, items they got through barter exchange, or inputs they provided themselves such as seeds saved from a prior harvest). You may need to add sums in order to complete N6. Make sure you prompt the individual about inputs used for the various crops they reported growing in the Agricultural Production table 9.1.2.

**N7. Has the Household received any loans ...?**

Input suppliers often provide households things like fertiliser or ploughing services on an up-front basis. The household gets the input immediately, and only returns to pay after harvest. Households may not think of these arrangements as loans, but the prices they pay will usually include some sort of hidden interest charge (they will pay more for the input when they buy this way than if they paid up-front for the input in cash). Please be sure to ask them about the inputs they have purchased this way and put the appropriate information in N7b.

***Section 9.2: Grazing land and Livestock Production over the Last 12 Months***

These questions relate to the use of land for grazing livestock over the prior 12 months. The information collected in this section will permit us to calculate the real income and any increases in wealth the household has from its livestock operation.

***Section 9.2.1: Use and Access to Grazing Land***

**N2. Value of rent or grazing fees?**

Household may have to pay a fee to graze cattle on land that is either managed collectively or owned privately by another household. Such fees may be charged on a per-animal basis. Please record the total fees paid.

**N3. How did the household get access to the plot?**

This question is similar to question N5 in section 9.1.1 . Note that you only go on to ask questions N4 to N9 if the household reports that they own the grazing plot.

**N4 to N8. Size of Plot ... Fence Plot?**

Similar to questions in Section 9.1.1 (see above).

**N9. What is the value of rents or fees?**

Households may receive rents from letting others use their grazing land, or they may simply be paid a fee per-animal grazed on their land. Please enter here the total value of any such payments made to the household over the prior 12 months.

*Section 9.2.2: Livestock Production*

Please prompt the respondent with the different animals shown in the table. Note that some of the questions are blocked out for certain kinds of animals (for example, it is too hard to keep track of the number of chickens that might have been born over a 12 month period). 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.

**N3. How many [...] did the household slaughter (for own consumption)?**

This question applies to animals taken from the family's own stock. Animals bought and immediately slaughtered need not be included in **2e** and **N3**.

**N5. In the past year, how much was spent on veterinary services ....?**

You may have to do some calculations here as the household may have bought several different kinds of medicines etc. for their animals.

*Section 9.3: Other Animal Products*

The purpose of this section is to learn the total value of eggs and other animal-derived products that the household produced over the last 12 months. Because households may produce a large quantity of these items, or may produce them for only a portion of the year, we ask about production levels for an average or typical month in which they were producing the product over the prior 12 months.

**N2. How many months a year did you produce ... ?**

For some products (eggs and maybe milk) the answer here is likely be 12 months. For others (wool) it may be only a single month.

**N3. ... How much do you usually produce per month?**

Be sure the answer to this question refers to a typical month during the production period over the last 12 months. Using information from **N2** and **N3**, we want to be able to calculate the total value of animal products produced by the household over the last 12 months.

**N5. How many units ... to pay for Labour?**

See question 1f in the Agricultural Production table in section 9.1.2.

**N4 & N6. Price ...?**

As with the Agricultural Production table in section 9.1.2, you must obtain a price per unit of animal product. If the household has not actually sold any of the product, prompt them to estimate the price at which they could have sold the product had they wished or been able to do so (**N6**). Please make sure that the units used for a selling price match with the units used to calculate the amount of production in **N3**. See the notes to section 9.1.2 above for comments on problems converting between units.

***Section 9.4: Temporary Labour Employed to Help with Livestock Activities***

This section is identical to the temporary labour questions in section 9.1.3 above, except that we are interested in temporary labour that helped with livestock raising and animal product activities. See the notes for section 9.1.3 for information on the questions in this section.

***Section 9.5: Other Farming Income and Permanent Farm Workers***

In this section we collect miscellaneous information that applies to the both the farming AND livestock activities of the household. Questions on permanent workers are asked here since any permanent workers are likely to work with both crops and livestock.

**N2. For Permanent Workers indicate the salaries**

The structure of this table is similar to that for temporary workers described above in section 9.1.3. Some households may pay their permanent workers on a fortnightly basis. If they do, convert this to a monthly salary (multiply the fortnightly salary by 2) for **N2c**.

## **Section 10: Employment**

All questions in this section apply to RESIDENT household members only (whose names are circled on the household card) who are 15 years or more old. The purpose is to determine what sort of work household members are doing and how much they are being paid. In section 10.1, we learn which resident household members are in the labour force, meaning they are either working or wish that they were. We then collect information on all jobs and earnings for these people. Section 10.2 asks about regular employment, section 10.3 asks about casual or temporary wage employment and section 10.4 asks about various forms of non-agricultural self-employment.

### ***Section 10.1: Employment Status***

Enter the person codes for all resident household members (circled on the household card) 15 years of age or older. The questions are largely self-explanatory and are intended to determine whether or not a person is fully employed, underemployed or unemployed.

### **12. What is the lowest wage in Rand per day that [...] would accept ..?**

Because this question is speculative or hypothetical, it may be a bit difficult for some respondents to answer. The idea is to find that wage rate for a temporary job that below which the person would say, “no, I will not bother to work for so little money.” If the respondent has a lot of trouble answering the question, you could try prompting them by asking, “Would [...] take a casual job that paid 40 Rand a day? ...30 Rand a day? and so on until you find the lowest wage for which they would work.

### ***Section 10.2: Regular Employment***

For each resident household member age 15 years or more we ask whether or not they had a regular employment for which they were paid a salary or wage over the LAST WEEK. Regular employment includes jobs with companies where the expectation is that the job will continue into the indefinite future. Hours and days of work are usually fixed for individuals who have regular employment (e.g., Monday through Saturday, 9 to 6, with Thursdays off). Regular employment is more secure and permanent than temporary jobs where the individual may be hired just for a day or two, or just to complete a single task.

If the person does NOT have a regular job, we then ask whether or not that they earn their living as a professional. Professionals are usually salaried and have some higher level of formal education that permits them to earn their living (examples are listed including a doctor, an advocate or lawyer, etc.). Persons in these jobs are usually well paid and usually work in an institution that pays them various kinds of job benefits. As noted on the instructions, we do NOT include here people who own and run small businesses

(shopkeepers, someone who runs a gardening service, etc.). We include these people in the self-employment section below (section 10.4). If a job or business is listed in the table on page 58, then it belongs in section 10.4 (other self-employment) and not section 10.2.

In the end, the most important thing is that every form of employment and earnings be recorded in section 10.2, 10.3, or 10.4 . If you are unsure how to classify a particular form of employment, make your best guess and put it in one of these three sections. But always be sure that the job is put in one (and only one) section.

Most of the questions in this section are self-explanatory. Please be careful with the recall period for the different questions. Especially note that question **4g** asks about bonuses and profit shares over the last year, whereas the other payment questions correspond to the individual's last pay packet.

The relationship between questions 4d, 4e, and 4f are shown in following identity:

$$\begin{aligned} \text{Take Home Pay} &= \text{Gross Pay} - \text{Taxes} - \text{Other Deductions} \\ (4d) &= (4f) - \text{Taxes} - (4e) \end{aligned}$$

**5c, 5d, & 5f. How much in the form of subsidies ... ?**

The subsidy questions require the person to first estimate how much the food, transport or housing would have cost if they had bought it themselves. You then must subtract any amount that the employer charged them for the food, transport, or housing. The difference between these two is the value of the subsidy. For example, assume an individual receives 5 lunches every pay period from her employer. To buy the same lunch the individual would have to pay 4 Rand per lunch. If the employer charges the individual 1 Rand for each lunch, then the subsidy is 3 Rand per lunch, and total value of the subsidy per pay period is 3 times 5, or 15 Rand.

**N1. IF SELF EMPLOYED: What is the total value of all equipment .... ?**

Some of the professional people whose employment we are recording in this section may actually be self-employed (e.g., doctors, lawyers). For such people, ask the total value of the equipment that they own to do their job. If the person is not self-employed (e.g., a factory worker), skip this question.

**Section 10.3: Wage Work: Casual or Temporary**

As in Section 10.3, begin by asking about all resident household members who are age 15 years or older. Note that we ask about any casual or temporary jobs that they have performed over the last MONTH. Note that a single person may have done a number of such jobs over the past month. Use a separate line in the table for every separate job numbering them 1, 2, 3, etc in question **N1**.

**4d. How much did [..] get paid in-kind ...?**

Please enter the value in Rand of the in-kind payment. Estimate the value of the in-kind payment by asking how much it would have cost the person to buy the item themselves.

**4e. How much did [...] in the form of free or subsidised goods ...?**

See the notes to section 10.2 above for information on how to calculate the value of subsidies.

**4f IF SELF-EMPLOYED: What is the total value of equipment ... ?**

Some individuals who do temporary jobs (e.g., lawn cutting) may really be self-employed and use their own equipment for carrying out the temporary work (e.g., a lawn mower). For such people, ask the total value of the equipment that they own to do their.

***Section 10.4: Other Forms of Self-Employment***

Lastly, we ask about other forms of self-employment. Prompt the household by asking about the various forms of self-employment that household members might have undertaken over the last MONTH. After prompting off the list, ask if there are any other income generating activities undertaken by the household that have not been covered in this and the preceding two sections. If there are, collect information on these activities.

See the detailed instructions on the questionnaire form for the questions in this section.

## **Section 11: Health**

The purpose of this section is determine whether household members have significant health problems. Healthiness is an alternative measure of the well-being of households in addition to income and expenditure measures asked about earlier in the questionnaire.

### ***Section 11.1: Health of All Resident Household Members***

For all resident household members (circled on the household card) ask whether they have been sick or injured over the **last two weeks**. This includes short term illness as well as long term, ongoing, or permanent illnesses or disabilities. For example, if someone in the household receives a disability grant, they should appear in this section. Because the next set of questions is skipped if nobody is sick, it is especially important to use the list of illnesses as prompts. Always be sure to prompt for anybody else after they mention someone. Very minor illnesses (e.g., a mild headache) need not be recorded.

#### **6. How many of the past 14 days has [ .. ] been sick or injured?**

If the person has a permanent disability, then it would be 14.

#### **7. How many of the past 14 days has [ .. ] not been able to do what he/she normally does because of the illness or injury.**

If the person has a permanent disability, then what they normally do is already restricted and they may not have suffered any more than usual during the past 2 weeks. In that case they would report 0.

#### **N1. Is [ .. ] still sick?**

#### **8. Who, if anyone, has been consulted to deal with the illness or injury?**

In the case of multiple treatment sources, report the last one used (unless it was no one). If no one then go to next person.

#### **9a. How long did it take to get there?**

#### **9b. How long did [ .. ] have to wait to get treatment?**

Refers to the treatment recorded in question 8.

#### **9c. How much was charged in total?**

Combine expenses on consultations, accommodations at hospital/clinic, medicines, etc for all treatments pursued for this particular illness.

Note: any expenses here should also be included in Section 4.2 under Health and Care.

### ***Section 11.2: Pregnancy and Child Health***

This section is for all women who are resident household members (circled on the household card) between the ages of 15 and 49. It is very important to ask these questions carefully to keep women from reporting only live births and living children. Of

course you must be sensitive to the feelings of the respondent when talking about infant death.

**3. How many times has [ .. ] been pregnant?**

This questions asks how many times someone has been pregnant. Since pregnancies can end in miscarriage (or abortion), still birth, or live birth, the answer to Question 3 must be greater than to that of Question 4.

**4. How many times has [ .. ] given birth?**

This includes live births and still births and must be prompted as such.

**5. How many babies were born alive?**

Since there is the possibility of twins, this may be less than, equal, or greater than the answer to Question 4. If it is greater than, however, you should verify that there were in fact twins.

**6. How many children are alive now?**

This includes children living here and elsewhere. The answer must be equal to or less than that of question 5.

**N1. How many born in the last five years?**

Be sure to prompt for babies who died and set the time period at 1993. You should verify on the household card whether the woman has any children under 5 to evaluate her answer.

**N2. How many of those born in the last five years are still alive?**

Another way to get this information is to ask how many of those born died.

**9. Is [ .. ] pregnant now?**

This is especially important for those women who are going to be weighed later.

**11. How old is [ .. ]'s youngest child? (EVEN IF CHILD NOT RESIDENT)**

You should check this response with the children of the woman in the household.

***Section 11.3: Core Person Health Status***

This section is to be completed by each resident core person (circled on the household card with a "C" to the left of their name). They must answer the questions about themselves. To aid in interviewing, these can be asked in conjunction with the other questions directed at the resident core persons in Section 12.

For questions **N2** and **N3** be sure to read aloud the five point scales indicated in the codes.

For questions **N4**, **N5**, and **N6**, it is possible that the people do not normally do these things. If they suggest things they do which are similar then they can evaluate those

things (e.g., for heavy or vigorous activities, sport might be mentioned). Even if they never do these things, they must indicate whether they think they are able to do them.

## **Section 12: Household Decision Making and Trust**

This section is to be filled out for each resident core person (circled on the household card with a “C” to the left of their name) interviewing them separately if at all possible. Be sure to indicate the person code of the core person. (The notation of core person 1, 2, etc is just to indicate the duplicate sections available to be filled in.)

### ***Section 12.1 Resident [Core Person 1]***

In answering questions **N1** to **N3**, you are required to list the decision makers in the household. Notice these may be resident or non-resident household members, as well as non-household members. Write down their person code if they are on the household card, otherwise use code 99.

For example, if the wife is the household member who makes the decisions concerning the amount spent on food eaten at home, then she would be recorded in Column N1 as Decision maker 1 for this issue. However, suppose the husband also has some say, he could be recorded as Decision maker 2. You should not be surprised if the primary decision maker depends on the kind of decision being made. For example:

<b>Expenditures or use of time</b>	<b>Decision maker 1</b>	<b>Decision maker 2</b>	<b>Decision maker 3</b>
<b>Family planning</b>	Wife (spouse)	Husband	
<b>Whether to keep a son in school</b>	Husband	Father of household head	Wife
<b>Whether to move</b>	Husband	Son	
<b>What crops and whether to plant</b>	Wife	Daughter	

It is also possible that different people will report different decision makers. Do not raise this issue or tell anyone in the household. Do not assume anything about decision making. For example, do not always assume that a male is deciding about disposition of livestock.

If there are no children in the household, decisions about them are not applicable and the code is 88.

Decisions on children and family planning relate to decisions about the core person's children and reproduction while all the other items are at the household level.

**N4. IF MORE THAN ONE DECISION MAKER: Which person has the final say in the decision? 00=all have equal say**

**N5. Who was the primary decision maker in 1993?**

For the first two items we ask who was making decisions in 1993 to be able to compare with the information collected at that time.

**N6. Outside the home, are you safer than you were five years ago etc.**

This question has to do with whether the respondent feels more or less vulnerable to crime when he or she is outside of their home than they did 5 years ago. Again, crime and injury may be very sensitive topics, especially in the case of rape or assault, so be as tactful and sensitive as you can. Assure the respondent that you are not trying to pry into their personal affairs but that the information is required in order to get a sense of whether people generally feel safer now than they did 5 years ago.

**N7. I am going to list different types of people or groups. Could you tell me how much you trust them now and in 1993?**

Be sure to prompt for the five point scale as indicated.

Trust is a difficult concept to define, but essentially refers to whether the respondent thinks the individual or institution in question is honest, reliable and has integrity. These questions may be sensitive and have the potential to evoke some very strong feelings. As far as possible, try not to become too involved in stories of betrayal and mistrust. It is not your job to understand why respondents may not trust the media or their family. However, you should also be very sensitive in this regard. If the respondent thinks that you do not really care about their answer, they may not treat the question seriously at all.

### ***Section 12.2 Resident [Core Person 2]***

For the next resident core person. Space for up to five core persons is included and your supervisor has extra sheets for others if necessary.

## **Section 13: Assets to Marriage**

This section should be filled out for all resident core people age 60 and under who are currently, or have ever been, married or in a partnership or union. Notice either the core or his/her spouse must be interviewed to get accurate information. Only one section needs to be filled in for each marriage/union/partnership. Throughout, the section refers to marriages, unions, or partnerships. In other words, even couples that are not formally married should answer these questions.

What to include:

- 1) If currently married, ask about the current marriage (even if previously married to someone else and divorced/separated or widowed).
- 2) If previously married but now divorced/separated or widowed, ask section about this previous marriage.
- 3) If there are multiple wives, use the duplicate sections to fill out for all wives.

For Africans, interview the male where possible since he is likely to have more accurate information regarding lobola.

### **N3. What year did you start living with your spouse?**

For older couples an approximate year is sufficient.

### **N4. At that time, was there an agreement to pay lobola?**

It is expected that most Indian households will answer No and skip to question N12.

### **N5. Describe the form in which it was to be paid and its approximate value at that time.**

Lobola can be paid in different ways and the table allows for several of them. The agreed amount is what is to be recorded (since we ask later whether it has been fully paid off). The respondent must estimate its **approximate value at the time of the union**, not today.

### **N10. At the time of marriage, did the bride or her family give any gifts to the groom or his family (e.g., umbondo)?**

Lobola represents transfers from the husband's family to the bride's but the marriage process also has many transfers in the other direction as well. This question tries to capture the main transfers in each direction but ignores some of the smaller ones which take place.

### **N11. Describe gifts/transfers and their value at that time (as in Question N5).**

**N12. At or since marriage, have there been any other major gifts or inheritances, not mentioned above, from either spouse's parents to one or both of the couple?**

In addition to large gifts that parents or the couple may have made at the time of the marriage/union, there may be other major gifts given over time. It is not important to write down very small gifts of food or clothing but only those that the respondent thinks are large. The description of the transfers and their approximate value, Question N13, follows that of questions N5 and N11 except that one must also indicate the source of the gift (Husband's family or Wife's family).

**N15. At the time of your marriage, how many living brothers did the wife have?**

This includes all brothers, not only those living at home.

**N16. Just before your marriage, indicate whether you and your spouse independently owned [ .. ].**

This question attempts to measure the types of assets that people brought to the marriage. It should include things that the person left at parent's home but still considers theirs (e.g., cattle).

## **Section 14: Anthropometry**

The purpose of this section is to get a Nutritional Status Assessment based on height, weight and age, of many of the household members. The nutritional status of children in a household is another indicator of economic living standards.

Because it is difficult and time consuming to measure everyone, we limit those who are to be measured. This section is to be completed for all resident core persons (circled on the household card with a "C" to the left of their name) and all resident household member (circled on the household card) children between the age of 6 months and 11 years. We do not weigh infants under 6 months since at that point it reflects their birth weight and mother's health more than anything else. Revisits to the household should be made until all of this group have been weighed and measured.

**At the midpoint of the survey, (April 15, 1998) we revised this instruction to include all adults of children also being weighed in the household. Given the cultural difficulties measuring some older adults, we also advised interviewers not to push too hard to obtain measurements for elderly core persons.**

The table on page 80 is for resident core persons (who are all adults). Do not include any of the children on this table since we will miss vital information about them.

For the children, listed in the table on page 81 we ask the following questions.

### **4. Date of birth.**

Try to verify this from a reliable source. The best include a direct report by the mother, a birth certificate, or a road to health card. Even the latter, however, can be unreliable in the case where a baby is born at home and does not visit a clinic or other health facility for several weeks or months. In those cases, the date on the road to health card may reflect the first visit rather than the date of birth. (An example of a road to health card is attached as appendix 1.)

Record day/month/year whenever possible but month/year when not.

### **N1. Is the child being breastfed now?**

### **N2. At what age did you start giving the child water or other drinks or other food?**

This question tries to determine for how long a child was exclusively breastfed. If the child was immediately put on something other (or in addition to) breast milk, then the answer is 0. If they are still breastfeeding exclusively then the code is 99.

## **Weighing and Measuring**

For the weight and height measurements, be careful to use the correct units and note where the decimal point is on the page. When using the UNISCALES weight can only be recorded to one decimal place.

Remember two people are required to take measurements; measurements must be repeated until the same one is obtained; they should be immediately recorded to the sheet after this; verify that the correct person is being measured (especially if returning to household to complete measurements).

### *Weight*

The supervisor must check the scales EACH day before going out using the two litre milk jugs reserved for this purpose. Be careful to fully charge the Maaskot scales and avoid leaving the Uniscales in direct sunlight.

All persons should have minimum clothing when being weighed. No socks or shoes or wet nappies for small children. Small boys should take off jerseys but can wear shorts. Boys older than five can wear pants. Let the mother take the clothes off. Often it is easier to start with older kids so little ones can get excited about it and not be afraid.

To weigh young children, weigh the mother first then hand the child to the mother and use the (tiered) child weighing feature on the scale.

Although it is recorded in section 11.2, make an additional note on the form when weighing a woman who is pregnant.

### *Height*

When taking height measurements, socks, shoes, bonnets, and hats should be removed. Measure standing height for those over 24 months and recumbent (length) height for those under 24 months. For those lying down, be sure to flatten the knees to the board (ask the mother to assist you as it is likely to lessen the child's fear) and keep the heels flat against the edge.

Boards only go up to kids about 6 years old. Must use the measuring stick for the older ones and adults. Be sure to keep the heels flat and the buttocks, shoulder blades and back of the head against the stick. Arms loosely at the sides and head straight.

In cases of polio, severe retardation, or leg casts, take weight if can and make a note of the condition on the form.

**Appendix 1: Road to Health Card Example**