

# FIELD INTERVIEWER MANUAL



**M E S E B E T S I**

Survey of Labour Force Experience

**EXCERPT: CHAPTER 5**  
**Instructions for completing the**  
**Questionnaires**

Republic of South Africa  
Department of Labour

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# Mesebetsi Labour Force Survey Field Interviewer Manual

## Chapter 5 Contents

Page

### 5. How to Complete the Survey Questionnaires

#### The Household Questionnaire

Cover Page: Administrative items .....	56
Flap Page: Defining the Household and Flap items .....	63
How to select the RSI .....	68
Section A: Demographic Characteristics.....	69
Section B: Labour Force and Employment .....	79
Section C: Questions asked of the Household as a whole.....	103

#### The RSI Questionnaire

Section D: Skills and training .....	111
Section E: Attitudes.....	119
Section F: Health.....	123
Section G: Unemployed or not Economically Active .....	125
Section H: Working conditions .....	131
Section I: Own-account workers and employers.....	140
Section J: Employees only .....	146

# CHAPTER 5

## How to complete the Survey Questionnaire

### The Questionnaire Cover Page

The first page of the questionnaire is used to fill in information regarding the conduct of the interview. While it may seem bureaucratic at first sight, it is vital for the analysis of the survey as it is used among other things to find out how each household should be represented in the final data file. It is therefore exceedingly important that this page is filled out properly.

#### Questionnaire Record number and RSI Table number

Questionnaire Record #: | | | | | | | |

RSI table #: | | |

These are found in the upper right-hand corner of the Cover Page. The **Questionnaire Record number** is a unique number that will be assigned to each questionnaire for tracking purposes. The **RSI Table number** will be filled in when you get the questionnaire. It refers to the grid which appears at the front of the questionnaire, which you will use to select the RSI. [See 'How to Select the RSI' in the Flap Page section below.]

#### AI1 to AI3: Household and questionnaire identification

These variables are used uniquely to identify each household. We use them to keep track of the interviewing and to assign weights to each household.

Questionnaire Identification				
AI1	Province/ District			
AI2	Enumeration Area			
AI3	Household			

#### AI1: Province/ District

#### AI2: Enumeration Area

#### AI3: Household

*Who should complete:* Supervisor

*How to Ask:* Do not ask. These items will be filled in by the supervisor when you receive the questionnaire. Before you go out to interview, check that each of your questionnaires has this information filled in. If it is not filled in, or there seems to be an error, contact your supervisor immediately!

*Other information:* The Province/ District, enumeration area and household numbers are used to identify the household. Each household in the survey has a unique number. You may have to copy these items to start a continuation questionnaire for large households. If so, be absolutely sure that you have copied AI1 to AI3 neatly and correctly. Otherwise the questionnaire will get lost.

#### AS1 to AS7: Staff

Items AS1 to AS7 identify the various people who have worked with the particular questionnaire. It is used to help us correct errors and track problems. Each staff member on

the fieldwork team will be assigned a number. Most of these items will be filled out later, by your supervisor or other project staff. But you should check to see that your interviewer number has been entered correctly.

Staff			
AS1	Interviewer		<input type="text"/>
AS2	Supervisor		<input type="text"/>
AS3	Did supervisor sit in on interview?	Yes	1
		No	2
AS4	Re-interview carried out?	Yes	1
		No	2
AS5	Editor		<input type="text"/>
AS6	Coder		<input type="text"/>
AS7	Data entry operator		<input type="text"/>

### **AS1: Interviewer number**

*Who should complete:* Interviewer

*When to Ask:* This item identifies you as the interviewer for the household. It should be recorded on all questionnaires before you go out to interview.

*How to Mark the Questionnaire:* Make sure that your interviewer number is entered on the questionnaire before you start using the questionnaire.

### **AS2: Supervisor**

*Who should complete:* Supervisor

*When to Ask:* This should be recorded on all questionnaires before you go out to interview. It identifies the supervisor responsible for the interview.

*How to Mark the Questionnaire:* Make sure that the supervisor number is entered on the questionnaire before you start using the questionnaire.

### **AS3: Did Supervisor sit in on the interview?**

*Who should complete:* Supervisor

*How to Ask:* Do not ask: fill in at the end of the interview.

*How to Mark the Questionnaire:* If the supervisor has participated in the interview then circle 1, otherwise circle 2.

*Other Information:* This question is used to keep track of supervisor performance and work load.

### **AS4: Was Re-interview carried out?**

*Who should complete:* Supervisor

*How to Ask:* Do not ask or mark: this will be filled in by the supervisor as appropriate

*Other information:* A random sample of your interviews will be re-checked by a supervisor to make sure that you have contacted the right household and done the interview properly.

### **AS5- AS7: Editor, Coder, Data entry operator**

*Who should complete:* Editor, coder and data entry operator

*How to Ask:* Interviewers should not ask or mark these items. They will be filled in later by the editor, the coder or data entry operator as needed.

*How to Mark the Questionnaire:* Editors, coders, and DE operators should fill in their numbers when they have finished with the questionnaire.

## AR1 to AR15: Interview status and questionnaire history

This section includes a number of items that are important to monitor fieldwork progress and the quality of the survey. Please be extremely careful when filling in the information.

### AR1: Total number of visits

AR1	Total visits carried out	
-----	--------------------------	--

*Who should complete:* Interviewer

*How to Ask:* Fill in when the interview is completed.

*How to Mark the Questionnaire:* Fill in the total number of visits made to the household. That includes visits needed to contact the household (even if they were not home), and any return visits you needed to make to finish the interview.

### AR2: Interview status

AR2	Interview status	
	Interview completed	1
	Refusal converted	2
	Partly completed	3
	Status not determined	4
	No usable information	5
	Dwelling unit did not exist	6
	Dwelling unit is vacant	7
	Dwelling unit under construction	8
	Not eligible	9
	No contact	10
	Refusal	11

*Who should complete:* Interviewer

*How to Mark the Questionnaire:* Fill in the interview status when you are completely finished with the case and are ready to hand in the interview. This is an extremely important column. Please be sure that you fill it in correctly. If it is not a completed interview (code 1), check with your supervisor before filling in the final status. The status codes are as follows:

1. **Interview completed.** Should be used when the interview is completed successfully. All applicable parts of the Household and RSI questionnaires have been filled out.

2. **Refusal converted.** This is used when the household initially refuses to be interviewed and a supervisor has to return to the house to convince the respondent to participate. Do not mark this code if you manage to convince the respondent yourself, without calling in the supervisor to help. (It is used to indicate how often extra resources are needed to complete an interview, and is therefore useful for survey planning).

3. **Partly completed.** The code is used when you have not been able to complete an interview. -For example, if you complete the Household Questionnaire but cannot contact

the RSI even after repeated visits. This code will not be used often, as you will go back to households where the interview has not been completed.

4. **Status not determined.** This code should only be used when you cannot find out whether there is a household living at the sample address or not. Before using the code, you should try to find out by visiting several times and by asking neighbours. Since the Mesebetsi Labour Force Survey is based on a very recent listing of households, we expect this code to be used rarely, if at all. If you use the code, you should add a comment describing the circumstances.

5. **No usable information.** The code should be used when you have completed the interview (or have attempted an interview), but do not believe that the information is dependable. This may happen because the respondent is mentally retarded, sick, drunk or abuses drugs or is obviously lying, and you can not contact any other member of the household. In the Notes box, explain why you have assigned the code, and notify the supervisor.

6. **Dwelling unit did not exist.** There was no dwelling unit at the address indicated. It should occur only very rarely, but one reason might be that a house has been demolished or a dwelling converted into a shop between the listing and the survey. Also write a comment.

7. **Dwelling unit is vacant.** Nobody lives at the address supplied. Only mark this code if you can determine that the selected household has moved, and nobody else has moved in. Otherwise mark code 10, No contact.

8. **Dwelling unit under construction.** There was no dwelling unit at the address indicated for the household, but rather a house under construction. This may be a listing error. Write a comment describing the situation and check with your supervisor.

9. **Not eligible.** No one in the selected household is eligible for interview. This is unlikely, but it could happen. For example, all household members could be expatriates working for foreign NGOs or embassies. These people will generally volunteer to tell you that they are foreigners staying here temporarily. Normally foreign migrant workers should be included in the survey, whether they are here legally or illegally. You should never ask a respondent about his or her legal status in South Africa.

10. **No contact.** You have visited the household the required number of times, at different times of the day and week, but there has been no one at home.

11. **Refusal.** The household refused to be interviewed.

## Scheduling of visits

Scheduling of visits (date and time)
First visit :
Second visit:
Third visit:

*Who should complete:* Interviewer

*How to Mark the Questionnaire:* These boxes are to help you and your supervisor plan your interviewing schedule. They will not be entered into the computer. Write the date and time of each visit, even if no one was home or you did not get an interview. If you make an appointment with the household to come back later, be sure to write it here. Remember: if you visit the household in the morning and no one is home, plan your next visit for an evening or weekend.

## AR4-AR12: Date and time of interview

AR4	<b>Interview 1 date</b>	dd-mm	_ _ _ - _ _ _
AR5	Start of interview (time)	hh-mm	_ _ _ - _ _ _
AR6	Stop of interview (time)	hh-mm	_ _ _ - _ _ _
AR7	<b>Interview 2 date</b>	dd-mm	_ _ _ - _ _ _
AR8	Start of interview (time)	hh-mm	_ _ _ - _ _ _
AR9	Stop of interview (time)	hh-mm	_ _ _ - _ _ _
AR10	<b>Interview 3 date</b>	dd-mm	_ _ _ - _ _ _
AR11	Start of interview (time)	hh-mm	_ _ _ - _ _ _
AR12	Stop of interview (time)	hh-mm	_ _ _ - _ _ _

*Who should complete:* Interviewer. Items AR4 to AR12 are needed for data tracking and control. They record when you visited the household, and how long the interview took.

*How to Mark the Questionnaire:* Fill in the date and start and ending times of the interview. Note that you should only use these fields when you actually interview, not when you visit to get an appointment for interview, or when you find no one home. Use the **Scheduling of visits** section to plan your visits to the household.

The first visit (AR4-AR6) must be filled in, the others only when needed. If you did not get an interview at all (because the house is vacant, refusal, etc.), AR4 to AR 12 should be left blank. Write down the date in day, month (dd-mm) format and the time of the beginning of the interview and the time of end. Fill in AR7-AR9 if you have to visit a second time to interview, and AR10-AR12 if you visit a third time.

## AR13 - AR15: Questionnaire processing after interview is completed

AR13	Edited date	dd-mm	_ _ _ - _ _ _
AR14	Coded date	dd-mm	_ _ _ - _ _ _
AR15	Data entry date	dd-mm	_ _ _ - _ _ _

*Who should complete:* Editor, coder and data entry operator. AR13-AR15 are not filled in by the interviewer, but by the various staff members who will handle the questionnaire after the interview

## AC1 to AC8: Respondents and questionnaires

Respondents and questionnaires		
AC1	Main respondent HH_QUE	Flap column number:  _ _ _
AC2	Add. Respondent HH_QUE	Flap column number:  _ _ _
AC3	RSI	Flap column number:  _ _ _
AC4	Number of HH members	_ _ _
AC5	Total # of HH questionnaires	_ _
AC6	Number of this questionnaire	_ _
AC7	Language of HH interview:	_ _ _
AC8	Language of RSI interview:	_ _ _

### **AC1: Main respondent for the Household questionnaire**

*Who should complete:* Interviewer

*How to Mark the Questionnaire:* When the interview is completed, fill in the roster (column) number of the person who answered most of the household questions.

### **AC2: Additional respondent for the Household questionnaire**

*Who should complete:* Interviewer

*How to Mark the Questionnaire:* Fill in the roster number of any additional person who helped to answer the household questions, or who was present during the interview and contributed significantly to the answers given.

### **AC3: RSI**

*Who should complete:* Interviewer

*How to Mark the Questionnaire:* When the RSI has been selected, fill in column number of the RSI.

### **AC4: Number of Household Members**

*Who should complete:* Interviewer

*How to Mark the Questionnaire:* After the interview, count the number of persons living in the household by looking at Flap item D ('Has this person stayed here at least four nights per week...'). **A household member is anyone who is marked 1 or 2 in item D.** That includes babies and children, and people temporarily in hospital or boarding school. If you used a continuation questionnaire, count all the household members listed on *both* questionnaires. For more information, see 'Defining the Household' in the Introduction to the Flap Page, below.

### **AC5: Number of household questionnaires / Using Continuation questionnaires**

*Who should complete:* Interviewer

*How to Mark the Questionnaire:* Fill in the total number of household questionnaires used for the household.

*Other Information:* Usually only 1 questionnaire is needed. But if there are more than 10 people in the household, you will need a **continuation questionnaire**. Take out a blank questionnaire, and carefully copy the identification numbers in A1 to A3. Don't wait to do it later!! Then continue to list household members on the continuation questionnaire, starting with person number 11.

When the interview is finished, fill out the other Cover Page items in the continuation questionnaire. In the Notes section of both questionnaires, write "*Continuation questionnaire used. This questionnaire is number 1 of 2" (or "2 of 2")*". When you hand in your work to the supervisor, put the second questionnaire inside the first, so they stay together.

For more information, see 'Continuation Questionnaires' in the Introduction to the Flap Page, below.

### **AC6: Number of this questionnaire**

*Who should complete:* Interviewer



*How to Mark the Questionnaire:* Fill in the sequence number of this household questionnaire: 1 for the first questionnaire, 2 for the second, and so on.

*Other Information:* This item is always coded '1' for households with less than 10 members (i.e. households where a continuation questionnaire is not needed).

## **AC7: Language of Household interview**

*Who should complete:* Interviewer

*When to ask:* Record for all households.

*How to mark on Questionnaire:* At the end of Section B of the Household questionnaire, there is an item (B37) that asks you to record the main language that you used to ask the household questions. Copy the code in B37 to the answer boxes in AC7.

## **AC8: Language of RSI interview**

*Who should complete:* Interviewer

*When to ask:* Record for all RSIs.

*How to mark on Questionnaire:* At the end of Section J of the RSI questionnaire, there is an item that asks you to record the main language that you used to interview the RSI. Copy the code in to the answer boxes in AC8.

## **Physical Address of unit / Other Location Information:**

Physical address of unit:
Other location information:

This information will not be coded into the computer. It is there to help you and your supervisor find the household.

*When to ask:* For all households, you must enter enough information to permit other staff to locate the household if you are not available for some reason. If the address is not obvious, you can ask the household.

*How to mark on Questionnaire:* If the unit has an address, write the street number and name, then the name of the village/ location/ town/ suburb and the postal code. In those areas where there are no street names and numbers record the name of the place commonly used and the address they are identified with.

Under **Other location information**, provide any other information that will help people find the household. This is especially important if the household does not have a real address. Remember to ask for the telephone number if there is one.

## **The NOTES Box:**

The Notes box allows you to record other information that the supervisor, coder, editor or other staff should know about. For example, you should always explain the circumstances if the questionnaire is coded as a non-interview (AR2 status codes 2 to 11).

You can also use this space to explain strange or contradictory answers, or note problems that your supervisor can help to resolve (For example, "It is not clear if the person in Column 3 qualifies as a household member or not...") It is always better to have too many comments than too few!

# The Household Questionnaire

In the Household questionnaire you will determine who the members of the household are, list them, and ask some basic questions about their demographic characteristics, education employment, housing and income. The Household questionnaire has four sections:

- The Flap page
- Demographic information (section A)
- Employment and unemployment (section B)
- Questions for the household as a whole (section C).

The Flap page and Section A are asked of all household members. Section B is asked only for people aged 15 and above. Section C refers to the household as a unit, so there will be only one response per question.



## **General rules for asking the questions:**

- Each section is separate. Ask all the Flap questions for all household members before moving on to Section A: ask all the Section A questions for all members before you start Section B, and so on.
- Within each section, ask all questions for the person in Column 1. Then ask all questions for the person in Column 2, and so on. In other words, you will move "down the page" rather than "across the page." Stop at the end of the section.

## HOUSEHOLD INFORMATION


Ask for All Household Members

## FLAP PAGE

### The Flap Page

#### Respondent for the Flap Page, Section A and Section C

These parts of the questionnaire ask for information about all members of the household, so **the respondent for the Flap Page, Section A (demographics) and Section C (income) must be a responsible, knowledgeable adult member of the household.** Often it will be the person who is considered Head of the household, or the Head's spouse. However, if the Head is very old, it is better to let a younger adult person answer.

 **Important:** It is not necessary for the household respondent to be the same as the RSI. In fact, if a teenager or young person is chosen as RSI, you should avoid using him or her as respondent for the Flap Page, Section A and Section C. The RSI must answer the RSI questionnaire, but not the entire questionnaire.

Begin the interview by identifying the members of the household. After introducing yourself, tell the respondent that you want to ask some questions about everyone who normally lives at least 4 nights per week in this household.

#### Defining the Household

A **household** is one or more people who have lived together at least 4 nights per week in a dwelling unit (house, apartment, etc.) or in more than one dwelling unit located close together. The members of a household will have some kind of joint arrangement for food and will pool resources, but they do not have to be related by blood. A household is not necessarily the same thing as a family. In this survey we will also interview visitors if they have been staying with the household at least 4 nights per week for the past 4 weeks.

Sometimes it is not easy to know who to include in the household and who to leave out. Here are some examples:

- If a **guard, servant, gardener or housemaid** live on the property, they and their families (if any) should normally be taken as separate households. If the employing family is selected, do not interview the servant; if the domestic worker family is selected, do not interview the employing household.
- A **lodger** lives in the same dwelling as the household but does not share food or meals. A lodger is treated as a separate household and has an independent chance of being selected. Apply the same rules as for domestic servants.
- **Visitors** are people who have their usual residence somewhere else; they are staying with the sampled household temporarily. You will collect information about visitors who have stayed with the household at least 4 nights per week for the past 4 weeks. But they will be marked as visitors on the Flap page, and they are not eligible to be selected as RSI. Usually visitors will not be included in calculations of household income either. Do not list or interview visitors who have stayed with the household for less than 4 weeks.
- If a person is normally a member of the household but is currently in a **hospital or boarding school**, include them in the list of household members. However, people in **prison** should not be listed.
- **Migrant workers** should not be included in the listing unless they have spent at least 4 nights per week in the sample household for the past 4 weeks.

- **Unrelated people** who live and eat together and share most resources should be considered as one household.
- A person who is living alone should be counted as a household.
- Persons living in a hostel for migrant workers are identified as separate households. An exception is close relatives, such as two brothers or a father and son, who live together in the hostel and pool resources.

## Continuation questionnaires

If the household has more than 10 members, use a continuation questionnaire. On the continuation questionnaire, change the printed serial numbers from 1, to 11, 2 to 12, etc. If you use additional questionnaires, be sure to record this in AC5 and AC6 on the Cover Page of each questionnaire. See also Manual entries for AC5 and AC6 above.

## Listing the names of Household members

<p><b>Interviewer:</b> Write the names of all people who usually reside in this household, plus any visitors staying with the household more than 4 weeks. Include usual residents who are absent in hospitals or boarding schools. <b>Be sure to include babies.</b></p> <p><i>Household members normally live together at least 4 nights per week, eat from a common source and share resources. Check your Manual if you are not sure.</i></p>	<p>Keep Flap page open during the interview.</p> <p>Column number of person</p>		
<p><b>Could you tell me the first names or initials of member of the household? Please include babies and infants.</b></p>	1	2	3

Read the question in bold, which asks the respondent to list the names of all members of the household. Generally you enter the names from the oldest to the youngest, but do not insist on it if the respondent prefers a different order.

You should not read the instructions in italics ("*Interviewer:*"), but make sure you understand them completely. We do want to include visitors who have stayed with the household more than four weeks, and people in boarding schools and hospitals, because they might not have a chance to be sampled anywhere else.

When you have finished listing, read the list to the respondent to make sure everyone is listed. Ask specifically if there are anyone else who may have been missed, such as children, elderly people, and usual household members who are temporarily absent. If there is anyone present that does not appear on the list, ask about the status of that person.

Use first names or initials only. You only ask about names so you can refer to household members by name during the interview. People's names will not be entered in the computer, and will not be used in the analysis. If the respondent refuses to give names, do not insist. Ask for initials or some other way to identify the person during the interview.

## Asking the Flap Page Questions

After you have a complete list of names, start with the person listed in Column 1 and ask questions A to D on the Flap Page for that person. **Do not go beyond the Flap page.** Then ask items A to D for the person in the next column.

## Flap A: Gender

<b>A. Gender of this person</b>		
1= Male	1	1
2= Female	2	2

*When to Ask:* Record for everyone listed in the household.

*How to Ask:* Ask only if not obvious from the name.

*How to Mark the Questionnaire:* Circle 1 for male, 2 for female. Missing or other non-response should not occur.

## Flap B: Age in completed years

<b>B. How old is this person?</b>	
<i>Age in completed years (less than 1 year = 0)</i>	_____

*When to Ask:* Ask for everyone listed in the household.

*How to ask:* Ask as worded.

*How to Mark the Questionnaire:* Write in the age of the person in completed years.

Completed years means the person's age at their last birthday: for example if a household member is 11 years and 9 months old, you enter '11'. For a baby less than one year old, enter '0'.

- Other Information:* It is important to record the age as accurately as possible. If the respondent knows a person's date of birth, you can calculate their age by using the Age Chart in the Appendix at the back of your manual. First determine whether the person has already had a birthday this year. Then look in the appropriate column to find the year when they were born. The correct age will appear to the left. For example, Thabu has already had a birthday this year, and was born in 1995; he is 4. Sabena was born in 1959 and her birthday is in December. She has not had a birthday yet, so she is 39. You must fill in an answer to this question!

[Example]

Current Age	Year of Birth	
	Has NOT had birthday in 1999	Already had birthday in 1999
<b>0</b> ←	1999	--
<b>1</b> ←	1997	1998
<b>2</b> ←	1996	1997
<b>3</b> ←	1995	1996
<b>4</b> ←	1994	1995

Current Age	Year of Birth	
	Has NOT had birthday in 1999	Already had birthday in 1999
<b>36</b> ←	1962	1963
<b>37</b> ←	1961	1962
<b>38</b> ←	1960	1961
<b>39</b> ←	1959	1960
<b>40</b> ←	1958	1959

## Flap C: Resident or Visitor

<b>C. Is he /she a resident of the household, or a visitor?</b> 1= Resident 2 = Visitor	1 2
---	--------

*When to Ask:* Ask for everyone listed in the household.

*How to ask:* Ask as worded.

*How to mark on questionnaire:* Circle 1 for people whose usual residence is with the household, and 2 for visitors.

*Other information:* Sometimes households will have long-term guests who are staying there 4 nights per week on a temporary basis. We use this item to distinguish between temporary visitors and permanent members of the household.

You should fill out sections A and B if the person has been there more than 4 weeks, but they are not eligible to be selected as RSI.

## Flap D: Stayed with the household at least four nights / four weeks

<b>D. Has this person stayed here at least four nights per week during the past four weeks?</b> 1 = Yes 2 = No, but in hospital, boarding school 3 = No, other → <b>End questions for this person. Not eligible as RSI.</b>	1 2 3
--	-------------

*When to Ask:* Ask for everyone listed in the household.

*How to Ask:* Ask as written.

*How to Mark on the Questionnaire:* Circle the appropriate answer in the person's column.

*Other information:*

**Yes** (code 1): These are 'normal' members of the household. Collect information about them in sections A and B. They are eligible to be selected as RSI.

**No, but in hospital, boarding school:** Code 2 is for people who are normally considered members of the household, but are currently away at school or in the hospital. Collect information about them in sections A and B.

**No, other:** If the person has not stayed with the household at least 4 nights per week for the past 4 weeks and is not in a hospital or boarding school, mark code 3 and **End questions for this person.** Make a big X through their column number at the top of the page to remind you to leave that column blank. They are not eligible to be selected as RSI.

## How to Select the Randomly-selected Individual (RSI)

RSI Selection: List all eligible household members, from oldest to youngest. (Eligible = Aged **18** or more and Yes marked in item D.)

<b>Use Grid to identify RSI.</b> Total eligible:    _ _ _  Selection number from Grid:  _ _ _  Column number of selected person:  _ _ _  (Also mark in item E.)	Name or initials	Age	Name or initials	Age
	1.		6.	
	2.		7.	
	3.		8.	
	4.		9.	
	5.		10.	

The second part of the questionnaire will be asked for one randomly-selected person in the household. To select this person, you will use the grid at the front of the questionnaire. Please take your time to do this correctly! Tell the respondent that you need a few moments to select someone from the household.

**Step 1:** In the numbered spaces to the right, list all people in the household who are eligible to be the RSI, from oldest to youngest. Eligible people are 18 years old or older, and have Yes (1) marked in Flap item D. Do not include household members in hospital or boarding school.

Double-check items B (age) and D to make sure that all eligible people are listed, and they are in the proper order. If there is a continuation questionnaire, list all eligible people from both questionnaires.

**Step 2:** Enter the total number of eligible people in the 'Total eligible: |\_|\_|\_|' boxes on the left.

**Step 3:** Look at the **RSI Table #** printed on the cover of the questionnaire. Then go to the RSI grid at the front of the questionnaire. Circle the RSI table number in the set of blocks to the left of the grid and draw a horizontal line from the circled number to the right.

**Step 4:** Circle the number at the top of the grid that corresponds to the total number of eligible people. Draw a vertical line from the top to the bottom of the grid.

The number in the block where the two lines cross will be the number of the selected respondent on your list of eligible people. Write that number in the space to the left that says 'Selection number from Grid: |\_|\_|\_|' and circle it on the list.

**Step 5:** Identify the selected person on the questionnaire. Fill in the 'Column number of selected person: |\_|\_|\_|' to the left and mark the RSI's column with a big X in Flap item E.

 **Remember to complete the Flap Items for all household members before you go on to Section A.**

## Section A: DEMOGRAPHIC INFORMATION

Ask for All Household Members



### General procedures:

- Ask the Section A questions for all household members, regardless of age. The respondent should be a responsible, knowledgeable adult member of the household
- Keep the Flap page open as you ask the questions. That way, you will be able to refer to the person by name, and it will be easier to record answers in the correct column.
- Start with the person in Column 1 and ask all the questions in Section A. Then return to question A1 and ask all Section A questions for the person in Column 2. When you have finished with all household members, move on to Section B.

### A1: Relationship to the RSI

<b>A1. What is ...'s relationship to [the person selected as RSI] ?</b>	
1= RSI	1
2= Husband / wife / partner of RSI	2
3= Child / stepchild / adopted child of RSI	3
4= Brother / sister / step-brother / step-sister of RSI	4
5= Father / mother / Stepfather / Stepmother of RSI	5
6= Grandparent of RSI	6
7= Grandchild of RSI	7
8= Brother / sister of RSI's spouse (partner)	8
9= Father / mother of RSI's spouse (partner)	9
10= Son / daughter of RSI's spouse (partner)	10
11= Other relative (aunt, uncle, cousin etc.) of RSI	11
12= Non-relative of RSI	12

*When to ask:* Ask for all household members.

*How to ask:* Ask as worded, but insert real names as listed on the Flap page. For example if Neo in Column 3 has been selected as RSI, and you are asking about Temba in Column 1, you will say, "What is Temba's relationship to Neo?"

*How to mark on the questionnaire:* Circle the appropriate code. Be sure to record it in the correct column!

*Other information:* Record the relationship between the household member and the person chosen as RSI. Be particularly careful in doing this: you want the relationship of each person to the **RSI**, not the relationship to the respondent or head of household. Make sure that the respondent understands that!

Different languages have different ways to classify relatives, and the most common translation of a term may not be correct in English. For example, in Tswana *motloglo* could mean niece or nephew as well as grandchild. **In all cases, you should record the relationship according to the English meaning of the term**, so the coding will be consistent. If necessary, write down the chain of relationship: for example, mother's sister's daughter. If you are not sure how to code a response, write down the respondent's answer in the margin of the questionnaire and discuss it with your supervisor.



## A2: Population Group

<b>A2. Is this person:</b>	
1= African/ Black	1
2= Coloured	2
3= Asian/ Indian	3
4= White	4
5= Other (Specify):	_____

*When to ask:* Ask for all household members.

*How to ask:* Ask as it appears on the questionnaire. If the respondent does not know how to answer, you can read the answer categories, including Other.

*How to mark on questionnaire:* Circle the number corresponding to the respondent's answer. Make sure that you get an answer for this question. If the answer is 'Other,' make sure that the respondent specifies what population group the person belongs to. Write it in the space provided.

## A3-a: Currently attending school

### A3-b: Attending school full time versus part time

<b>A3-a. Is this person currently attending school, college, technikon or university?</b> (That includes correspondence courses, but not pre-school.)	
1 = Yes	1
2 = No → Go to A4.	2
9= Don't know / No answer	9
<b>A3-b. Is that full-time, part time, or a correspondence course?</b>	
1= Full time	1
2= Part-time	2
3= Correspondence course	3
9= Don't know / No answer	9

## A3-a Currently attending school

*When to ask:* Ask for all household members.

*How to ask:* Ask as appears on questionnaire.

*How to mark on questionnaire:* Circle the appropriate category. If the respondent answers yes, you must ask the next question (A3-b). If the answer is No, skip to question A4.

*Other information:* If the interview is carried out during school holidays, mark Yes if the person is expected to return when school begins again.

**School** is defined as any educational institution offering organised instruction which is accepted by official bodies. In most cases, people who graduate will receive some form of certificate, diploma or degree. For example, it includes primary and secondary schools, community colleges, technikons, universities. It also includes vocational training courses, literacy programs, and correspondence courses leading to a degree, diploma or certificate recognised by government bodies.

**Things which are not schools:** Pre-schools, kindergartens, nurseries, day care centres and the like are not considered schools by this definition. Institutions which

only offer non-accredited religious instruction, such as Sunday schools and koranic schools, are not schools. Training at work and short-term vocational courses which do not lead to an accepted certificate or diploma, are not schools.

### A3-b Attending school full time versus part time

*When to ask:* All respondents who have attended school, (answered Yes in A3-b.)

*How to ask:* Ask as appears on questionnaire.

*How to mark on questionnaire:* Circle the appropriate category as answered by the respondent.

### A4: Highest grade or year of Completed Schooling

<b>A4. What is the highest school class or standard that ... has completed?</b>	•
00 = No Schooling → A6	0
01 = Sub A/ Grade 1 → A6	1
02 = Sub B/ Grade 2 → A6	2
03 = Std 1/ Grade 3 → A6	3
04 = Std 2/ Grade 4 → A6	4
05 = Std 3/ Grade 5 → A6	5
06 = Std 4/ Grade 6 → A6	6
07 = Std 5/ Grade 7 → A6	7
08 = Std 6/ Form 1/ Grade 8 → A6	8
09 = Std 7/ Form 2/ Grade 9 → A6	9
10 = Std 8/ Form 3/ Grade 10 → A6	10
11 = Std 9/ Form 4/ Grade 11 → A6	11
12 = Std 10/ Form 5/ Grade 12 → A6	12
13 = NTC I	13
14 = NTC II	14
15 = NTC III	15
16 = Diploma/ Certificate with less than Std 10/ Grade 12	16
17 = Diploma/ Certificate with Std 10/ Grade 12	17
18 = Bachelor's Degree or equivalent	18
19 = Other, Specify	
99 = Don't Know / No answer	99
<i>Diplomas or certificates should be of at least six months duration (or full-time equivalent).</i>	

*When to ask:* Ask for all household members

*How to Ask:* Ask as appears on questionnaire, inserting the person's name. When you ask the question, emphasise the word '**completed**'. You may need to probe for more information: see *Other information* below.

*How to Mark on the Questionnaire:* Fill in the appropriate category, but see examples and notes below. If the level is Standard 10 / Grade 123 or below, skip to A6.

*Other information:*

**Highest level completed:** This item asks for the highest grade or certificate that the person has completed, not the highest level they attempted or the level they are studying at now. You may need to ask a probe question to make sure the respondent understands that.

Example: If the person attended classes for Standard 10 / Grade 12 but dropped out before finishing it (or failed the examinations), you should mark the highest grade that they did complete. Ask the respondent, "*What was the highest grade that ... passed the examinations for?*" The answer will probably be category 11: Std 9/ Form 4/ Grade 11.

Example: Sabrina is studying for a Bachelor's degree, but she is in the first year of the course. She has not completed her Bachelor's degree, so you should ask what grade, course or certificate she completed before that.

**Other degrees not listed:** If the person completed a Master's Degree (MA, MS or equivalent) or a Ph.D., or some other degree beyond the Bachelor's, circle "19" (Other). Then write down the name of the degree. If the respondent mentions some other degree or certificate which is not listed in categories 1 to 18, mark Other and write the full name of the qualification.

**Do not count short courses.** In this item we are not interested in short courses or certificates. You should only record diplomas or certificates that required at least six months of full-time studying. "*Full-time equivalent*" means the length of a course if the person is studying full-time. For example: After completing Grade 12, Jabu took a correspondence course part-time to get a certificate in bookkeeping. He was working while he studied, so it took him 2 years to complete the course. Before marking category 17 (Diploma/ Certificate with Std 10/ Grade 12), you must ask the respondent how long the bookkeeping course normally takes, for people who take it full time. If it is less than 6 months, do not mark category 17. Record Jabu's next-highest level of education.

**No schooling (00):** Mark this category for people who never attended regular school or did not complete Grade 1. Also mark for children who are too young to attend regular school.

**Don't know / No answer:** This question is very important for the analysis, so we want as few 'Don't know' answers as possible. If the respondent does not know, ask if there is someone else present who might know, especially the person himself / herself! If not, help the respondent to think about it: How old was .. when he/she stopped going to school? What was the last school ... went to? If you are uncertain about how to code an answer, *write down what the respondent tells you*. We will assign a code afterward.

## A5: Main Field of Study

<p><b>A5. What was the person's main field of study in that certificate, diploma or degree?</b></p> <p>(Examples: plumbing, nursing, auto repair, primary school teaching, electrical engineering, chemistry, literature, business)</p> <p style="text-align: right;"><i>Post-coding</i></p>	<div style="border: 1px solid black; width: 100px; height: 100px; margin: 0 auto;"></div>
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**When to ask:** Follow the skip patterns in A4. Ask this item if the person has completed NTC1 (category 13) or higher. Otherwise leave blank and go on to A6.

**How to ask:** Ask as it appears on the questionnaire. Use the examples at the bottom of the question to help the respondent understand the sort of answer we need.

**How to mark on the questionnaire:** Write down the field of study in the blank space above the post-coding boxes. The answers will be coded after the interview.

**Other information:** If the person studied for an academic degree, '**Main field of study**' usually means the major subject of the course (Commerce, Psychology, Computer science etc.). For vocational courses or certificates, you can record the occupation that the person was training for (Nursing, secretary, auto repair, etc.)

## A6: Marital status

<b>A6. What is ...'s marital status?</b>	
1= Not married, and never married	1
2= Married / Customary marriage / Living together with partner	2
3= Widower/ widow	3
4= Divorced/ separated	4
9= Don't know / No answer	9

*When to Ask:* Record for all household members

*How to Ask:* For people over the age of 14, ask as it appears on questionnaire. For younger children, you do not need to ask. Simply mark category 1: Not married.

*How to Mark the Questionnaire:* Circle as appropriate.

Mark **never married** for people who have never been married, or whose only marriage has been annulled. If a person has ever been married before, code Married, Widowed or Divorced as appropriate. If a person says he or she is "single," make sure that he or she means "never married," not divorced, widowed, or separated.

Mark **Married** for a married person even if the spouse is living somewhere else for work, in an institution, or similar reasons. The exception is couples who are **separated** (discussed below). For couples who are living together but are not legally married, let the respondent decide which marital status is most appropriate. Code customary marriages as Married.

**Widowed** means someone whose spouse has died, and they have not re-married. A person who has re-married after a spouse's death or divorce should be coded as "Married." If a person has multiple wives and one or more is still living, they also should be coded as "Married."

Mark **divorced/ separated** for people who are legally divorced, and for those who are separated but not legally divorced. Separated people include: (a) cases where one spouse has deserted the other; and (b) couples who no longer want to live together but have not obtained a legal divorce.

## A7: Place of Birth

<b>A7. When ... was born, what province or country was his/her mother usually living in?</b>	
Enter the code for province. If outside S. Africa, write the name of the country.	1
1 = Western Cape	2
2 = Eastern Cape	3
3 = Northern Cape	4
4 = Free State	5
5 = Kwazulu Natal	6
6 = Northwest Province	7
7 = Gauteng	8
8 = Mpumalanga	9
9 = Northern Province	10
10 = Outside RSA ( <i>write name of country</i> )	99
99 = Don't Know / No answer	
Post-code of country:	____

*When to Ask:* Record for all household members

*How to Ask:* Ask as appears on the questionnaire. Yes, the wording does sound strange, but it is actually the most accurate way to ask it. Note that the question relates to the mother's **usual** place of residence at the time of birth. Thus, if the mother of the person happened to be in Cape Town on a visit to relatives when the person was born, but usually lived in Soweto, the answer should be Soweto. You will mark code 7, 'Gauteng.'

*How to Mark the Questionnaire:* Circle the appropriate answer. If the person's mother usually lived outside South Africa at the time of birth, circle code 10 and record the name of the country in the appropriate column. If the respondent does not know, see if there is someone else in the household who does know.

*Other information:* Questions A7 and A8 are measures of **lifetime migration**: is the person living in the same province or country where they were born? Questions A9 and A10 look similar, but they refer to the past 5 years.

Sometimes respondents will use the old names for provinces or countries, such as PWV or Southwest Africa. Circle or write the modern name. If the respondent gives the name of a city or district, ask what province or country it is in unless it is very obvious. Different provinces or countries can contain towns or districts with the same name.

### **A8: Type of Area at birth**

<b>A8. Was she living in a farm area or village, or in a town or city?</b> (Informal settlements attached to an urban area should be coded Town or City.)	
1 = Farm, village, or other rural area	1
2 = City or town	2
9 = Don't Know / No answer	9

*When to Ask:* Ask for all household members

*How to ask:* Ask as worded on the questionnaire. Of course, this question relates to the previous question about where the person's mother usually lived at the time the person was born. If the respondent is confused, re-ask the question like this: "*At the time ... was born, was his/ her mother usually living in a farm area or village, or in a town or city?*"

*How to mark on questionnaire:* Circle the appropriate category.

*Other information:* The purpose of the question is to find out whether the person's mother made her home in a rural or urban area *at the time the person was born*. So if the place was a village at the time when the person was born, mark 'Farm, village, or other rural area' even if the place is now a town. If the mother was living in an informal settlement that was part of an urban area it should be coded as a 'Town or city'.

## A9: Place of residence 5 years ago

<b>A9. Where was ... living 5 years ago?</b>	
(October / November 1994, 5-6 months after the elections)	
Enter the code for province. If outside S. Africa, write the name of the country.	
1 = Western Cape	1
2 = Eastern Cape	2
3 = Northern Cape	3
4 = Free State	4
5 = Kwazulu Natal	5
6 = Northwest Province	6
7 = Gauteng	7
8 = Mpumalanga	8
9 = Northern Province	9
10 = Outside RSA (write name of country)	10
<b>97 = Person is less than 5 years old → Go to A12</b>	97
99 = Don't Know / No answer	99
Post-code of country:	<input type="text"/>

**When to Ask:** Record for all household members. If the person is 4 years old or less, do not ask; just mark code 97.

**How to Ask:** Ask as worded. If the respondent is not sure, say "That would be October [November] 1994, about 5 months after the elections."

**How to Mark the Questionnaire:** Circle the appropriate answer, or circle code 10 and write in the name of the country.

**Other information:** Questions A9 and A10 are measures of migration over the past 5 years. Note code 97: **'Person is less than 5 years old → Go to A12'**. Obviously, young children weren't living anywhere 5 years ago. So when you mark code 97, skip to item A12.

## A10: Type of Area 5 years ago

<b>A10. Was ... living in a farm area or village, or in a town or city?</b>	
(Informal settlements attached to an urban area should be coded Town or City.)	
1 = Farm, village, or other rural area	1
2 = City or town	2
9 = Don't Know / No answer	9

**When to ask:** All household members aged 5 and above.

**How to ask:** Ask as worded on questionnaire. See instructions for question A8.

**A11-a: Number of moves in the past 5 years**  
**A11-b: Reasons for moves in the past 5 years**

<p><b>A11-a. Since October [November / December] 1994, how many times has ... moved to another place and lived there for more than 3 months?</b></p> <p><i>(Do not count changes of house within a city, town, village or farm, but do count moves back to a place where they have lived before.)</i></p> <p style="text-align: right;">Total number of moves: _____</p> <p style="text-align: right;">0= Did not move since 1994 → <b>Go to A12</b>  99 = Not sure → <b>Ask A11-b</b></p>	
<p><b>A11-b. Now I would like to know the main reason why <u>this person</u> moved. Of the times ... moved since October [November / December] 1994, how many were...</b></p> <p style="text-align: right;"># Moves: _____</p> <p style="text-align: right;"><b>To be with other family members?</b> _____</p> <p style="text-align: right;">How many moves were... <b>To start a new job or be close to work?</b> _____</p> <p style="text-align: right;"><b>To look for work?</b> _____</p> <p style="text-align: right;"><b>To go to school, or because of the children's education?</b> _____</p> <p style="text-align: right;"><b>Some other reason?</b> _____</p> <p style="text-align: right;"><b>(Specify):</b> _____</p> <p style="text-align: right;"><i>Total moves in A11-b should equal A11-a.</i></p>	

*When to ask:* Ask for all household members.

*How to ask:* Ask 11a as worded. We can to record moves in the past 5 years, so be sure to mention the correct month when asking the question. If you are doing the interview in November, insert "November" in the question.

This can be a difficult question, so give the respondent time to think. Sometimes it is helpful to say *"Think back to all the places where ... has lived since October [November / December] 1994."*

Look at the explanation in italics (*"Do not count changes of house within a city..."*). Be sure you understand it. Its purpose is to remind you about the moves that "count" so you can guide the respondent.

Record the total number of moves. **If the person has not moved since October [November] 1994, record '0', and skip to question A12.** If the person answer's 'Don't know,' try to ask 11b. Sometimes the respondent will remember if they think about it. If they really don't know at all, move on to A12.

If the person has moved one or more times, ask 11b. Ask the lead-in question, and then the answer categories, pausing after each one. You may need to repeat the phrase *"How many moves were ...?"* For example, "How many of those move were to look for work?"

*How to mark on questionnaire:* In 11a, write in the total number of moves in the past 5 years on the answer line. Mark 99 only if the respondent has absolutely no idea or refuses.

In part (b) write the number of moves made for each reason individually. Each move should be associated with one main reason, so the total number of moves recorded in A11-b should equal the number recorded in A11-a. If they moved for some other reason not listed, write down the reason(s) and the number of moves for each reason where it says 'Specify'.

*Other information:* The purpose of this question is to find out how often people migrate, and why. South Africa has very little information about internal migration right now, and this will fill an important gap in our knowledge. But 'migration' does not mean moving to another neighbourhood! So please study the following definitions carefully.

**Another Place** means a different city, town, village or farm. Do not count changes of house within a place, but do count moves back to a place where they have lived before. Do not count moves where they stayed away less than 3 months. If the person moves from a town to a farm (or farm to town) in the same area, count it as a move.

*Example:* Sipu left his home in Eshowe and went to Durban for 6 months to find work. Then he moved back. A few months later the family moved to a different house in Eshowe. You should count 2 moves: the move to Durban and the move back. Changing houses in the same town is not a migration 'move'.

*Example:* Lela goes to boarding school in another town. She has been there for 3 years, coming home only for a month or two for holidays. She has made 1 move, because she never came back for 3 months or more. Lela's brother also went to boarding school, but came back after 6 weeks because he didn't like it. He has made 0 moves.

**Main reason why this person moved:** People often move for several reasons, so you may need to probe to determine the main reason. Remember, all these reasons apply to moves back to an earlier place of residence as well as moves to a new place. Keep in mind that the same move may involve different reasons for different household members.

**To be with other family members:** The main reason for this person was to rejoin or stay with others in the family (including extended family). A common example is family moves: the father or mother might move for work reasons, but the children moved to accompany the family. Another example is when a household member is sent back to the home place to live with relatives.

**To start a new job or be close to work:** Mark this if the person moved for work reasons and already had a definite offer of work when they moved. It includes job transfers, formal or informal contracts, and seasonal work arranged in advance.

**To look for work:** Mark the number of moves is if the person moved for work reasons but did not have a definite offer of work when they left (even if they found work later).

**To go to school, or because of the children's education:** Mark this for people who left to study themselves, or for parents or guardians who moved mostly for purposes of the children's education.

## A12: Citizenship

<b>A 12. What is ...'s Citizenship ?</b>	
1= South African	1
2 = Outside RSA ( <i>write name of country</i> )	2
<hr/>	
98 = Refuse to answer	98
99= Don't know / No answer	99

*When to Ask:* Ask for all household members. Do not assume that all members have the same citizenship as the RSI.



*How to Ask:* Ask as it is worded on the questionnaire.

*How to Mark on the Questionnaire:* Circle 1 if South Africa. If it is any other country, circle 2 and write the country's name on the space provided in the column.

*Other Information:*

**Citizenship** is the person's legal nationality; it is the nationality on their passport or other legal documents. It is not the same thing as residence: for example, a person may be a legal resident of South Africa but still have Zimbabwean citizenship. You should code 'Zimbabwe.' As stated earlier, you should never ask a respondent if they have a legal work or residence permit for South Africa.

You should code the person's current citizenship, not their citizenship at birth. If a person was born a UK citizen but later changed it to RSA, code 'South Africa.' People who hold dual citizenship should select one or the other in answering. For children under 18 who have parents of different nationalities, let the respondent choose.

**Citizenship is a very sensitive question** for some people. If the respondent seems hesitant or nervous about answering, assure them that this information will *never* be given to the police or immigration authorities. By law, all answers are confidential, and individual people can not be identified. We are asking the question because non-citizens play a very important role in the South African economy.

This item does have a separate category for 'Refused' (code 98). Do not use this code, or Don't know, unless you have to; try to get an honest answer. But do not alienate the respondent; we still want them to answer the rest of the questions!

 **Remember to complete Section A for all household members before you go on to Section B.**

## Section B. EMPLOYMENT AND UNEMPLOYMENT

### Introduction

This part of the questionnaire records the labour activity of people in the household. We will use the results to provide much-needed information about employment and unemployment rates among the South African population, the types of industries and occupations where people work, how much time they spend working, how many jobs they have and reasons why they are not working.



### General procedures:

- Ask the Section B questions only for household members **aged 15 and above**. If someone is aged 14 or younger, leave their column blank. Skip to the next person or, if it is the last person on the household list, go on to Section C.
- You must try to ask the section B questions **to each person directly**. Many items ask about the details of a person's job, and they are difficult for other household members to answer accurately. If absolutely necessary, use another **well-informed** adult member of the household as the respondent.
- Keep the Flap page open as you ask the questions. That way, you will be able to see how old the person is (Flap item B) and refer to the person by name. Since some columns may be blank, be very careful about where you record the answers!

### How To Ask The Labour Force Questions

Following the skip patterns, you must ask **all** labour force questions for one person before you proceed to the next person. That makes it easier to follow the skip instructions. Although the skip instructions may seem complicated, we have designed the questionnaire to do most of the "thinking" for you. If you carefully follow the skip instructions printed on the questionnaire, you will not make mistakes. In asking the labour force questions it is especially important to follow the exact wording of the questionnaire and to pay attention to the interviewer instructions. Also make sure that you fully understand the special terms and concepts that we will explain below.

### Reference Periods for the Labour Force Questions

Most questions in this section use the reference period of "**last week**" or "**the last 7 days**." Usually the respondent will understand that. But if they are unsure, it means the 7 days before the interview. For example, if you start the interview on Friday July 23, last week is the 7 days from Friday July 16, until midnight on Thursday July 22. Another way to think of it is "since this time last week, but don't include today."

If needed, explain what "last week" means and make sure it is clear to the respondent.

A few items in Section B use a different reference period. For example, when you ask about looking for work (B12) you will use "the past 4 weeks" as the reference period. You will ask about the person's availability for work (B11) in "the next 4 weeks," and unpaid domestic work (B17) performed "yesterday." Respondents do not always listen carefully, so be sure to emphasise the reference period when reading the question.

## WORK AND TEMPORARY ABSENCE LAST WEEK

Ask for all household members aged 15 and above. Ask each person directly.

### B1 – B8: Labour force status

	1
<p>Now I am going to ask some questions about your work and employment situation during the past week.</p> <p><b>In the last 7 days, did you do any of the following activities, even for one hour?</b></p> <p><b>B1. Did you run or do any kind of business, big or small?</b>  <i>(Examples: Selling things, making things for sale, transport, repairing, guarding...)</i></p> <p>1= Yes 2 = No</p>	<p>1 2</p>
<p><b>B2. Did you do any unpaid work in a family business of any kind?</b>  <i>(Examples: selling things, making things for sale or exchange, doing the accounts, cleaning up for the business... Don't count normal housework.)</i></p> <p>1= Yes 2= No</p>	<p>1 2</p>
<p><b>B3. Did you work on your own or on the family farm, garden, cattle post or kraal?</b>  <i>(Examples: weeding, harvesting, tending livestock)</i></p> <p>1= Yes 2 = No</p>	<p>1 2</p>
<p><b>B4. Did you make anything from farm products or natural products, either for sale or for home use?</b>  <i>(Examples: making jam, beer, baskets, cooking food for sale... Don't count normal cooking.)</i></p> <p>1= Yes 2= No</p>	<p>1 2</p>
<p><b>B5. Did you catch or collect any fish, prawns, seaweed, shells, or other food for sale or family food?</b></p> <p>1= Yes 2= No</p>	<p>1 2</p>
<p><b>B6. Did you do any construction or major repair work on your own house, business or farm?</b></p> <p>1= Yes 2= No</p>	<p>1 2</p>
<p><b>B7. Did you spend time fetching water, fuel or wood?</b></p> <p>1= Yes 2= No</p>	<p>1 2</p>

<p><b>B8. In the last 7 days, did you do any work for a wage, salary, or any payment in kind?</b></p> <p><i>(Examples: a regular job, casual work, domestic work for pay, work in exchange for food or housing...)</i></p> <p>1 = Yes 2 = No</p>	<p>1 2</p>
<p>→ If 'Yes' marked in any question B1 to B8, go to question B 18</p>	

The purpose of questions B1 to B8 is to determine whether the person was working last week according to international standards. It is actually one big question divided into eight parts. We ask several questions rather than one, because many people have a narrow idea of what "work" means. As you can see from the questions, the international definition of Work is quite broad.

You must ask questions B1 to B8 very carefully, because respondents do not always pay attention, and all the other questions in this section depend on the answers you get!

*When to Ask:* Ask of all household members aged 15 and above.

*How to Ask:* Read the introduction ("Now I am going to ask some questions..."), and the lead-in question: **In the last 7 days, did you do any of the following activities, even for one hour?** Then read each of the eight sub-questions, and mark Yes or No for each. Notice that many of the sub-questions have examples in italics; read the examples if the respondent hesitates or is not completely sure what you mean. From time to time you may need to re-state the lead in question: *"Did you do this in the last 7 days, even for one hour?"*

*How to Mark on the Questionnaire:* Circle 1 (Yes) or 2 (No) for each answer. After asking all 8 questions, skip to question B18 if the respondent answered Yes to **any** of them. B18 is for people who did any kind of work.

*Other Information:* Use this series of questions to determine whether the person did any work for wages, profit, payment in kind or family gain last week. Mark Yes even if they worked for only one hour during the week.

We define **work** as any activity that is done for a wage or salary, for profit (if they are self-employed), or as unpaid family labour in any enterprise that produces goods and services for the market. People can be paid in money or in kind. Work also includes certain types of production for the household's own use, even if it is not sold on the market.

**B1. Run any kind of business:** Mark Yes if the person was self-employed or an employer of other people, and worked at the business last week for at least 1 hour. It does not matter whether the enterprise was big or small, registered or unregistered, or whether it made a profit or not. Commercial agriculture, where crops or animals are grown mostly for sale, is also a business. However, if this person was an unpaid family member helping out without regular payment, mark No here.

**B2. Unpaid work in a family business:** If the family runs some kind of enterprise, household members often will work without wages. If the household has an enterprise, be sure to read out the examples. The respondent may not understand that -- for example -- cleaning up for the *enterprise* is defined as work. (Ordinary housework and unpaid work for volunteer or charity organisations is not work.)

**B3. Work on their own or on the family farm, garden, cattle post or kraal:** If a person helps to raise crops or animals -- either to sell or for home consumption -- that is work. Besides obvious activities like planting or harvesting, such work can include driving off pests or carrying produce to the home or market. Caring for pets or gardening as a hobby is not work. However, keep two things in mind. If it is the slack season and they haven't actually done any agricultural work in the past week,

mark No. If they were working on someone else's farm *for wages or payment in kind*, mark No here. That situation will be covered in question B8.

**B4. Make anything from farm products or natural products:** That includes making things like flour, oil, butter, charcoal, beer, mats or baskets, etc. from the products of their own farm or garden, even if these things are only for home consumption and are not sold on the market. But do *not* count every-day cooking and preparing meals.

**B5. Catch or collect fish, prawns ... or other food for sale or family food?** Mark Yes if the person collected wild fish, seaweed, or other products from the ocean, lakes or rivers, either to sell or for home consumption. This category also includes hunting for sale or home consumption, but not sport fishing or hunting..

**B6. Construction or major repair work on your own house, business or farm.** Construction and big repairs on the household's own property is defined as work, because it creates long-lasting assets for the family. Some examples: adding a room on to the family's house, constructing a farm building, constructing fences, irrigation ditches or roads, rebuilding the engine of a truck or other major repairs to equipment used by a family business. Small repairs which simply maintain existing assets are not considered work. Also note that the person must be actively involved in the work. People who worked on someone else's property for pay or goods should be marked in question B8.

**B7. Fetching water, fuel or wood:** These activities are important for the Mesebetsi survey because they are not defined as work in most countries and we want to know how common they are. They occur in some urban areas as well as rural areas. They are most often done by women and children, but can be done by men as well. Fetching water (from a common tap, stream or well) is usually considered a household chore and is often combined with everyday domestic work like washing clothes. Collecting wood or other fuel is often done as people come home from their gardens. So if the person did fetch water or fuel, ask if they spent at least one hour last week just in those activities, as opposed to the washing, gardening or other work that went with it.

**B8. Do any work for a wage, salary, or payment in kind.** Notice that the question does not include the word "job!" That is because many people engaged in informal or casual work do not think of it as having a job. Our definition is much broader. Mark Yes for this item if the person spent at least one hour working for someone else, and were paid in money or in goods. That includes piece work, part time and casual work. Also include people who are not owners but are paid a regular wage or salary from a family business corporation. (However, most family businesses are informal, and family workers will just take a share of the profits, or work without regular wages. Mark those people in B1 or B2.)

**Normal domestic work**, like cooking for the family, cleaning the house etc. is not work by our definition. The exception, of course, is domestic servants or others who perform these services for pay or to sell on the market.

**People may be suspicious.** Keep in mind that these questions are sensitive for some people. They may be working illegally, or think you are from the Tax Office. It sometimes helps to reassure the respondent about confidentiality. "The government" will only have information about *groups* of people, and they will not be able to identify individuals.

## B9: Temporarily absent from a job or business last week

<p><b>B9. Even though you did not do any of these things in the last seven days, do you have a job, business, or other economic activity that you will definitely return to?</b></p> <p><i>(The farm or business must continue to operate while the person is away. For agricultural labourers, the slack season in agriculture is not a temporary absence)</i></p> <p>1= Yes 2= No → Go to B11</p>	<p>1 2</p>
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**When to Ask:** Ask only for persons who did not work past week. Code 2 (No) in will be marked in all questions B1 to B8.

**How to Ask:** Ask the question as it is worded, inserting the person's name. Do not read the text in italics; it is there to help you decide whether the person is absent if the respondent is unsure.

**How to Mark on the Questionnaire:** Circle the correct code. If the answer is No, skip to item B11.

**Other Information:** **Absent** means not being at work at all. If the person worked for even one hour, go back and ask questions B1 to B8.

Mark Yes (absent) if the person is an **employee** away from work on any kind of paid leave (illness, holidays, maternity, etc.) or paid training. An employee can also be absent without pay due to industrial disputes, shortage of materials, machinery breaking down, etc. But they must have a regular job to go back to.

Mark No if the person does not have a regular attachment to a job or business. For example, a wage and salary worker can be absent from a regular job but a casual day labourer can NOT be absent, because his "job" only exists from day to day.

For **self-employed people and unpaid workers in family businesses**, only mark them absent (code 1, Yes) if the enterprise continues to operate when they are not there. For example, other family members may still be working, or the enterprise is still receiving orders for new work. If the enterprise stops entirely when they do not work (for example, street sellers of newspapers), always mark No: not absent.

For **agricultural workers and farmers** mark Yes (absent) if they have *temporarily* stopped working due to illness, weather, family or village obligations. If the person is not working on the farm or garden because it is the agricultural slack season, mark No: not absent.

## B10: Main reason for being Temporarily absent

<b>B10. What was the main reason you were absent from this activity last week?</b> <i>Circle only one reason.</i>	
1 = Own illness or injury	1
2 = Caring for family or others (except maternity/ paternity leave)	2
3 = Strike / stay-away / lockout	3
4 = Problems with transport	4
5= Bad weather	5
6 = Vacation, leave	6
7 = Study or training leave	7
8 = Maternity or paternity leave	8
9 = Other family/ community obligations (funerals, meetings)	9
10 = Unrest (violence)	10
11 = Temporarily laid off / reduction in economic activity	11
12= Other reason (Specify):	
99= Don't know / No answer	99
→ Go to question B18	

**When to Ask:** Ask for persons who did not work at all in the past week, but were absent from a job or business.

**How to Ask:** Ask the question as it is worded, emphasising that you want the main reason. If the respondent offers several reasons, probe: "What would you say in the main reason?"

**How to Mark on the Questionnaire:** Circle the code that corresponds best to the respondent's answer. If the answer does fit into any of the existing categories, write out the respondent's answer as completely as you can opposite code 12.

## UNEMPLOYMENT

Persons who did not work and were not absent from a job or business.

## B11: Available for work

<b>B11. If suitable work were available, would you be able to start work in the next 4 weeks?</b>	
1= Yes	1
2= No → Go to B15	2
9= Don't know	9

**When to Ask:** Ask for all people aged 15+ who did not work at all last week, and were not temporarily absent from a job (No is answered on all questions B1 to B8, and No on B9.)

**How to Ask:** Ask the question as it is worded, and emphasise "... in the next 4 weeks."

**How to Mark on the Questionnaire:** circle 1 for Yes or 2 for No. 9 for Don't Know. If the answer is Yes, continue with B12 ; if it is No, skip to B15.

**Other information:** Many people are not working and not looking for work, because of family responsibilities, studies, disability, old age, or other reasons. This is a 'filter' question to identify people who did not want or were not available for work, because questions B12 to B14 do not apply to them. Note that the reference period for this item is *the next 4 weeks*, not "last week" as in questions B1 to B9.

## B12: Action taken to look for work

<b>B12. During the past 4 weeks, have you taken any action to look for some kind of work?</b> <i>(Examples: Wage work, casual work, piece work, arranging to start a business or do farming...)</i>  1= Yes 2= No → Go to B15 9= Don't know → Go to B15	       1 2 9
--	---

**When to Ask:** Ask for household members above age fifteen who did not work last week but who are available for work (answered Yes in B11).

**How to Ask:** Ask the question as it is worded, emphasising "... in the **past 4 weeks**."

**How to Mark on the Questionnaire:** Circle 1 for Yes or 2 for No. If Yes, go on to next question. If No or Don't know, skip to question B15. Normally you will not read the examples in italics; they are to help you remind the respondent that 'work' means a wide range of things.

**Other Information:** Only mark Yes if the person actually did something to find work in the past 4 weeks. Many people want work, but have not done anything recently to find it. Those cases should be marked No. Note the reference period: *the past 4 weeks*.

## B13: What did you do to look for work?

<b>B13. What did you do to look for work?</b> <i>Check all that apply. After each response, probe "Anything else?"</i> <i>Do not read answer categories.</i> 1= Waited / registered at employment agency, labour broker or trade union 2 = Enquired at workplaces, farms, factories or called on other possible employers 3= Looked in newspapers / Placed or answered advertisements 4 = Sought assistance from friends or relatives 5= Looked for land, buildings or equipment or applied for permit to start own enterprise or farming 6 = Took training or sought training 7 = Waiting at the street-side 8 = Nothing, but has a job to start at a definite date in the future 9 = Other activity (Specify):	                      1 2 3 4 5 6 7 8 _____
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**When to Ask:** Ask for all people who answered Yes to question B12.

**How to Ask:** Ask the question as it is worded. After each answer, probe: "*Anything else?*" We are interested in all the things the respondent did to find work. Do not read the answer categories to the respondent.

**How to Mark on the Questionnaire:** Listen carefully to the respondent's answer and circle the code that corresponds best to the respondent's answer. If the respondent tried several methods to find work circle all answers. If an answer does not fit into any of the existing categories, write it out as completely as you can in the correct column opposite code 9.

**Other Information:** **Look for work:** This question uses the same broad definition of work that we used in questions B1 to B8: it includes unpaid work in a family business, self-



employment, and temporary, seasonal, casual, part time work, and work through government programs. Waiting for an answer to a job application, taking training for work skills and taking steps to set up an enterprise or go migrate for work are included in the definition of "seeking work." However, the person must have done something **actively** and specific to seek work. If the person took no action at all, B12 should be marked No, and B13 and B14 should be blank.

The reference period for this question is the same as B12: the past 4 weeks. Make sure the respondent understands that.

## B14. Time spent looking for work

B14. For how many weeks have you been looking for work?	
1 = 4 weeks or less	1
2 = 5 to 8 weeks	2
3 = 2 to 5 months (9 to 25 weeks)	3
4 = 6 months to 1 year	4
5 = More than 1 year	5
9 = Don't know / No answer	9

*When to Ask:* Ask of all household members who are actively looking for work (Yes in question B12).

*How to Ask:* Ask as worded on the questionnaire. The person can answer in weeks, months or years.

*How to Mark the Questionnaire:* Listen to the respondent's answer and circle the correct answer category. Go on to question B15.

*Other information:*

**Defining the period of 'looking for work':** If the person has been employed before, we are normally interested in the number of weeks spent actively looking for work since the last job ended. However, some people will look for a while, then be out of the labour market while they raise children, study, or do other things. In those cases, count the number of weeks they have been looking since they decided to go back to work.

**Calculating time periods:** The respondent might answer in days, weeks, months or years, so you may need to translate the answer into the B14 categories. The Appendix at the back of your Manual contains some tables to help you make time calculations.

## B15: Main activity in the past 7 days


<b>B15. What was your main activity in the past 7 days (other than looking for work)? Circle one answer.</b>	
1= In school or training	1
2= Homemaker/ pregnant / caring for children or elders	2
<b>Idle or resting because-</b>	
3= Retired or pensioner	3
4= Illness or disability, unable to work	4
5= Too old ( <i>Probe: retired?</i> ) or too young to work	5
6= Waiting for job to start at a definite date in the future	6
7= Seasonal worker and does not want other work	7
8= Contract worker ( <i>ex: mine worker resting according to contract</i> )	8
9= Cannot find suitable work (pay, location, conditions not satisfactory)	9
10= Lacks skills or qualifications for available jobs	10
11= Does not want / need to work	11
12= Other reason (Specify):	
99= No answer	99

**When to Ask:** Ask for all people aged 15+ who did not work at all last week, and were not temporarily absent from a job (No is answered on all questions B1 to B8, and No on B9.) That includes people who were looking for work.

**How to Ask:** Ask as appears on the form. Obviously, you should add "...other than looking for work" only for people who were looking for work in the past 4 weeks. If the respondent does not understand the question, you can ask "*What is the main reason ... was not working last week?*" Ask the person directly if possible.

**How to Mark the Questionnaire:** Circle the code that describes the main activity or reason why the person did not work. Circle only one answer. Write in the respondent's answer across from category 12 if it does not correspond to any of the existing answer categories. If the respondent says "Too old to work," ask if the person is retired. If that is true, mark code 3 rather than 5.

**Other information:** From the previous questions we know that the person is not working by our definition. In this item we ask what they are doing. Often people do not work because they have other duties as home-makers or students (codes 1 and 2). In other cases they are idle or resting because they are unable to work, have retired, feel there is no work available, etc. In other words, if the person is idle we want to know the main reason for it. Examine the answer categories carefully. If you are not sure how to code an answer, write it down and code it afterwards with help from your supervisor.

 **If the respondent answers that this person was working, there was a big mistake somewhere! Go back and ask questions B1 to B8 again.**

## B16: How do you support yourself?

<b>B16. How do you support yourself?</b>	
<i>Probe: "Any other kinds of income?" Check all that apply.</i>	
1= Cash or in-kind income from own work, family business or odd jobs ( <b>Go back to B1 and confirm work or absence last week.</b> )	1
2= Gifts / remittances from people in the household	2
3= Gifts / remittances / child maintenance from people outside the household	3
4= Unemployment benefits (UIF)	4
5= Old age pension	5
6= Disability pension or compensation for disability at work	6
7= Charity, church, welfare, and similar	7
8= Government Child grant or maintenance	8
9= Savings or money previously earned / interest	9
10= Shares, bonds, investments, rent ( <b>If actively managing properties, go back to B1.</b> )	10
11= Bursary, study loans, and similar	11
12= Other (Specify):	_____

**When to Ask:** Ask for all people who did not work at all last week, and were not temporarily absent from a job (No is answered on all questions B1 to B8, and No on B9.)

**How to Ask:** Ask as appears on the form. After each response, probe "Any other kinds of income?"

**How to Mark the Questionnaire:** Check all that apply; circle the appropriate code for each type of income. Write in any 'Other' answers across from category 12.

**Other information:** This question serves two purposes. It gives information about the person's income sources, but it also helps you identify people who were working last week but were not captured in questions B1 to B8.

**Important!** If the respondent reports that the person has a Cash or in-kind income from own work, family business or odd jobs (code 1) or rental / investment income (code 10), it *may* be because they were working last week. If the person is doing odd jobs or actively managing rental properties, for example, they were working. Find out if the income was due to any work last week. If so, go back to B1 and ask the questions again. Follow the skip patterns, and be sure to erase any earlier answers.

## B17: Domestic work (for those who did not work last week)

<b>B17. Yesterday, how many hours did you spend on unpaid domestic work?</b>	
<i>Examples: Cooking, cleaning, childcare, minor repairs, paying bills.</i>	_____

**When to Ask:** Ask for all people who did not work at all last week, and were not temporarily absent from a job (No is answered on all questions B1 to B8, and No on B9.)

**How to Ask:** Ask as appears on the form. Note we ask for the number of hours spent on house work *yesterday*, from midnight to midnight. If needed, use the examples to help explain what unpaid domestic work includes. This is not an easy question for most people, so you may need to help them go through their day and add up the hours spent on domestic chores. If possible, try to ask the person directly.

Sometimes people have difficulty separating out unpaid domestic work from other activities, and sometimes they can not add up the hours. Read the examples, and ask the respondent to recall the time spent yesterday on different activities. Add up the times yourself if necessary.

*How to Mark the Questionnaire:* Write the number of hours in the answer space.

*Other information:* **Unpaid domestic work** covers the everyday activities that people do to raise a family, care for elders and maintain the house, garden and household equipment. In short, it covers the non-leisure activities that are not covered in questions B1 through B8, but does not include community and volunteer work, or tasks performed for friends and other people outside the extended family.

Keep in mind that both men and women will tend to under-state the other sex's activities! So it is best if you can ask the person directly, and have them recall their activities throughout the day. We want serious answers here, not half-joking responses like "24 hours a day." -Even if it may feel like that to the person concerned!

**→ End employment questions for this person. Go on to the next person, or Section C.**

Questions B18 to B36 do not apply to people who did not work last week. Go on to ask question B1 for the next person. If this is the last person in the household, fill out question B37 - language of the interview - and begin Section C.

## **MAIN EMPLOYMENT ACTIVITY**

Persons who were working or absent from work in the last week

Questions B18 to B27 concern the person's **main job or activity** last week. Some of the questions refer to the job itself; others ask about the enterprise where the person worked. If the person had more than one job, the main job is the one where he or she usually works the most hours per week. The questions are asked of all household members above 15 years of age who worked last week or who were temporarily absent from work. Always ask the person directly, unless there is no alternative. Other family members may not know the correct information.

## B18a - 18b Occupation in the main job or activity

<p><b>The next several questions refer to your main job or activity. That is the one where he/ she <u>usually</u> works the most hours per week, even if they were absent last week.</b></p> <p><b>B 18a. What kind of work did you do in your <u>main job</u> last week?</b></p> <p><i>Write the person's occupation, job title, or main activity. Record at least 2 words: Car salesman, Office cleaner, Vegetable farmer etc. For agricultural work, state whether mostly for <u>own</u> use or for <u>sale</u>.</i></p> <p><b>B 18b. What were your most important tasks or duties in this job?</b></p> <p><i>Examples: Selling fruit, repairing watches, keeping accounts, supervising employees, feeding and watering cattle.</i></p> <p style="text-align: right;">Post-coding:  _ _ _ _ </p>	
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**When to Ask:** Ask for household members aged 15 and above who were working or temporarily absent from work last week.

**How to Ask:** Read the introduction, then ask B 18a and 18b as they appear in the questionnaire. The examples in italics give you a good idea of the kinds of answers we need. If the person does agricultural work, you should ask if it is mostly for the family's own use or for sale.

**How to Mark on the Questionnaire:** To get a good answer, you should record their formal job title (or an informal title that describes the occupation) and their most important duties on the job. You can write both pieces of information together in the box. There is not much room, so you may need to write vertically. Do not write in the "Post-coding" space; that will be filled in by the main office. Go on to question B19.

**Other Information:** Coders in the main office will use the information that you write to classify the occupation according to an international system. There are hundreds of occupation codes, so try to be precise. Please write neatly and try to be as specific as you can. Some guidelines:

- One-word descriptions like "driver" or "supervisor" are usually too broad. We need to know *what* the person drives or *who* she supervises to classify the job correctly.
- It is not enough to say *where* the person works. For example, to say "works for the university" or "works in the shipping department" does not tell us what the person does. You should write "librarian" or "history professor" or "shipping clerk."
- If the person does agricultural work in their own farm or garden, state whether it is mostly for home use or for sale.
- Unless the occupation is very clear ("taxi driver"), you should always note the person's most important duties on the job. These descriptions should say what the person does, and whether he/she supervises other people. For example, the occupation "Painter" is not very clear. But if you add "paints toys" or "paints art pictures" or "supervises a crew of house painters," we can classify the job more accurately. Here are some examples:

### WRITE THIS:

Primary school teacher

Bank clerk (counts money, serves customers)

### NOT THIS:

teacher

clerk

Apprentice auto mechanic	apprentice
Construction labourer (carries wood and tools)	labourer
Farm labourer (herds goats, general help)	farmer
Farmer (grows vegetables, mostly for sale)	farmer
Knitting machine operator (makes sweaters)	machine operator
Shop keeper (owns / manages food shop)	works in shop
Truck driver (delivers furniture locally)	driver
Secretary (types, answers phone)	office worker

## B19. Work status in the main job or activity

<b>B19. In doing this work, were you:</b> <i>(Read answer categories. Circle only one)</i>  <b>1= Working for someone else for pay? Payment can be in money, food, housing, or other goods.</b>  <i>This includes all employees: full time / part time, casual work, piece work, domestics, home-based work...</i>	1
<b>2= Working on their own or a family farm or kraal, or collecting natural products from the forest or sea?</b>  <i>Code commercial farms as Businesses: code 3.</i>	2
<b>3= Working on their own or with partners, in any type of business? (With or without regular employees)</b>	3
<b>4= Helping out in a family business without pay?</b>	4

**When to Ask:** Ask for people who were working or temporarily absent from work last week.

**How to Ask:** Read the lead-in question ("In doing this work, were you...") and then read all the answer categories. The information in italics will help you code the respondent's answer correctly.

**How to Mark on the Questionnaire:** Circle only **one** answer. Go on to B20.

**Other Information:** This question identifies the person's work status in the main job or activity. Basically we want to know the person's economic relationship to the enterprise.

**Working for someone else for pay:** This includes any kind of employee, whether they work for cash wages or for payment in kind such as food or housing. Agricultural labourers who work on other people's properties for wages should be coded here. Also include family members who are not owners but are paid a regular wage or salary from a business corporation owned by other family members.  
*Example:* Jack works in his father's law firm. Jack's father is part-owner, but Jack is not. He is hired, fired and paid like any other employee.

**Working on their own or a family farm or kraal, or collecting natural products from the forest or sea:** Code this for all agricultural workers who produce for home use or a mixture of home use and sale, from their own plots. Also include collectors of natural products such as wood, seafood, etc. Commercial farmers who produce almost entirely for the market should be included with businesses in code 3.

**Working on their own or with partners, in any type of business:** This category is for the self-employed, who are owners or partners in the enterprises where they work. That means they are entitled to a share of the profits and are responsible for

losses. The business can be large or small, formal or informal, with or without employees. But it does not include agriculture other than commercial farms.

**Helping out in a family business without pay:** This is essentially the same as item B2. The person is not considered an owner or partner of the family enterprise, but helps with the work. He or she does not earn regular wages, but is supported indirectly by it, as a member of the family.

## B20: Name of Workplace

<p><b>B20 What is the name of your workplace?</b></p> <p><i>For government or large organisations, give the name of the establishment and branch or division. Examples: Rapele Primary School; ABC Gold Mining, Maintenance Div. 'Self-employed, Family Business, Family Farm' are OK if there is no name. For domestic work, write Private Household.</i></p>	
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**When to Ask:** Ask for people who were working or temporarily absent from work last week.

**How to Ask:** Ask as worded in the questionnaire. Do not read the list of examples in italics, but consult them if you are not sure what to write. You can give the respondent a few examples if needed.

**How to Mark on the Questionnaire:** Write the name neatly in the answer box.

**Other Information:** The purpose of this question is to help us code the industry, government / private status and registration status of the workplace.

**Refusals:** Some respondents will get nervous, thinking that you will give this information to the tax or immigration authorities. Explain the purpose of the question and reassure them about confidentiality. If they still refuse to answer, mark **"Name refused"** in the answer box, and go on to B21.

## B21: Type of Business or Industry

<p><b>B21. What are the main goods and services produced at your place of work? What are its main functions?</b></p> <p><i>(Examples: Repairing cars, Selling commercial real estate, Sell food wholesale to restaurants, Retail clothing shop, Manufacture electrical appliances, Commercial vegetable farm, Maize and beans farming for own use, Bar / restaurant, Delivering newspapers to homes, Transporting goods by ship, Private household.</i></p>	<p>Post-coding:  _ _ _ _ </p>
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**How to Ask:** Ask as worded in the questionnaire. To get a good answer, you may need to probe about the kinds of products or services the organisation produces, and whether it is wholesale or retail. The questionnaire provides many examples in italics. Do not read the whole list to the respondent, but you can read some appropriate examples if needed.

**How to Mark on the Questionnaire:** Write the type of business and any supporting information in the space provided. Try to be as specific as you can. Do not write in the "Post-coding" space; that will be filled in by the main office. Go on to B22.

*Other Information:* Coders in the main office will use the information that you write to classify the employer according to an international system. There are many different industry codes, so you must try to be precise. Here are some guidelines:

- This question concerns the **type of business** -- that is, the type of goods produced or services supplied by the unit where the person works in the main job. It is not the person's occupation! For example, if the person works as a clerk in the Casa d'Or Hotel, you write "Hotel," not "clerk."
- Do not use general words like "Factory," "Construction," "Shop," "Office," or "Repair shop." Ask the respondent **what kinds of things** the employer makes, sells or repairs, or what kinds of services they provide.
- If the person works for a government agency, write the name or the function of the agency.
- If the employer sells or makes things, try to find out if the business is retail, wholesale, manufacturing, or something else.
  - A **retail** shop mostly sells things to people and households, not to other businesses or organisations. Retailers buy goods from wholesalers or manufacturers.
  - A **wholesale** supplier mostly sells things to other businesses, shops, or to manufacturers.
  - A **manufacturer** makes or processes products. If the employer both makes and sells things in the same location, write that down.
  - **Repairing** things is a type of service. So if the employer mostly does repairs write that down.
- For domestic employees such as domestic worker, gardeners and guards, just write **Private household**.
- If the employer is an **international** agency, NGO, or foreign consulate, be sure to note it.
- Also note if it is a **charitable or non-profit organisation** (Lebanese, Palestinian or international).

Here are some examples:

WRITE THIS:

Road transport company  
 Retail food shop  
 Bicycle repair shop  
 Municipality  
 Glass bottle manufacturer  
 Wholesale wood seller  
 IDASA (NGO)  
 Commercial chicken farm  
 Department of Labour  
 Self-employed newspaper seller

NOT THIS:

driver  
 shop  
 bicycle shop  
 city government  
 bottle company  
 wood  
 NGO  
 farm  
 government  
 self-employed



## B22: Is the job permanent or temporary

<b>B22. Is this job permanent or is it temporary, such as seasonal, casual, or contract?</b>	
1 = Permanent	1
2= Seasonal	2
3 = Temporary, fixed-term or contract job	3
4 = Casual job	4
5= Work done through a temporary help agency	5
6= Other temporary: (Specify)	
9= Don't know / No answer	9

*When to Ask:* All people who have worked last week or are temporarily absent

*How to Ask:* Ask as worded. You may need to probe for more information if the respondent's answer is not clear. See instructions under *Other information* below.

*How to Mark the Questionnaire:* Circle as appropriate. The question refers to the main job, so only one answer is allowed.

*Other information:*

A **permanent job** has no ending date. As far as the respondent knows, it will continue on indefinitely. (In contrast, people with a temporary, casual or seasonal job, have no long-term attachment to the workplace. The job will definitely end, even if the person is not sure when.) Self-employment and agricultural activities on the family's own plot can usually be coded as permanent work.

**Seasonal** jobs are temporary jobs that end when the peak season is over. Common examples are agricultural harvesting, summer tourism, or retail stores during the Christmas rush.

**Temporary, fixed-term or contract job:** The job is not seasonal, but has a more-or-less fixed ending date. Often this date is specified in a work contract. Mark this category even if the contract or agreement is renewable. (However, a person can have a permanent job with a company that goes from contract to contract. Construction and consulting are good examples.) *Do not* mark this code just because the respondent says "Temporary job." Probe to see if that means casual, seasonal, fixed-term contract, or work through a temporary help agency. Mark one of those categories if it applies.

In a **Casual job** the person is hired from day to day, even if they work several days in a row.

**Work done through a temporary help agency:** In this kind of job the person does job assignments in different businesses, but he/ she actually works for the temporary help agency. Be aware that a particular job assignment can last several months, and a person can work for the agency for several years. It is still a temporary job.

**Other temporary: (Specify)** If the respondent's answer does not fit any of the other categories (even after probing), write the answer in here, in as much detail as you can. Ask your supervisor about it later; perhaps it can be re-coded into another category.

**Don't know / No answer:** Mark this only if the respondent has no idea. If possible, ask another household member. Usually you can get a real answer if you probe.

## B23: Is the business government or private

<b>B23. Is this business or enterprise...</b> (Read answer categories.)	
1= Central government → Go to B28	1
2= Provincial government → Go to B28	2
3= Local government / municipality → Go to B28	3
4= A Government enterprise ( <i>Railroads, Telekom, parastatal</i> ) → Go to B28	4
5= Other non-business organisation ( <i>NGO, church, charity, embassy</i> ) → Go to B28	5
6= A private household ( <i>maids, gardeners, security guards, tutors</i> ) → Go to B28	6
7= A private business or self-employment	7
9= Don't know	9

**When to Ask:** All people who have worked last week or are temporarily absent

**How to ask:** Read the question, and the answer categories. Pause a little after each category. For example, "*Is this business or enterprise part of the Central government..., provincial government..., local government or municipality.....?*" Probe if the respondent is not sure. Sometimes the name of the organisation (B20) will help you. Read the examples in italics if it helps the respondent understand what you mean.

**How to Mark on the Questionnaire:** Circle one code. If the answer is code 1 through to 6, skip to question B28, Hours worked. If it is a private business or self-employment, continue with question B24.

**Other information:** Several other questions depend on the answers to this one, so get it right!

For **central, provincial, and local government employees**, make sure you have recorded the level correctly. If the respondent is not sure and you can not tell by the name of the employer, ask to look at the person's pay receipt. Code District-level employees as local unless they are definitely paid by the province or Centre.

A **government enterprise** is an independent profit-making company owned or partly owned by some level of government. Parastatal organisations are government enterprises.

**Other non-business organisation:** These organisations are not part of the South African government, but they are not profit-making businesses. They can be owned by foreign governments (embassies) but usually they are governed by a non-government board. The question lists the most common examples in italics.

**Private household:** The person is employed by a household. If they are employed by an enterprise run by the household, code under Private Business. Do not write the employing household's name; "Private household" is enough.

**Private business or self-employment:** A private business is owned by a person, family, partnership or corporation, not a unit of government. It is legally allowed to make a profit. All informal-sector enterprises fall in this category.

**B24: Number of employees**

<b>B24. How many regular employees are there at the place where you work?</b>	
<i>If respondent is unsure, read categories.</i>	
1= Less than 5	1
2= 5 to 19	2
3= 20 to 49 → Go to B28	3
4= 50 to 99 → B28	4
5= 100 to 499 → B28	5
6= 500 or more → B28	6
9= Don't know/ no answer	9

*When to Ask:* All people who worked last week or are temporarily absent from a private business or self-employment (code 7 or 9 in B23).

*How to ask:* Ask the question as worded. Read the answer categories if the respondent is not sure. If the respondent can give you a reasonable estimate, do not mark Don't know. Always try to ask the person directly, or ask another household member if the respondent does not know.

*How to mark on the Questionnaire:* Circle only one code. If there are 20 or more employees in the workplace, skip to B28. If less than 20, or the answer is Don't know, continue with question B25.

*Other Information:* Like all questions in this series, it refers to the employer or enterprise in the **main job**.

Note that the question asks about the number of people working **at the location or branch where the respondent is working**, not the total employed by the enterprise as a whole. For example, Selma works at the local Wendy's restaurant, with about 25 employees. The Wendy's Corporation employs over 15,000 people in total, but you should mark category 3. Count everyone at the location who works for the same employer regardless of their department or function in the company.

**Regular employees:** Do include part-time workers and unpaid family workers, but do not count casual labourers, contractors, or people hired through temporary help agencies. Do not count the owner or partners. If the business works several shifts, count the workers on all shifts.

### B25: Composition of staff

<p><b>B25. How many workers at this location are:</b></p> <p>a.) Employers, owners or partners?      a_____</p> <p>b.) Paid employees?      b_____</p> <p>c.) Unpaid family workers?      c_____</p>	
--	--

*When to Ask:* Employees of private business and self-employed people, if their workplace has less than 20 employees (code 7 or 9 in B23, and code 1,2, or 9 in B24).

*How to ask:* Ask the lead-in question, then ask items a, b, and c, pausing after each one.

*How to Mark on the Questionnaire:* Write the number of people on the lines marked a,b, and c. If there are no staff of a particular category, write 0.

*Other information:*

Some respondents will immediately say 'I don't know,' because the question requires some thought. Remind the respondent that it only applies to the location where he or she works. In most cases it should be possible to make a reasonable estimate, because the question is only asked for very small businesses.

**Employers / owners / partners** are people who own part of the enterprise, get a share of profits and are responsible for losses. Include owners even if they work part of the time at other locations.

**Paid employees:** Do include part-time workers on all shifts, but do not count casual labourers, contractors, or people hired through temporary help agencies.

An **Unpaid family workers** is not considered an owner or partner of the family enterprise, but helps with the work. He or she does not earn regular wages, but is supported indirectly by it, as a member of the family. Include part time family workers if they work regularly for the enterprise.

**B26 a-c: Informal sector**

<b>B26. Is the place where you work-</b>	
<b>(a) A registered or incorporated company?</b>	
1= Yes → Go to B28	1
2= No	2
9= Don't know	9
<b>(b) Does the enterprise keep a complete set of accounts that is separate from the household budget?</b>	
1= Yes	1
2= No	2
9= Don't know	9
<b>(c) Does the enterprise deduct UIF contributions from your pay?</b> <b>If respondent is unsure, ask to see a pay stub. Look for deductions to the Unemployment Insurance Fund.</b>	
1= Yes	1
2= No	2
3= No; income is above the UIF limit	3
9= Don't know	9

*When to Ask:* Respondents in a private business or self-employment with less than 20 employees (code 7 or 9 in B23, and code 1,2, or 9 in B24).

*How to ask:* Ask each question as worded. Note that if the respondent answers Yes on question B26-a, you should skip to B28.

*How to Mark on the Questionnaire:* Circle one code for each part: a, b, and c.

*Other information:* In this item we ask about three criteria that distinguish formal from informal sector companies. The questions are worded for employees, but remember that some respondents will be self-employed or employers. These are difficult items for proxy respondents to answer, so always try to ask the person directly.

**Registered or incorporated company:** If the respondent has no idea, check the company's name in B20. All close corporations, companies and co-operatives will be registered. If the respondent is not sure, ask if the enterprise has a VAT number; if yes, consider it as registered. Other ways of registering are with the Registrar of Companies, the

Commissioner of Workers' Compensation, Commissioner of Employment, or the SA Medical and Dental Council.

**Complete set of accounts:** In many informal sector businesses, there is no real distinction between the finances of the enterprise and the household. If the enterprise keeps accounts at all, they are fairly simple and are not completely separate from the household budget. If that is the case, mark No in B26-b. Formal sector businesses pay taxes and keep regular accounts, including balance sheets, which are separate from the household's finances.

**Deduct UIF contributions:** UIF is the government Unemployment Insurance Fund. Often people will know if deductions are made, because it shows up in the worker's pay stub. Answer category 3, '**Income is above the UIF limit**,' mostly applies to self-employed people earning fairly high incomes. Normally they would have to make UIF deductions, but they are exempt.

## B27: Location of job

<b>B27. Is this business located:</b>	
<i>(Read answer categories. Check one)</i>	
1= In a permanent building / fixed location	1
2= On a footpath, street or open space	2
3= At a market	3
4= In the owner's or someone's home	4
5= Farm, garden, kraal	5
6 = No fixed location	6
7= Other (Specify):	_____

**When to Ask:** People in a private business or self-employment with less than 20 employees, except for those in registered companies (Yes in B26-a).

**How to Ask:** Ask as appears on the questionnaire; be sure to read the answer categories.

**How to Mark the Questionnaire:** Circle only one answer. If the answer does not fit into any answer category, write in the answer as fully as you can opposite category 7.

## B28- B29: Hours usually worked

<b>Here are some questions about working hours.</b>	
<b>B28. How many hours per week do you usually work:</b>	
a.) In your <b>main activity</b> .....	a_____
b.) In all other work activities (the ones we just talked about)	b_____
c.) In Total .....	c_____
<i>Add a+b and confirm that this is correct. Include overtime hours.</i>	

**When to ask:** People who worked last week, or are temporarily absent.

**How to ask:** Read the introduction statement, then ask for all three parts of the question (a), (b) and (c). If needed, repeat the lead question; for example, "*How many hours do you usually work in total?*" Add the responses in (a) and (b); if they are different from the Total, probe to straighten out the discrepancy.

If the respondent can only tell you how many hours he/she works in a day, determine how many days they usually work per week in that activity, and multiply. Check the result with the respondent to see if it is accurate.

*How to Mark on the Questionnaire:* Record the usual number of hours on each of the three lines. If the person was absent or had no other activities, enter "0".

*Other Information:* In this question we are asking how many hours the person normally works in an ordinary seven-day period. **Usual hours of work** includes overtime, and all time spent at the workplace to prepare for work, repair equipment, shorter tea/coffee breaks, and break down equipment at the end of the day. That includes overtime hours (if they usually work overtime) and hours that they usually work but are not paid for. So the person's usual hours may be different from the number of hours they are supposed to work according to contract.

Do not count hours that are paid for but not worked (such as holidays), meal breaks, time spent travelling to and from work, and time spent looking for work by casual labourers

**Main activity** is the main job or activity that you asked about in questions B18 to B27. It is the job, business or work activity in which they usually work the most hours per week.

**All other activities** includes all the work activities reported in questions B1 to B8.

## B29: Hours actually worked last week

<b>B29. How many hours per week did you actually work last week:</b>	
a.) In your <b>main activity</b> .....	a_____
b.) In all <b>other work activities</b> (the ones we just talked about) .	b_____
c.) In <b>Total</b> .....	c_____
<i>Add a+b and confirm that this is correct. Include overtime hours.</i>	

*When to ask:* Ask all household members who worked last week, or were temporarily absent.

*How to ask:* Ask all three parts (a), (b) and (c). If needed, repeat the lead question "*How many hours did you actually work last week...*" Help the respondent to think carefully about the number of hours actually spent at work in each of the last 7 days. A good approach is to start with the hours worked yesterday and then work backward to the beginning of the reference period.

*How to Mark on the Questionnaire:* Record the usual number of hours on each of the three lines. If the person was absent or had no other activities, enter "0". Go on to B30.

*Other Information:* Remember: actual hours worked last week and usual hours are not necessarily the same. Last week the person might have worked more or less hours than they usually do.

**Actual hours of work** includes overtime, and all time spent at the workplace to prepare for work, repair equipment, shorter tea/coffee breaks, and break down equipment at the end of the day. Include overtime hours, and hours that were worked but not paid for. Do not count hours that are paid for but not worked (such as holidays), meal breaks, time spent travelling to and from work, and time spent looking for work by casual labourers.

### B30: Hours of paid overtime

<b>B30. In the main job, how many hours of paid <u>overtime</u> did you work last week?</b>  <i>000 = No paid overtime. 999 = Don't know</i>	   
--	--------------

*When to ask:* Ask all household members who worked last week, or were temporarily absent.

*How to mark on the Questionnaire:* Write the number of paid overtime hours worked last week in the space provided. Code 000 if no paid overtime; code 999 if there definitely was paid overtime, but the respondent can not estimate how much.

*Other information:* **Paid overtime** refers to hours worked beyond the person's normal or contractual working hours. Overtime hours are usually paid at a different rate from normal hours. Note that B30 refers to the specific number of overtime hours worked last week, not the usual or normal overtime hours.

### B31: Wants more work or different work

<b>B31. Do you want to work more hours, or to do a different kind of work?</b> 1= Yes 2= No → Go to B35 9= Don't know	 1 2 9
--	-----------------

*When to ask:* Ask all household members who worked last week, or were temporarily absent.

*How to ask:* Ask as worded. But remember, working more hours or doing different work are not meant as alternatives in this question. We want to know if the person wants to do either of those things. Obviously, this question is best answered by the person himself/ herself.

*How to Mark on the Questionnaire:* Mark Yes if the person wants to work more hours than he/she does now, or wants to do a different kind of work. If the answer is No, skip to B35.

*Other information:* **Different work** can mean working in a different industry, or a different occupation. But it doesn't necessarily mean a different employer. **More hours** can also mean more work with the present employer or a different one.

### B32: Availability for more work or different work

<b>B32. If more work or different work were available, would you be able start work in the next 4 weeks?</b> 1= Yes 2= No 9= Don't know	 1 2 9
--	-----------------

*When to ask:* Ask all household members who want more hours or different work (Yes in B31).

*How to ask:* Ask as worded. Make sure the respondent understands the reference period -- "in the next 4 weeks."

*How to Mark on the Questionnaire:* Circle the code corresponding to the respondent's answer and continue with question B33.

*Other Information:* We ask this question because a person might *want* more or different work, but could have other duties which prevent them from working more hours in the next few weeks. Or they might not be immediately available for different work because they must give 3 months notice or have ongoing projects that can not be abandoned.

### B33: Action to look for more work or different work

<b>B33. In the past 4 weeks, have you taken any action to look for more work or a different kind of work?</b>	
1= Yes	1
2= No	2
9= Don't know	9

*When to ask:* Ask all household members who want more hours or different work (Yes in B31).

*How to ask:* Ask as worded. In asking, emphasise the reference period -- "in the past 4 weeks."

*How to Mark on the Questionnaire:* Circle the correct code and go on to question B34.

*Other Information:* Looking for work is defined in the same way as question B12. Only mark Yes if the person actually did something specific in the past 4 weeks; that includes any actions to get more or different work from the present employer.

### B34: Looking for more hours or different work?

<b>B34. Are you mostly looking for --</b>	
<i>Read answer categories. Mark only one answer.</i>	
1= The same kind of work with more hours	1
2= Different work with more hours	2
3 = Different work, but not with more hours	3
9= Don't know	9

*When to ask:* Ask all household members who want more hours or different work (Yes in B31).

*How to ask:* Read the lead-in question and all answer categories (except Don't know). These answer choices can be confusing, so read them slowly and repeat if needed. If the respondent gives several Yes answers, ask what they are mostly looking for right now.

*How to Mark on the Questionnaire:* Only mark one answer.

*Other information:* **Different work** can mean working in a different industry, or a different occupation. But the employer is irrelevant to this question: the extra hours or different work could be with either the present employer or a different one.

### B35: Unpaid domestic work

<b>B35. <u>Yesterday</u>, how many hours did ... spend on unpaid domestic work?</b>	
<i>Examples: Cooking, cleaning, childcare, minor repairs, paying bills.</i>	_____

*When to ask:* Ask all people who worked last week, or were temporarily absent.



*How to Ask:* Ask as appears on the form. Sometimes people have difficulty separating out unpaid domestic work from other activities, and sometimes they can not add up the hours. If needed, use the examples to help explain what unpaid domestic work includes. Ask them to recall the time spent on different activities yesterday while you add up the hours spent on domestic chores.

*Other information:* See instructions for item B17.

Note that B17 and B35 are asked to different groups of people. So if you already have an answer on B17 for this person, you made a mistake in the skip patterns somewhere! Go back and see what is wrong.

### **B36: Sources of income other than work**

<b>B36. Besides income from work, what other kinds of income do you have?</b>	
<i>After each answer probe: "Any other kinds of income?" Check all that apply.</i>	
0= No other income	0
1= Gifts / remittances from people in the household	1
2= Gifts / remittances from people outside the household	2
3= Unemployment benefits (UIF)	3
4= Old age pension	4
5= Disability pension or compensation for disability at work	5
6= Charity, church, welfare, and similar	6
7= Government Child grant or maintenance	7
8= Savings or money previously earned / interest	8
9= Shares, bonds, investments, rent	9
10= Bursary, study loans, and similar	10
11= Other (Specify):	_____
99= Don't know / No answer	99

*When to ask:* Ask all people who worked last week, or were temporarily absent.

*How to Ask:* Ask as appears on the form. After each response, probe "Any other kinds of income?"

*How to Mark the Questionnaire:* Check all that apply; circle the appropriate code for each type of income. Write in any 'Other' answers across from category 12.

*Other information:* B16 and B36 look similar, but they are asked to different groups of people. So if you already have an answer on B16 for this person, go back and see what is wrong.

**→ End employment questions for this person. Go on to the next person, or section C.**

Be sure that you have asked Section B questions for all household members aged 15 and above before you move on to B37 and Section C.

### B37. Language of the interview

<b>B37. INTERVIEWER: Record main language of the household interview.</b> <i>Copy the code to Cover page item AC7.</i>	
1= English	1
2= Afrikaans	2
3= Zulu	3
4= Xhosa	4
5= Tswana	5
6= N. Sotho/ Pedi	6
7= S. Sotho	7
8= Ndebele	8
9= Tsonga/ Shangaan	9
10= Venda	10
11= Tswati	11
12= Other (specify)	_____

**When to ask:** Record for all households when you have completely finished asking Section B.

**How to Ask:** Do not ask.

**How to Mark the Questionnaire:** Circle the main language that was used to ask the questions in the household questionnaire. That will usually be the language you used in talking to the majority of respondents in Section B. If it is a language other than the ones listed, write in the language across from category 12. After the interview, also be sure to record this code on the Cover page, item A7.

## C. QUESTIONS FOR THE HOUSEHOLD AS A WHOLE

This part of the questionnaire you will ask about language, type of housing, and household income -- things that concern the household as a whole. There is only one answer per household.

### C1. Main language used at home

<b>C1. What is the main language that household members use at home?</b>	
1= English	1
2= Afrikaans	2
3= Zulu	3
4= Xhosa	4
5= Tswana	5
6= N. Sotho/ Pedi	6
7= S. Sotho	7
8= Ndebele	8
9= Tsonga/ Shangaan	9
10= Venda	10
11= Swati	11
12= Other (specify)	_____

*When to ask:* Ask for all households.

*How to Ask:* Ask as it appears on the form.

*How to Mark the Questionnaire:* Check only one answer. If several languages are spoken, circle the main language: that is the one spoken most often by most of the household's members. Write in any 'Other' answers across from category 12. Of course the language that they use at home may be different from the language of the interview in B37.

## C2. Type of Dwelling.

<b>C2. Type of dwelling.</b> <i>If more than one, record for the main dwelling. If unsure, ask the respondent.</i>	
1= Dwelling/ house or brick structure on a separate stand or yard	1
2= Traditional dwelling/ hut / structure made of traditional materials	2
3= Flat or apartment in a block of flats	3
4= Town / cluster / semi-detached house (simplex, duplex or triplex)	4
5= Unit in a retirement village	5
6= Dwelling/ house / flat/ room in back yard	6
7= Informal dwelling/ shack in back yard	7
8= Informal dwelling/ shack NOT in back yard-- e.g. in informal / squatter settlement	8
9= Room / flatlet in someone else's house	9
10= Hostel or dormitory	10
11= Other (Specify):	_____

*When to ask:* Record for all households

*How to Ask:* Generally you can fill out this item by observation. If you need to clarify something, ask the household respondent.

*How to Mark the Questionnaire:* Circle only one answer. Write in any 'Other' answers across from category 11.

*Other information:* The question refers to the living quarters of the sample household only. If the household occupies more than one structure, record for the main dwelling.

A **flat or apartment** is a unit in a building containing 4 or more units. They can be on one floor, or more than one floor. Buildings of less than 4 units are usually coded in category 4.

An **informal dwelling** is a relatively impermanent non-traditional structure made of materials such as wood, thatch, sheet iron, plastic, cardboard or un-mortared brick. It is often self-built.

### C3. Household Income.

<b>C3. HOUSEHOLD INCOME</b>		1 Yes, had this income 2 No, did not have this income 3 Had, don't know amount 4 Had, refuse to tell amount. 9 Don't Know / No Answer					Income Last Month In Whole Rand
Now I want to ask about different types of income that the household might have. For each type, please tell me how much income the household or any of its members received during the past month. If possible, I would like to know gross amounts, <u>before</u> taxes or other deductions. I can help you with any calculations you need to make.							
In the past month, how much income did household members receive from-							
C3-1	Wages, salaries, overtime pay, commission payments, 13th check or bonuses from employers. That includes wages for seasonal or casual jobs, but not self-employment.	1	2	3	4	9	_____
C3-2	Profit from household non-agricultural enterprises or self-employment	1	2	3	4	9	_____
C3-3	Profit from the sale of agricultural products produced by the household's garden, farm or kraal, or collecting natural products	1	2	3	4	9	_____
C3-4	Child maintenance, gifts or support from relatives or other people outside the household	1	2	3	4	9	_____
C3-5	Gifts or support from religious or non-governmental organisations	1	2	3	4	9	_____
C3-6	Pensions from former employers	1	2	3	4	9	_____
C3-7	Bursaries or education-related grants from private sources	1	2	3	4	9	_____
C3-8	Other transfers from private sources (retrenchment pay, insurance compensation, etc.)	1	2	3	4	9	_____
C3-9	Old age pensions from government	1	2	3	4	9	_____
C3-10	Unemployment benefits (UIF)	1	2	3	4	9	_____
C3-11	Workers' Compensation benefits	1	2	3	4	9	_____
C3-12	Bursaries or education-related grants from government sources	1	2	3	4	9	_____
C3-13	Other grants or payments from government (Examples: disability grant, war veterans grant, grant in aid, child grant, foster care grant, care dependency grant)	1	2	3	4	9	_____
C3-14	Income from savings, loans, stock and bonds, Provident fund, private retirement plans etc.	1	2	3	4	9	_____
C3-15	Income from renting out land, buildings, rooms or equipment	1	2	3	4	9	_____
C3-16	Other property income	1	2	3	4	9	_____
C3-17	Other income	1	2	3	4	9	_____
<b>Total income</b>							
C3-18	Altogether, how much did all members of your household receive last month?						_____

**When to ask:** Ask for all households. The income of **visitors** should not be included in the calculations unless they share resources and are considered part of the household.

**How to Ask:** Read the introduction statement and ask each type of income separately. See instructions below.

**How to mark:** For each income source, circle 1,2,3,4 or 9 to indicate whether they had the income or not, and enter the amount of income in the right-hand column. Round off cents to the closest Rand. See further instructions below.

### Overview of the income questions

Questions C3-1 to C3-18 ask about the household's income sources and amounts during the past month. Some people may think this is sensitive information and refuse to answer. Explain that correct income data is essential information to help decision-makers understand people's real living situation. Remind the respondent of the full confidentiality of the survey; it will not be possible to link any information to the household, and the questionnaires will be destroyed after the survey.

There are two reasons why we ask so many questions instead of only one question about total income:

First, we want to know what kinds of income sources are important for different households. How many can survive on income from their own employment? How many older people have no pensions and must rely on support from relatives? And so on. Secondly, we ask several questions to help the respondent understand what we mean by income and to recall the different types of income the household received. Income can be received in many forms, but some people think it only means wage earnings.

The most important thing is to get information about as much income as possible. If you are in doubt about how to code some type of income, use the category that comes closest and make a note of it - including the amount. Do not write the same income more than once!

**Reference period:** The 'past month' is defined as the **last full month before the month of the interview**. for example, if the interview is conducted on October 25th, the questions refer to incomes for the whole month of September.

**Respondent:** Normally the head of household or another responsible adult should answer these questions. But if they can not, try to get information from a household member who does know. Pay stubs and tax forms can also be useful aids to get more accurate amounts.

**Asking the questions and recording answers:** Begin by reading the introductory statement on the form slowly and carefully:

### C3. HOUSEHOLD INCOME

Now I want to ask about different types of income that the household might have. For each type, please tell me how much income the household or any of its members received during the past month.

If possible, I would like to know gross amounts, before taxes or other deductions. I can help you with any calculations you need to make.

Then ask the lead-in question: *"In the past month, how much income did household members receive from- "* and read item C3-1. Then read each category up to C3-18. Notice that the income sources appear in groups: wage income, self-employment, other kinds of private income, government payments, property income, and miscellaneous.

- |                                |
|--------------------------------|
| 1 Yes, had this income         |
| 2 No, did not have this income |
| 3 Had, don't know amount       |
| 4 Had, refuse to tell amount.  |
| 9 Don't Know / No Answer       |

1	2	3	4	9
---	---	---	---	---


Before entering the amount of income, circle one number in the third column. That is very important, as it tells us whether **anyone** in the household had this kind of income at all -- even if they can not tell you how much. *Always try to get this information if you can not get amounts.* Use code 3 (do not know the amount) or 4 (refuses to tell how much) only as a last resort! It is better to get a good estimate than to have no information about amounts.

Income Last Month In Whole Rand
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_ _ _ _ _ _ _ _ _
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Then enter the amount in the right-hand column, in whole Rands. If more than one household member had a certain kind of income, **ask about this type of income for each household member separately and add the amounts**. Then write the total amount (for this category) in the boxes. Use the margins or the back of the questionnaire for calculations

if needed. Remember, we are asking for the **gross** amount, before taxes or other deductions.

 **Income received and income owed:** Often people will earn income but they have not been paid yet. When that happens, always **record the amount that the person earned or should have received in the reference month, even if they have not received the money yet.**

*Example: a security guard started work last month. He is paid 5 Rands per hour and worked 3 weeks of 40 hours each. He has received no money yet, but he earned 5 x 3 x 40, or 600 Rands. You should record '600' or add it to wages earned by other household members.*

### C3-1 to C3-3: Wage and self-employment income

In the past month, how much income did household members receive from-	
C3-1	Wages, salaries, overtime pay, commission payments, 13th check or bonuses <u>from employers</u> . That includes wages for seasonal or casual jobs, but <u>not</u> self-employment.
C3-2	Profit from household <u>non-agricultural</u> enterprises or self-employment
C3-3	Profit from the sale of <u>agricultural</u> products produced by the household's garden, farm or kraal, or collecting natural products

You have just asked the labour force questions, so you know if the household had any employed persons last week. If so, they probably had wage incomes last month.

**Wage income**, or income from paid employment, includes all payments which employees receive for their work. Bonuses, commissions, overtime payments, tips, transport, housing and other allowances are counted as earnings. If the person was paid in kind (that is, in food or other goods), ask the respondent to estimate the money value of the payment. Do not forget children who worked for pay in cash or kind.

**Self-employment income** applies to households who had any self-employed members or operated a household enterprise during the reference month. That includes all kinds of small and family enterprises, agriculture, and collecting natural products.

The questionnaire breaks up self-employment into agricultural and non-agricultural enterprises. From the labour force questions you will know whether the household had a farm or garden plot, family business or someone working as self-employed.

Basically, self-employment income is the profit earned by household members, before taxes. **Profit** is defined as *the value of gross income from the enterprise, minus operating expenses*. **Gross income** is the value of all goods and services produced, including output consumed or given free of charge or at reduced price to hired labour. **Operating expenses** are payments to hired labour in cash and kind, purchase of raw materials, seeds, fertilisers, irrigation, fuels, tools and equipment, rent and interest payments, transport costs and marketing costs and repair costs.

If the household is only renting out rooms, buildings or land without much household labour, rental income should be recorded as property income below.

### C3-4 to C3-8: Transfer income from private sources

C3-4	Child maintenance, gifts or support from relatives or other people outside the household
C3-5	Gifts or support from religious or non-governmental organisations
C3-6	Pensions from former employers
C3-7	Bursaries or education-related grants from <u>private</u> sources
C3-8	Other transfers from <u>private</u> sources ( <i>retrenchment pay, insurance compensation, etc.</i> )

**Transfer income** is money (or gifts) that is given to the household from other people or institutions inside the country or abroad, or from the government. It is not earned through people's labour or from the profits on household property and investments. The income can be in cash or kind. *Gifts are income*, although most people don't think of it that way. Include the market value of gifts in the appropriate category.

Items C3-4 to C3-9 ask about transfers from **private** sources. That means private individuals, households, businesses, NGOs, charities -- anything except government. Later you will ask about pensions, bursaries and other income from government sources, so be sure to emphasise "private" when asking these items.

**Child maintenance, gifts or support from relatives or other people outside the household:** This includes child maintenance payments and all other income given by private individuals or households. It also includes income from **begging**. Obviously you should not count gifts or transfers between people within the household.

**Gifts or support from religious or non-governmental organisations:** On this line record any income from the private non-profit organisations. That includes churches, charities, NGOs, and other organisations which are not profit-making businesses but are not government.

**Pensions from former employers:** Many employers have private pension schemes which are independent from the government old-age pension programme. Record it here if the pension is paid by the employer. Income from **private retirement plans** which the person pays for himself/ herself (such as Provident Fund and insurance annuities) are property income and should be recorded in C3-14.

**Bursaries or education-related grants from private sources:** Record the value of bursaries for living expenses, school fees, free lodging, etc. It includes grants for regular academic education at any level, *and* job-related training for adults. **Private sources** includes employers, NGOs, private schools, anything except government.

**Other transfers from private sources (*retrenchment pay, insurance compensation, etc.*):** On this line, include any other private income which does not come from work or property. Some examples are retrenchment pay (given by the employer when a person is made redundant) and compensation for accidents, theft, fire, etc. from private insurance companies.

### C3-9 to C3-13: Transfer income from government sources

C3-9	Old age pensions from government
C3-10	Unemployment benefits (UIF)
C3-11	Workers' Compensation benefits
C3-12	Bursaries or education-related grants from <u>government</u> sources
C3-13	Other grants or payments from government ( <i>Examples: disability grant, war veterans grant, grant in aid, child grant, foster care grant, care dependency grant</i> )

Include transfer income from government sources at the national, provincial, district, or municipal level. The main government transfer programs are listed on the questionnaire. Bursaries or education-related grants are defined as in C3-7, but only count grants from government sources.

### C3-14 to C3-16: Property Income

C3-14	Income from savings, loans, stock and bonds, Provident fund, private retirement plans etc.
C3-15	Income from renting out land, buildings, rooms or equipment
C3-16	Other property income

Property income is money (or goods) received as payment for the use of capital assets such as land, buildings, equipment, or money. Property income can be in money or in kind. Also note that people can have negative earnings on property. If they have net losses for a category, write it in clearly as a negative number and write a note in the margin so it will not be interpreted as a mistake.

**Property versus Self-employment income:** In practical terms, the basic difference between property income and self-employment income is labour. If a household member regularly and actively manages properties -- in short, if it is a business or occupation for them -- you can treat it as self-employment income. However, in most cases rents and investments will be passive sources of income. If so, code it as property income.

**Income from savings, loans, stock and bonds, Provident fund, private retirement plans etc.:** Interest and dividend income from most kinds of money investments can be recorded here. It also includes income from retirement annuities, provident fund or insurance policies which the person has paid for himself/ herself. **Private pensions** which are paid by the former employer should be included under transfers in C3-6.

**Other property income:** Include royalties, patents, copyrights and any miscellaneous property income here.

### C3-17: Other Income

C3-17	Other income
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Include income from lottery/ gambling (if they will tell you!), and any other sources not listed elsewhere.

### C3-18: Total Income

C3-18	Altogether, how much did all members of your household earn last month?
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When to Ask: Ask all households.

How to Ask: Ask as question appears on the form. Ask for the total income, including all members of the household. Do **not** start calculating based on the amounts recorded in items C3-1 to C3-17. Simply ask the respondent to make his or her best estimate of the total, based on the information he or she has. If the total is radically different from what you have recorded, ask if some type of income or some household member has been forgotten. Change the amount in C3-1 - C3-17 if needed.



**C4: Is last month's income typical**

C4	<b>Is the total household income of last month typical? Would you say that it is much higher, somewhat higher, about the same, somewhat lower or much lower than a typical month?</b>	Much higher	1
		Somewhat higher	2
		About the same	3
		Somewhat lower	4
		Much lower	5
		Do not know	8
		Refuse to answer	9

*When to ask:* Ask for all households

*How to Ask:* Ask the question as worded. You may need to repeat the answer categories.

*How to Mark the Questionnaire:* Circle only one answer.

*Other information:* Since we only ask about incomes last month, we need to know if that month's income is unusual. For example, the household could have unusually high income in the reference month because the harvest was sold, someone worked at a temporary job, or they received an insurance claim. Or it could be low because the main breadwinner was sick or unemployed. If the respondent asks, '**a typical month**' means the household's average monthly income over the past 12 months.

**C5: Overall Economic situation this year versus last year**

C5	<b>In the last 12 months, did your household have more, the same, or less income than in the year before that?</b>	More income	1	<b>Go on to RSI Interview</b>
		(Almost) the same income	2	
		Less income	3	
		Don't know / No answer	9	

*When to ask:* Ask for all households

*How to Ask:* Ask the question as worded.

*How to Mark the Questionnaire:* Circle only one answer, and go on to the RSI interview.

*Other information:* Note that the reference period is the last 12 months compared to the 12 months before that; not calendar year 1999 versus calendar 1998.

# The RSI Questionnaire

In this part of the questionnaire you ask more detailed questions of the Randomly Selected Individual (RSI) after completing the Household Questionnaire. These questions relate to the nature of employment, unemployment and self-employment, working conditions and attitudes. Try to talk to the RSI alone, so you will not be disturbed and will get honest answers. **Never use a proxy (substitute) respondent for the RSI interview!**

## Interviewer Check IC-1 and IC-2

**IC-1. Column number of RSI in the Core Questionnaire:**

*See item E, Flap page*

**IC-2. Record work status of the RSI.**

1. Working for someone else in the main job. (Includes absent from job last week and unpaid employees in family businesses) **Question B19 = 1 or 4.**
2. Employer or self-employed in the main job (includes absent from business last week). **Question B19 = 2 or 3**
3. Not working and not absent from a job last week. **B18 to B36 are skipped.**

### IC-1: Interviewer Check

This item is to ensure you select the correct person to interview as RSI. Copy the correct column number of the RSI as it appears in the Core questionnaire. Look at the Flap Page, item E. The RSI will be marked with an 'X'. Write the column number of the RSI in the answer boxes.

### IC-2: Interviewer Check

The purpose of this check is to make sure that you classify the RSI's work status correctly, because you will ask different parts of the questionnaire for people who are working for someone else, self-employed, and not working.

*How to Ask:* Turn back to Section B in the Household questionnaire. Look at the RSI's column for question B19.

If answer 1 or 4 is circled in B19, the respondent was working for someone else in the main job or activity. It also applies if they were temporarily absent last week. Mark "1" in item IC-2.

If answer 2 or 3 is marked in B19, the person is an employer or self-employed in the main job. Mark "2" in IC-2.

If the person is not working and is not absent from a regular job last week, Items B18 to B36 will be blank and B1 through B9 will all be coded No. Mark "3" in IC-2.

*How to Mark the Questionnaire:* Write the correct number in the answer box.

## D. SKILLS AND TRAINING Ask for all RSIs.

*I would like to begin with some questions about education and job training*

This section is asked for all RSIs. Introduce the section by reading the introductory statement in the questionnaire: "*I would like to begin with some questions...*"

### D1-12: Basic Skills and Training

#### D1: Language skills in English

D1	<b>How would you rate your language skills in English?</b>  <i>Read answer categories.</i>	1 = Don't know at all 2 = A little bit 3 = Can use for everyday situations 4 = Know very well 9 = Not sure / No answer	
		Understanding spoken English?	1 2 3 4 9
		Speaking English?	1 2 3 4 9
		Reading English?	1 2 3 4 9
		Writing English?	1 2 3 4 9

*When to Ask:* Ask for all RSIs.

*How to Ask:* Ask the lead-in question in bold type, then the first answer item and the answer categories: "*Understanding spoken English -- would you say you don't know it at all, know a little bit, can use for everyday situations, or know very well?*" Then ask the second item, repeating the answer categories if needed.

*How to Mark the Questionnaire:* Circle the appropriate category for each of the four items.

*Other Information:* **Don't know at all** means they know nothing, or only isolated words. **A little bit** means they can handle only the simplest transactions, like buying something or reading a sign in English. **Can use for everyday situations** means that they can have a conversation, understand most of a newspaper or write a simple letter -- as long as it doesn't get too fancy or technical. **Know very well** means they can function in English with confidence in a wide variety of situations.

#### D2: Attended secondary school

D2	<b>Did you attend some kind of secondary school, even for one year?</b>  <i>(Secondary school begins in Std. 6 / Grade 8.)</i>	Yes No No Answer	1 2 9	 → D5 → D5
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*When to Ask:* Ask for all RSIs.

*How to Ask:* Ask as on questionnaire.

*How to Mark the Questionnaire:* Circle the appropriate category. If answer is No, skip to D5.

*Other Information:* Secondary schooling starts at Std 6 (Grade 8/ Form 1) and goes up to Std10 (Grade 12/ Form 5). If the person is currently attending school, mark Yes if they have completed at least one year.

### D3: Subjects completed at secondary school

D3	In secondary school did you complete courses in any of these subjects --	1=Yes 2=No 9=Don't Know / No Answer	
		Maths?	1 2 9
		Economics?	1 2 9
		Languages?	1 2 9
		Physics, chemistry or biology?	1 2 9
		Commerce (accounting, business, etc)?	1 2 9
		Typing, shorthand, office skills?	1 2 9
		Home economics, industrial arts, vocational?	1 2 9

*When to Ask:* Ask of all RSI respondents who have attended secondary school or who are currently enrolled (Yes in D2).

*How to Ask:* Read the lead-in question (in bold type), and ask all of the answer items, pausing after each one.

*How to Mark the Questionnaire:* Mark one answer for each item.

*Other Information:* The codes pertain to broad groups of subjects. It doesn't have to be an advanced or specialised course, and may be only one semester long. But mark No if they dropped out or failed the course.

The purpose of this question is to ask about certain specific skills or subjects that the RSI may have studied in secondary school. It is not meant as a complete 'inventory' of all the subjects they passed.

### D4: End of secondary schooling

D4	In what year did you complete or leave secondary school?	Year:  _1_ _9_ _ _ _  00 = Still enrolled	→ D8
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*When to Ask:* Fill in for all RSI respondents who attended secondary school (Yes in D2).

*How to Ask:* Ask as appears on questionnaire.

*How to Mark on the Questionnaire:* Fill in the year when the person left in the space provided. If the respondent is still at secondary school fill in code "00".

*Other Information:* In this question we want to know how long it has been since they *last* attended secondary school. It doesn't matter if their schooling was interrupted, or whether they graduated or left for some other reason. Secondary schooling starts at Std 6 (Grade 8/ Form 1) and goes up to Std10 (Grade 12/ Form 5).

### D5: Basic Reading skills

D5	Can you read and understand everyday written material, such as a letter or newspaper? (In any language)	Yes, easily Yes, with difficulty No Don't Know / No answer	1 2 3 → D7 9
	Read answer categories.		

*When to Ask:* Ask for all RSIs.

*How to Ask:* Ask as written on the questionnaire. If they say Yes, ask if they can read easily or with some difficulty.

*How to Mark the Questionnaire:* Circle the appropriate category. Mark Yes if they can read in any language. Skip to D7 if No.

*Other information:* Reading a letter or newspaper are just examples. We are interested in whether they can read at a level that allows them to function in everyday situations, in any language.

## D6: Writing skills

D6	<b>Can you write, say, a letter to a friend?</b> (In any language)	Yes, easily	1
		Yes, with difficulty	2
		No	3
		Don't Know / No answer	9

*When to Ask:* Ask for all RSIs.

*How to Ask:* Ask as written on the questionnaire. If they say Yes, ask if it is easily or with some difficulty.

*How to Mark the Questionnaire:* Circle the appropriate category.

*Other information:* Writing a letter to a friend is just an example. We are interested in whether they can write at a level that allows them to function in everyday situations. The writing can be in any language.

## D7: Numeracy skills

D7	<b>Can you do written calculations, such as adding a column of numbers on paper?</b>	Yes, easily	1
		Yes, with difficulty	2
		No	3
		Don't Know / No answer	9

*When to Ask:* Ask for all RSIs.

*How to Ask:* Ask as written on the questionnaire. If they say Yes, ask if they can make calculations easily or with some difficulty.

*How to Mark the Questionnaire:* Circle one category.

*Other information:* We are interested in whether they can add, subtract or do other basic calculations on paper, to a level that allows them to function in everyday situations.

## D8: Year left highest level of education

D8	<b>In what year did you complete or leave your highest level of education?</b>	Year:  _1_ _9_ _ _ _ _  00 = Still enrolled	
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*When to Ask:* Ask for all RSIs.

*How to Ask:* Ask as written on the questionnaire.

*How to mark on the Questionnaire:* Write the year they last attended in their **most advanced** form of schooling. Mark “00” if currently enrolled.

*Other Information:* It does not matter if their schooling was interrupted, or whether they graduated or left for some other reason. Explain that the highest level of education can mean any level of regular school: primary, secondary schooling as well as any post-school education such as college, university etc. Do not include on the job training or short courses oriented to work skills.

## D9: Ever received Training for work skills

D9	<b>Have you received any training to improve your work skills or to learn a new job? Include on-the-job training.</b>	Yes	1	
		No	2	→ E1
		Don't Know / No answer	7	→ E1

*When to Ask:* Ask of all RSIs.

*How to Ask:* Ask as on questionnaire.

*How to Mark the Questionnaire:* Circle appropriate category. If the answer is No, move on to next section E1. Many other questions depend on this one, so you should not accept Don't know as an answer.

*Other information:* Mark Yes if the respondent ever received work-related training, even if he/she does not use it in the current job.

**Training designed to improve work skills or learn a new job:** This means training for knowledge and skills that are specifically needed for a job. Do not include general skills like reading, arithmetic or other general education subjects. For example: Hair-cutting, farming, carpentry, computer skills, teacher training, business administration and secretarial training are work skills; history and philosophy are not work skills unless the respondent is a teacher or professional in those subjects.

**Training** means systematic instruction. To qualify as "training," someone had to teach the respondent those skills. That could be in a regular course, an apprenticeship, or through systematic on the job training or work experience, where a supervisor or experienced co-worker acts as an informal teacher. That includes training in a family business if there was regular and coherent teaching. Do not include situations where the respondents taught themselves through trial and error or observing other people, or merely asked questions from time to time.

## D10: Place of Training

D10	<b>Where did you receive this training?</b>  <i>Probe: "Anything else?"</i>  <i>Check all that apply</i>	Apprenticeship program	1
		Technical college	2
		Workers college	3
		Academic secondary school	4
		Technikon diploma course	5
		University, Graduate or High Diploma institution	6
		Short course through a commercial school, NGO or Government	7
		Training at work, in classroom (current job)	8
		On-the-job training at work (current job)	9
		Training received on some previous job	10
		Correspondence course / Distance education	11
		Other: _____	12
		Don't Know / No Answer	99

*When to Ask:* Ask of all RSIs who have ever received training to improve their work skills. They answered Yes to D6.

*How to Ask:* Ask as on questionnaire. You can read answer categories if it helps to clarify the person's response. After each response, probe "Anything else?"

*How to Mark the Questionnaire:* Circle all appropriate categories. Under "Other" write any other training sources not listed.

*Other information:* In most cases you will simply mark the training source(s) chosen by the respondent. Here are some definitions that may help to classify training if the respondent is not sure.

**Apprenticeship program:** In this form of training the student works for a person or company at a reduced wage in order to learn a trade. The arrangement is usually governed by a formal apprenticeship contract. This contract distinguishes apprenticeship programs from most other types of on the job training.

**Academic secondary school:** Only count this if the person learned specific work-related skills such as typing, computers, commerce. Do not count general academic preparation.

**Short course at a commercial school, NGO or government:** These are usually courses 1 to 6 months long, offered by private schools. Graduates may receive a certificate, but do not get university credits or a diploma recognised by the government. *Example:* 12 week secretarial course; 6-week course to learn new computer software.

**Training at work, in classroom (current job) / On the job training at work (current job):** Job-specific training organised by the current or most recent employer. It can take the form of seminars or classes organised at work, training by equipment suppliers or manufacturers on behalf of the employer, or systematic training by a supervisor or experienced co-worker. If the training was mostly classroom based, mark code 8; otherwise mark code 9. Do not include courses at a regular school which are paid for by the employer.

**Training or experience received on some previous job:** Job-specific training (seminars, classes, or on the job training as defined above) organised by a previous employer.

**Correspondence course/ Distance education:** In this type of course students do not meet with the teacher directly. They receive instruction by post, TV or radio, and sends back homework assignments and tests for grading by the school.

**Other:** Courses, seminars and training that can not be classified elsewhere. For example, many people learn work-related skills while serving in the armed forces, but do not include military basic training (except if they are in such a job, or related job).

## D11: Place of most recent Training

D11	Where did you get your <u>most recent</u> training?	Enter code from D10:	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
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*When to Ask:* Ask for all RSIs.

*How to Ask:* Ask as worded. In this question we are interested in the last work-oriented training the respondent received, even if it is not the longest or most important.

*How to Mark the Questionnaire:* The most recent training must be one of the answers recorded in question D10. Enter the code of that answer in the boxes here. For example, if

the most recent training was a short computer course at a commercial school, you will write "05".

### D12: Year of most recent Training.

D12	In what year did you receive your <u>most recent</u> training?	Still in training / 1999	1
		1998	2
		1997	3
		1996	4
		1995	5
		1994	6
		1993 or before	7
		Don't Know / No Answer	9

*When to Ask:* Ask of all RSIs who have ever received training to improve their work skills (Yes in D9).

*How to Ask:* Ask as on questionnaire.

*How to Mark the Questionnaire:* Circle the appropriate category. If the respondent is unsure about the exact year, try to find the closest date as possible.

*Other information:* Mark the year when the training ended. For example, Mr. A. was in a 2-year apprenticeship course that began in April 1993 and ended March 1995. You should mark category 5, "1995."

### D13: Length of most recent training

D13	For how many weeks or months did you take this training?  <i>Record in days, weeks OR months, not both.</i>	Days	_ _ _
		Weeks	_ _ _
		Months	_ _ _

*When to Ask:* Ask for all those who answered Yes in D9.

*How to Ask:* Ask as worded. If needed, help the respondent to calculate the number of days, weeks or months.

*How to Mark the Questionnaire:* Write in the number of weeks, using "leading 0's if less than 10. You can record in either days, weeks or months, but do not combine them. If training was interrupted, count the number of weeks or months the person actually attended.

### D14: Who Paid for Most Recent Training

D14	Who sponsored or paid for this training?  <i>Circle one answer. If more than one source, ask "Who paid for most of the cost?"</i>	Self or family	1
		Employer (other than family)	2
		Government	3
		Unions	4
		Charitable / religious organisation / NGO	5
		Other	6
		Don't Know / No Answer	9

*When to Ask:* Ask of all RSIs who have ever received training to improve their work skills (Yes in D9).



*How to Ask:* Ask as on questionnaire.

*How to Mark the Questionnaire:* Circle only one answer. If the respondent gives more than one answer (such as family + government), probe: "Which paid the largest share of the costs?" It refers to the most recent training only.

*Other information:*

**Self or family** means the respondent, other household members, or other relatives outside the household.

**Employer** means the company or organisation employing the respondent at the time of training. This includes government or the military if training was related to the person's current job. However, if the person was working for a family business or farm at the time, code the payer as "family."

**Government:** This includes any government-sponsored loans, scholarships, or training schemes. However, if the person was already employed by the government or military and received training to upgrade his/her job skills, mark "Employer."

**Charitable / Religious / NGO:** Includes any loans, scholarships, or training schemes sponsored by charitable or non-governmental organisations.

**Other:** For example, training paid by individuals or households who were not relatives.

#### D15: Payment during training

D15	<b>Were you paid during your training?</b> <i>If Yes- Was that a full time regular wage, part-time pay, or some kind of training wage or allowance?</i>	Yes, full-time wage	1
		Part-time wage	2
		Training wage or allowance	3
		Not paid during training	4
		Don't Know / No Answer	9

*When to Ask:* Ask of all RSIs who received training to improve their work skills (Yes in D9).

*How to Ask:* Ask as appears on questionnaire. If needed, probe to clarify the type of payment received.

*How to Mark the Questionnaire:* Mark only one answer. A **Training wage or allowance** is a special (usually lower) wage or scholarship given to apprentices or other 'official' trainees. A **part-time wage** is the normal wage for entry-level employees, but the person is paid for less than full-time hours. It refers to the most recent training only.

#### D16: Does training lead to certification

D16	<b>Did [does] this training lead to some kind of certification or diploma that would be accepted by other employers?</b>	Yes	1
		No	2
		Don't Know / No Answer	9

*When to Ask:* Ask all RSIs who have received training (Yes in D9).

*How to Ask:* Ask the question as it appears on the questionnaire. We are interested in certificates or qualifications that are accredited by some government body or are widely accepted by employers as proof of skills. It refers to the most recent training only.

*How to Mark the Questionnaire:* Circle one category.

## D17: How training has helped

D17	<b>Sometimes training helps people and sometimes it doesn't. Has this training helped you to:</b>	1 = Yes   2 = No   9 = Don't Know / No Answer	
		Find a job or start a business?	1   2   9
		Start a <u>new</u> career or get a different kind of job?	1   2   9
		Get a promotion or earn more money?	1   2   9

*When to Ask:* Ask all RSIs who have received training (Yes in D9).

*How to Ask:* Read the lead-in question and each of the sub-questions, pausing to hear and record the respondent's answer. It refers to the most recent training only.

*How to Mark the Questionnaire:* Circle Yes or No for each.

## E. ATTITUDES Ask for all RSIs.

*Now I want to ask some questions about your attitudes and opinions. There are no right or wrong answers, so just answer the way you honestly feel.*

The purpose of this section is to find out what the respondents think and feel about certain issues around work and other broader values. There are no right and wrong answers, and as the interviewer you have to make the respondents feel comfortable in giving their own opinions. The section is aimed at all RSIs. Read out the introductory statement first.

### E1: Main responsibility for Job creation

E1	<b>Who do you think has the main responsibility for creating jobs-- the government, employers, trade unions, workers, or someone else?</b>	Government	1
		Employers / business	2
		Trade unions	3
		Workers	4
		Other: _____	5
		Don't Know / No answer	9

*When to Ask:* Ask of all RSIs.

*How to Ask:* Ask as on questionnaire, and repeat the answer categories if needed. If the respondent feels that there is more than one answer, ask which group has the greatest responsibility.

*How to Mark the Questionnaire:* Circle only one category. If the answer is 'Other,' circle category 5 and write it in.

*Other information:* **Creating jobs** means increasing employment opportunities generally. It can be done directly -- as in public works programs or entrepreneurship training-- or indirectly, by creating a healthy and growing economy.

### E2: Main responsibility for Job Security

E2	<b>Who do you think has the main responsibility to provide job security for working people-- the government, employers, trade unions, workers, or someone else?</b>	Government	1
		Employers / business	2
		Trade unions	3
		Workers	4
		Other: _____	5
		Don't Know / No answer	9

*When to Ask:* Ask of all RSIs.

*How to Ask:* Ask as on questionnaire, and repeat the answer categories if needed. If the respondent feels that there is more than one answer, ask which group has the greatest responsibility.

*How to Mark the Questionnaire:* Circle only one category. If the answer is 'Other,' circle category 5 and write it in.

*Other Information:* **Job security** means that workers will keep their jobs if they perform adequately and not lose them as a result of retrenchments, layoffs, unfair dismissal and so forth.

### E3: Main responsibility for Health and Safety

E3	<b>Who do you think has the main responsibility for ensuring health and safety in the workplace-- the government, employers, trade unions, workers, or someone else?</b>	Government	1
		Employers / business	2
		Trade unions	3
		Workers	4
		Other: _____	5
		Don't Know / No answer	9

*When to Ask:* Ask of all RSIs.

*How to Ask:* Ask as on questionnaire. Only one answer must be given. If the respondent feels that there is more than one answer, ask which group has the most responsibility.

*How to Mark the Questionnaire:* Circle appropriate category. If the answer is 'Other,' circle category 5 and write it in.

### E4: Who should decide Wages

E4	<b>Who should decide wages in South Africa--</b>  <b><i>Read answer categories</i></b>	Employers alone	1
		Employers and unions	2
		Employers negotiate with individual employees	3
		The government	4
		Something else: _____	5
		Don't Know / No answer	9

*When to Ask:* Ask of all RSIs.

*How to Ask:* Ask as on questionnaire, and read all the answer categories. For example, "Who should decide wages in South Africa? Would you say it is employers alone, employers and unions..." etc.

*How to Mark the Questionnaire:* Circle only one answer. If none of the stated answer categories apply, write in any other answer in the "something else" category.

## E5: Right to Strike

E5	<b>At what point do you think workers should be able to go on strike: at any point; never; only after negotiations between workers and the employer have failed; or only after they have tried mediation and other ways to resolve the dispute?</b>	At any point	1
		Never	2
		After negotiations between workers and the employer have failed	3
		Only after they have tried mediation and other ways to resolve the dispute	4
		Don't know/No answer	9

*When to Ask:* Ask of all RSIs.

*How to Ask:* Ask as on questionnaire. This is a complex question, so read it slowly and carefully. You may need to repeat the answer categories. Only one answer must be given.

*How to Mark the Questionnaire:* Circle appropriate category

*Other Information:* With **mediation**, you try to resolve a conflict by bringing in an un-biased outside person or organisation. Both sides agree beforehand to accept the mediator's decision. The mediator listens to both sides and suggests a solution.

## E6: Most Important Role of the Department of Labour

E6	<b>What do you think is the most important role of the Department of Labour--</b> <i>Read answer categories</i>	To provide jobs	1
		To settle conflicts between workers and employers	2
		To prevent conflicts by making rules for workers and employers	3
		All of the above	4
		Don't know / No answer	9

*When to Ask:* Ask of all RSIs.

*How to Ask:* Ask as worded on questionnaire.

*How to Mark the Questionnaire:* Circle only one category. Notice that 'All of the above' is an allowable answer. **To settle conflicts** means intervening in specific disputes in specific workplaces; **Making rules** means setting standards and regulations for labour and management, which other agencies will enforce on a case by case basis.

## E7: Plans to live or work outside South Africa

E7	<b>Do you plan to live or work outside South Africa in the next two years?</b>  'Live or work' means spending at least 6 months outside South Africa.	Yes	1
		Maybe / It depends	2
		No	3 → E9
		Don't Know / No answer	9 → E9

*When to Ask:* Ask of all RSIs.

*How to Ask:* Ask as worded on the questionnaire.

*How to Mark the Questionnaire:* Only mark one answer. To 'live or work' means spending an extended period of time (6 months or more) outside South Africa. It does not include short visits for business or tourism. If the answer is No or Don't know, skip to E9.

### E8: Main reason for leaving South Africa

E8	What would be your main reason for leaving South Africa?	To be with family or in home place	1
		Better living conditions	2
		Better working conditions or income	3
		Avoid violence or crime	4
		Other (Specify) _____	5
		Don't Know / No answer	9

*When to Ask:* Ask of all RSIs.

*How to Ask:* Ask as worded on the questionnaire. Do not read the answer categories.

*How to Mark the Questionnaire:* Mark the category that corresponds best to the respondent's answer. Circle code 5 and write in the respondent's answer if no other category applies. Only mark one answer; we want the person's main reason.

### E9: Regular financial support to others

E9	Do you give regular financial support to relatives or other people who do not live in your household?	Yes	1
		No	2 → F1
		Don't Know / No answer	9

*When to Ask:* Ask of all RSIs.

*How to Ask:* Ask as on questionnaire. If the answer is "No", move on to the next section, F1.

*How to Mark the Questionnaire:* Circle appropriate category.

*Other Information:* This question asks whether the RSI gives regular support to people who do not live with him/her in the household. This support can be given on a weekly, monthly or even annual basis as long as there is a history of providing help to these individuals. Do not count occasional gifts. Support can be in cash or in food or goods.

### E10: Amount spent on financial support

E10	On average, how much do you spend on this support per month?  <i>Include the value of food, clothes, and other non-cash support.</i>	Enter amount in whole Rands:	_ _ _ _ _ _ _ .00 999 999 = Don't know

*When to Ask:* Ask of all RSIs.

*How to Ask:* Ask as on questionnaire. Only one answer must be given; if the respondent says "It varies," ask how much they have given on average over the past year and divide by 12. If the respondent offers a percentage ("10% of my income") or provides regular help in the form of goods, help them calculate a money amount in Rands.

*How to Mark the Questionnaire:* Write in the amount in whole Rands per month. Round off to the closest Rand.

## F. HEALTH Ask for all RSIs

In this section of the questionnaire you will collect information about injuries or health conditions sustained as a result of the person's work. Ask for all RSIs.

### F1: General Health

The next questions are about your health in general, and health conditions related to work.			
F1	How would you describe your health in general? Would you say it is very good, good, average, bad, or very bad?	Very good	1 → F3
		Good	2 → F3
		Fair (OK, average, moderate)	3 → F3
		Bad	4
		Very bad	5
		Don't know / No answer	9 → F3

*When to Ask:* Ask for all RSIs.

*How to Ask:* Read the Introduction statement, and ask F1 as worded on the questionnaire.

*How to Mark the Questionnaire:* Circle the appropriate category. If the answer is any of the first three codes or Don't know, skip to F3.

*Other information:* This is a general check on how the respondent evaluates his or her own health. Do not try to guide respondents: for example, if they seem to be old and not in very good health, or seem to have handicaps or injuries, etc., do not point it out. The purpose of the question is to record how people perceive their own health, and not to find any "objective" truth about their health.

### F2: Work-related health Condition

F2	Is your health condition caused by work that you are doing now, or used to do?	Yes	1
		Partly	2
		No	3
		Don't Know / No answer	9

*When to Ask:* Ask for all those who say their health is bad or very bad (codes 4 or 5 in F1).

*How to Ask:* Ask as on questionnaire. If the respondent is unsure, probe to see if the condition was "partly" caused by work.

*How to Mark the Questionnaire:* Circle one category.

*Other Information:* The health condition could be caused by work they did a long time ago.

*Example:* A man worked on the docks when he was young and messed up his back; it still bothers him although he works in an office now. Include illnesses and disabilities that were caused by the person's work or working conditions, or by something that happened at work, such as an accident. It doesn't matter whether they got compensation for it or not.

### F3: Injury or health condition that limits RSI's ability to work

F3	Do you have an injury or health condition that limits the kind of work or amount of work you can do?	Yes	1
		No	2
		Don't Know / No answer	9

*When to Ask:* Ask for all RSIs.

*How to Ask:* Ask as on questionnaire.

*How to Mark the Questionnaire:* Circle the appropriate category.

*Other information:* Only mark Yes if the condition limits the kind of work or amount of work the person can do. Often people will have health problems, but it does not affect their work. This question applies to everyone, whether they are working now or not. The health condition could be caused by an earlier sickness, birth defect or injury; it does not have to be related to work.

#### F4: Injury or Illness related to Work

F4	<b>Did you have any injuries or illnesses that were related to work during the <u>past 12 months</u>?</b>	Yes	1
		No	2 → F6
		Have not worked in past 12 months	8 → G1
		Don't Know / No answer	9

*When to Ask:* Ask of all RSIs.

*How to Ask:* Ask as on questionnaire. The reference period is the 12 months before the date of this interview. Be sure that the respondent does not answer about an incident that occurred earlier.

*How to Mark the Questionnaire:* Circle appropriate category. If the person has worked in the past year but had no injuries or illnesses, skip to F6. If the person has not worked at all, skip to the next section, G1.

*Other Information:* An **injury or illness related to work** is a health condition that was caused by the person's work or working conditions, or by something that happened at work, such as an accident. It doesn't matter whether they got compensation for it or not, but it should be something that caused the person to miss at least one day of work.

Keep in mind that many people did not have work-related illnesses because they have not worked! Probe if necessary, and go to G1.

#### F5: Payment of medical expenses

F5	<b>Who paid for your medical expenses when you became sick or injured?</b> <i>Check all that apply.</i>	No expenses	1
		Employer	2
		Self or family	3
		Workers' Compensation / UIF	4
		Medical Aid	5
		Other (Specify) : _____	6
		Don't know / No answer	9

*When to Ask:* Ask of all RSIs who had a work-related injury or illness in the past 12 months.

*How to Ask:* Ask as on questionnaire.

*How to Mark the Questionnaire:* Mark more than one answer if needed. Under "Other" write down any response which is different from the categories listed.

*Other information:* Only count payments for medical expenses, not payment for time off work. **UIF** means the government Unemployment Insurance Fund. **Workers' Compensation** is a special type of insurance that is required for many employers to cover

costs for accidents and injuries to their employees. **Medical Aid** is 'regular' medical insurance; generally it also covers illnesses that are not work-related.

## F6: Opinions about Sick Leave

F6	<p>Here is a story, and I would like your opinion. Four colleagues at work are talking about using sick leave, even if you are not sick.</p> <p><u>The first one</u> says it's OK to use sick leave even if you're not sick, if you have something more important to do.</p> <p><u>The second one</u> says it's OK, because he is responsible for his own work, and will just have to work more later on.</p> <p><u>The third one</u> says she would not do it, because her colleagues will have to do her work <i>and</i> their work.</p> <p><u>The fourth one</u> says you shouldn't do it because the company will suffer - and if the company suffers, so do the workers.</p> <p>Which person do you agree with most?</p>	The first person	1
		The second person	2
		The third person	3
		The fourth person	4
		Don't know/ No answer	9

*When to Ask:* Ask for all RSIs.

*How to Ask:* Ask as on the questionnaire. It is complicated, so read slowly and carefully. Repeat if necessary.

*How to Mark the Questionnaire:* Circle the category -- person 1,2,3, or 4 -- whose opinion comes closest to the way the respondent thinks about it.

## G. UNEMPLOYED OR NOT ECONOMICALLY ACTIVE

Until this point you have been asking most questions to all RSIs. Beginning in section G the questionnaire branches off into different sections for people who did not work last week, were self-employed, or worked for someone else. So pay close attention to the check items at the start of each section: otherwise you may find yourself asking silly questions that do not apply to the person.

Section G is designed for people who did not work last week and were not temporarily absent from a job or business. The questions ask about the earlier work experience of the respondent.

### IC- 3: Interviewer Check

IC-3	<i>Interviewer Check:</i> Is 'Not working' (3) marked in check IC-2?	Yes	→ Ask this section
		No	→ Go to Section H

*How to Ask:* Do not ask. Check the answer recorded in IC-2 at the beginning of the RSI questionnaire.

*How to Mark the Questionnaire:* Circle the appropriate category. If Yes (the person was not working and not absent from a job), ask questions G1. If the person was working or absent from a job (1 or 2 is marked in IC-2), go straight to section H after completing this check item.



## G1: Working for Pay


Here are some questions about your earlier work experience.											
G1	When was the last time you worked for one month or more for pay? That includes working for someone else, or in your own business, or in a family business.	Enter month and year.  00 00 = Never worked → G7	<table border="1"> <tr> <td> </td><td> </td> </tr> <tr> <td colspan="2">Month</td> </tr> <tr> <td> </td><td> </td> </tr> <tr> <td colspan="2">Year</td> </tr> </table>			Month				Year	
Month											
Year											

*When to Ask:* Ask for the unemployed and those not economically active.

*How to Ask:* Read out the introductory statement, and ask G1 as worded in the questionnaire.

*How to Mark the Questionnaire:* Write down numbers for both the month and year. Use only the last two digits of the year (for example, 97 instead of 1997). In recording months, use 'leading 0's: for example, April = 04.

If the person has never worked for one month or more for pay, write "00" in both the month and year boxes and move on to question G7.

 **Note! You may wonder why we skip to item G7 (Work situation over the past year) for people who have never worked.** That is because G7 also asks about availability for work. Some RSIs -- especially younger people -- have never worked yet but are available and looking for work. We need to know who they are and the obstacles they face.

## G2: Reason for Stopping Work

G2	What was the main reason you stopped working at that time?  Circle one reason.	<table> <tr><td>Sickness, injury, disability</td><td>1</td></tr> <tr><td>Care for family / pregnancy</td><td>2</td></tr> <tr><td>Retired, old age</td><td>3</td></tr> <tr><td>Left for school or training</td><td>4</td></tr> <tr><td>Unsatisfactory wages or working conditions</td><td>5</td></tr> <tr><td>Retrenched or enterprise closed down</td><td>7</td></tr> <tr><td>Dismissed</td><td>8</td></tr> <tr><td>Seasonal or casual work / work contract ended</td><td>9</td></tr> <tr><td>Not satisfied with location</td><td>10</td></tr> <tr><td>Other reason: _____</td><td>11</td></tr> <tr><td>Don't know / No Answer</td><td>99</td></tr> </table>	Sickness, injury, disability	1	Care for family / pregnancy	2	Retired, old age	3	Left for school or training	4	Unsatisfactory wages or working conditions	5	Retrenched or enterprise closed down	7	Dismissed	8	Seasonal or casual work / work contract ended	9	Not satisfied with location	10	Other reason: _____	11	Don't know / No Answer	99
Sickness, injury, disability	1																							
Care for family / pregnancy	2																							
Retired, old age	3																							
Left for school or training	4																							
Unsatisfactory wages or working conditions	5																							
Retrenched or enterprise closed down	7																							
Dismissed	8																							
Seasonal or casual work / work contract ended	9																							
Not satisfied with location	10																							
Other reason: _____	11																							
Don't know / No Answer	99																							

*When to Ask:* Ask for the unemployed and those not economically active.

*How to Ask:* Ask as in the questionnaire. Do not read out the answers. If the person just says "I quit," probe to find out the main reason why.

*How to Mark the Questionnaire:* Circle the code that corresponds best to the respondent's answer. Mark only one category. Under "Other reason" write any reason that is not listed, and circle code 11.

### G3: Kind of Work (occupation) in Last Job

G3	<p><b>a.) What kind of work did you do in your last job?</b></p> <p>Write the person's occupation or job title. Record at least 2 words: Car sales man, Office cleaner, Vegetable farmer etc. For agricultural work, state whether for <u>own</u> use or for <u>sale</u>.</p> <p><b>b.) What were your most important tasks or duties in this job?</b></p> <p>Examples: Selling fruit, repairing watches, keeping accounts, supervising employees, feeding and watering cattle.</p>		<div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div> <div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div> <div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div> <div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div> <p style="text-align: center;">Post-coding</p>
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**When to Ask:** Ask for the unemployed and those not economically active.

**How to Ask:** Ask as in the questionnaire. Remember that this question has two parts. In (a) ask for the formal job title if they have one and (b) ask for the most important tasks or duties on the job. Use the examples in italics to help guide the respondent.

**How to Mark the Questionnaire:** Write down the respondent's occupation and any supporting information in the space provided. Try to be as specific as you can. If they were working on their own farm or garden, be sure to note if production was mostly for own use or for sale. Do not write in the boxes for post-coding; that will be filled in by the main office.

**Other Information:** **Your last job** means the most recent work the RSI did for pay or family profit, for one month or more. The person could have been an employee, self-employed, or an unpaid worker in a family business. They could have been paid in money or in goods.

This question is essentially the same as the occupation question in the Household questionnaire. For more explanation, see the manual entry for B18.

### G4: Type of business or industry at the last job

G4	<p><b>What are the main goods and services produced at that last place of work? What are its main functions?</b></p> <p><i>(Examples: Private household, Maize and beans farming mostly for own use Repairing cars, Sell food wholesale to restaurants, Retail clothing shop, Manufacture electrical appliances, , Accounting and auditing for school district, Delivering newspapers to homes,)</i></p>		<div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div> <div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div> <div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div> <div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div> <p style="text-align: center;">Post-coding</p>
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**How to Ask:** Ask as worded in the questionnaire. To get a good answer, you may need to ask what kinds of products or services the organisation produces, and whether it is wholesale or retail, or the name of the government department where the person works.

**How to Mark on the Questionnaire:** Write the type of business and any supporting information in the space provided. Try to be as specific as you can. Do not write in the post coding box; that will be filled in by the main office.

*Other Information:* As in G3, **your last place of work** refers to the most recent work you did for pay or family profit, for one month or more. The person could have been an employee, self-employed, or an unpaid worker in a family business.

This question is essentially the same as the Industry question in the Household questionnaire. For more explanation, see the manual entry for B21.

### G5: Employment Status in Last Job

G5	<b>What was your employment status in that job? Were you....?</b>  (Read answer categories)	Employee of a government agency enterprise or parastatal	1
		Employee of a private non-business organisation (NGO, church, charity, embassy)	2
		Employee of a private company or household	3
		Self-employed in any type of farm or business (with or without employees)	4
		Helping out in a family business without pay	5
		Don't know / No answer	9

*When to Ask:* Ask for all RSIs who are unemployed or not economically active.

*How to Ask:* Ask as on questionnaire. Read the answer categories.

*How to Mark the Questionnaire:* Circle only one category.

*Other Information:* **Your last job** is defined as in G3 and G4. This question is a simplified version of the Work Status item in the Household questionnaire (B23). The different levels of government are combined, and private households are combined with other types of private employer.

### G6: Receipt of Unemployment Benefits

G6	<b>What kind of benefits have you received after leaving that job?</b>  <i>Check all that apply. Include sources that the person is eligible for but has not received yet.</i>	1=Yes 2=No 9= Don't Know / No Answer			
		Unemployment Insurance fund (UIF)	1	2	9
		Retrenchment pay from former employer	1	2	9
		Training paid for by former employer	1	2	9
		Other: _____	1	2	9

*When to Ask:* Ask for all RSIs who are unemployed or not economically active.

*How to Ask:* Ask as on questionnaire. Read the answer categories, marking Yes or No for each. As it says in the question, be sure to include employment benefits that the person qualifies for, even if they have not received any money yet.

*How to Mark the Questionnaire:* Mark Yes or No for each possible source. If they received no benefits at all, simply mark 2 for each of the listed categories. If the person has any other sources not listed, circle 1 under "Other" and write it down; otherwise, mark 2.

*Other information:* **Retrenchment pay** is usually a lump sum of money -- for example, 3 months' wages -- that a person may receive from the employer when they leave the job.

## G7: Work Situation this past Year

G7	Many people move in and out of the labour market. This question is about your work situation over the past year.						1 = Worked the whole month 2 = Worked part month, and available for more. 3 = Worked part month and <u>not</u> available for more 4 = Did not work at all, but available for work 5 = Did not work at all, and <u>not</u> available for work 9 = Don't know	
	<b>In ____[month], did you work the whole month, part of the month, or not at all?</b>	<u>1999</u>						
	<i>Whole month → Code 1</i>	<b>September</b>	1	2	3	4	5	9
		<b>August</b>	1	2	3	4	5	9
	<i>Part month: In ____[month] were you <u>available</u> for more work during most of days when you were not working?</i>	<b>July</b>	1	2	3	4	5	9
		<b>June</b>	1	2	3	4	5	9
		<b>May</b>	1	2	3	4	5	9
	<i>Yes, available → Code 2</i>	<b>April</b>	1	2	3	4	5	9
	<i>No, not available → Code 3</i>	<b>March</b>	1	2	3	4	5	9
		<b>February</b>	1	2	3	4	5	9
	<i>Did not work: In ____[month] were you <u>available</u> for work during most of the month?</i>	<b>January</b>	1	2	3	4	5	9
		<u>1998</u>						
	<i>Yes, available → Code 4</i>	<b>December</b>	1	2	3	4	5	9
	<i>No, not available → Code 5</i>	<b>November</b>	1	2	3	4	5	9
	<i>Temporary absences from work (holidays, sick leave) count as work.</i>	<b>October</b>	1	2	3	4	5	9

Some people move in and out of the labour market, spending short periods of time as casual or seasonal workers and resting in between times. Other people may leave a job and spend some time doing other things before starting work again. The purpose of this question is to get a rough snapshot of such patterns over the past year.

**When to Ask:** Ask for all RSIs who are unemployed or not economically active.

**How to Ask and Mark the Questionnaire:** Read the introduction statement ("Many people move in and out..."). Then start with the most recent month and ask the first question, inserting the name of the month and the year if needed. For example, "*In September of this year, did you work the whole month, part of the month, or not at all?*"

**Worked the whole month:** If they worked the whole month (not including normal weekends, holidays, etc.), simply circle code 1 and move on to the previous month.

**Worked part of the month:** If the respondent says they only worked for part of the month (not counting weekends, sick leave, holidays, etc.), ask the second question:

*"In [month] were you available for more work during most of days when you were not working?"*

Sometimes people are studying, taking care of the family, etc. and could not work even if the opportunity came up. If they were available for more work most of the month, code 2 for that month. If they were not available, code 3.

**Didn't worked at all that month:** If the respondent answers the first question by saying they did not work at all that month, ask the third question: *"In [month] were you available for more work during most of the month?"* If they were available for work most days of that month, code 4. If they were not available, code 5.

One code must be marked for each month.

**Other information:** The reference period is each of the twelve months prior to the interview. You will cover the months backwards, because that helps many people remember better.

As in section B, **work** can be full time or part time, but does not include normal domestic chores.

#### IC-4: Interviewer Check

IC-4	<i>Interviewer Check:</i> Was the person <b>available for work</b> at any time last year? (Code 2 or 4 marked in any part of G7)	Yes No	→ Ask G8 → End Questions
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*How to Ask:* Do not ask. Look at Item G7 (carefully!) and check if the respondent was available for work or for more work in **any** month (codes 4 or 2). If Yes, continue with G8. If the person was never available for work during the past year, do not ask questions G8 to G10. End the interview.

*How to Mark the Questionnaire:* Circle Yes or No. Follow the skip patterns.

#### G8: Obstacles in finding work

G8	<b>What are the biggest obstacles you have faced in trying to find work?</b>  <i>Do NOT read answer categories.</i> <i>Mark up to 2 reasons.</i>	No obstacles Difficult to get information about employment Few employment opportunities in this area My education or job skills don't fit available jobs Don't have personal connections Discrimination due to age, race, nationality or gender Don't have proper working or residence papers No resources to start my own enterprise Other: _____ Don't Know / No answer	1 2 3 4 5 6 7 8 9
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*When to Ask:* RSIs who were available for work in the past year (Yes marked in IC-4).

*How to Ask:* Read the question as worded. Do not read the answer categories. Listen to the respondent's answers and probe if necessary to make sure you are coding them correctly.

*How to Mark the Questionnaire:* Circle up to two categories. If they mention more than two obstacles, ask which are the two most important ones. Under "Other" circle code 8 and write down any response that does not fit into the listed categories.

#### G9: Important Factors when Job-seeking

G9	<b>What are the two most important factors you consider when looking for a job?</b>  <i>Do not read answer categories.</i> <i>Mark up to two answers.</i>	Wages or income Fringe benefits (medical, pension, etc.) Working conditions Interesting work / Opportunity to use skills or training Career prospects or chances for promotion Job security Fitting in with family responsibilities Location No criteria: will take any job Other (specify): _____ Don't Know / No answer	1 2 3 4 5 6 7 8 9 10 99
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*When to Ask:* RSIs who were available for work in the past year (Yes marked in IC-4).

*How to Ask:* Read the question as worded. Do not read the answer categories. Listen to the respondent's answers and probe if necessary to make sure you are coding them correctly.

*How to Mark the Questionnaire:* Mark up to two categories. If they mention more than two factors or criteria, ask which two are the most important. Under "Other" circle code 10 and write down any response that is not listed.

## G10: Minimum Wage to Accept a Job

G10	<p><b>What is the minimum wage level at which you would accept a job?</b></p> <p><i>If the person does not want a job at all, code '000 000'.</i></p>	<p><b>Enter amount in Rand:</b></p> <p>Is that figure: 1 = per hour 2 = per day 3 = per week 4 = per month 5 = per year</p>	<table border="1"> <tr> <td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td> </tr> <tr> <td colspan="8">999 999 = Don't know</td> </tr> <tr> <td>1</td><td colspan="7"></td> </tr> <tr> <td>2</td><td colspan="7"></td> </tr> <tr> <td>3</td><td colspan="7"></td> </tr> <tr> <td>4</td><td colspan="7"></td> </tr> <tr> <td>5</td><td colspan="7"></td> </tr> </table>									999 999 = Don't know								1								2								3								4								5							
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*When to Ask:* RSIs who were available for work in the past year (Yes marked in IC-4).

*How to Ask:* Ask as worded in questionnaire. We are looking for the lowest wage that the person would accept to take a job. Ask whether the wage is per hour, per week, etc.

*How to Mark the Questionnaire:* Write down the amount in figures and circle one code to specify the pay period. If the person really does not want a job at all, write 000 000 in the answer boxes and leave the pay period blank. We are not interested in silly answers like "10,000 Rands per hour." If they would accept a job but can not give any wage figure, write 999 999.

→ End RSI Interview.

If the person did not work and was not absent from a job last week, this completes the RSI interview. Thank the RSI and other household members. Fill in the language of the RSI interview on the last page, and leave.

## H. WORKING CONDITIONS

All RSIs who were working or temporarily absent last week

Section H applies to everyone who worked last week or was temporarily absent. That includes employees, the self-employed, people working on their own farms and unpaid workers in family businesses.

### IC-5: Interviewer Check

IC-5	<p><i>Interviewer Check:</i> Is 'Not working' (3) marked in check IC-2?</p>	<p>Yes No</p>	<p>→ End questionnaire → Ask this section</p>
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*How to Ask:* Do not ask. Check in IC-2 if the respondent is working or was temporarily absent from work last week.

*How to Mark the Questionnaire:* Mark the appropriate category. If Yes (the RSI is not working), do not ask any further questions. This check is just a safety measure in case you missed the → End RSI Interview instruction above.

## H1: Means used to get the main job


Now I want to ask some questions about your <b>main activity</b> . That is the job, business or work activity where you usually work the most hours per week			
H1	By what means did you get this job?	Through family / joined or took over family enterprise	1
		Through friends or relatives	2
		Established own shop or enterprise	3
		Waited / registered at employment agency, labour broker, trade union	4
		Enquired at workplaces, farms, factories or called on employers directly	5
		Placed or answered advertisements	6
		Placed by temporary employment agency	7
		Through government or NGO employment program	8
		Waiting at the street-side	9
		Was approached by the employer	10
		Other (specify): _____	11
		Don't know / no answer	99

*When to Ask:* Ask for all respondents who are working or were absent last week.

*How to Ask:* First read the introductory statement on the questionnaire. All the questions refer to the respondent's main job or activity, so don't skip over it. Then ask H1 as it is worded on the questionnaire. Do not read out the answer categories. Instead, code the category that best fits the respondent's answer.

*How to Mark the Questionnaire:* Circle only one category. Write out 'Other' answers and circle code 10.

*Other information:* The **main job** is the job or work activity recorded in section B of the Household questionnaire. It does not have to be a regular formal job

 **If you have any doubts, review the answers in B18 to B36 to make sure you are talking about the same job! Change Section B if necessary.**

## H2: When began work with this employer or business

H2	When did you begin working for this employer, or in this business?	Enter month and year. 00 00 = Uncertain	<div> <div>Month</div> <div>Year</div> </div>	03 97 or earlier → H4  04 97 or later → H3
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*When to Ask:* Ask for all respondents who are working or were absent last week.

*How to Ask:* Ask as on questionnaire.

*How to Mark the Questionnaire:* Write in codes for the month as well as the year in which they started the job. For months, use leading 0's if needed: e.g. September = 09.

*Other information:* We want to know when the person started with the **present employer**, not when they started their present job or type of work.

Also be especially careful about the skip instruction here. If the person started in March 1997 or earlier, skip to H4. If the answer is April 1997 or later, continue with H3.

### H3: Questions asked at Job Interview

H3	<b>In your job interview or when you were first hired, did your employer ever ask for information about...</b>	1= Yes 2= No 3 = Self-employed or family business 9= Don't know / No answer			
		Your general health status?	1	2	3 9
		HIV status?	1	2	3 9
		Pregnancies or number of children?	1	2	3 9

*When to Ask:* Ask for those respondents who answered April 1997 or later in H2.

*How to Ask:* Ask the lead-in question, and then ask each sub-question separately, pausing to record a Yes, No, or other answer.

*How to Mark the Questionnaire:* Circle Yes or No for each item. Clearly this question does not make sense if the person is self-employed or in a family business. In that case, mark code 3.

*Other Information:* In H3 the respondent is asked about the types of information asked by the employer when they were first hired. After March 1997, legislation prohibited employers from asking this information to screen prospective job-seekers.

### H4: Eligibility for bonuses etc.

H4	<b>In this job, are you eligible for-</b>	1=Yes 2=No 9= Don't Know / No Answer			
	<i>Read answer categories. Circle Yes or no for each.</i>	13 <sup>th</sup> cheque?	1	2	9
		Bonuses or commissions based on your job performance?	1	2	9
		Share participation or profit-sharing schemes?	1	2	9
		Other types of bonus or extra payments?	1	2	9

*When to Ask:* Ask for all respondents who are working or were absent last week.

*How to Ask:* Ask the lead-in question, and then ask each sub-question separately, pausing to record an answer.

*How to Mark the Questionnaire:* Circle Yes or No for each answer. It does not matter whether the RSI has actually received any bonuses recently; the question is whether they are eligible for such bonuses as part of their job.



## H5: Access to benefits

H5	<p><b>In this job, do you have access to --</b></p> <p><i>Read answer categories. Circle Yes or no for each.</i></p> <p><i>Record weeks or amounts in the boxes as needed.</i></p> <p><i>For weeks of leave, Don't know = 99.</i></p> <p><i>For overtime amounts, Don't know = 9,99.</i></p>	<p>1=Yes 2=No 9= Don't Know / No Answer</p> <p>Paid holidays? 1 2 9</p> <p>Paid vacation or annual leave? 1 2 9</p> <p>(If Yes-) How many weeks paid leave per year?  __ _ _ </p> <p>Paid sick leave 1 2 9</p> <p>(If Yes-) How many weeks paid sick leave per year?  __ _ _ </p> <p>Paid maternity leave? 1 2 9</p> <p>(If Yes-) How many weeks maternity leave per year?  __ _ _ </p> <p>Special payment for overtime, night or weekend work? 1 2 9</p> <p>(If Yes-) How much extra do you get for work beyond normal hours?  __ _ ,  __ _ _ </p> <p>(If Yes-) How much do you get for night work?  __ _ ,  __ _ _  <i>Leave blank if no special pay</i></p> <p>(If Yes-) How much for weekend work?  __ _ ,  __ _ _  <i>Leave blank if no special pay</i></p> <p>(Record as a <b>percentage</b> of regular pay: For example, time and a half = 1.50.)</p>	
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**When to Ask:** Ask for all respondents who are working or temporarily absent from work.

**How to Ask:** Ask the lead-in question. Then read out the answer categories one by one and wait for a response.

**How to Mark the Questionnaire:** Follow the instructions in italics. Circle Yes or No for each answer, and record the number of weeks or pay rates in the boxes provided. If a 'box' answer does not apply -- for example, the person gets no maternity leave -- leave it blank. If necessary, use 99 or 9,99 to record Don't know answers.

If the person receives some special payment for overtime, night or evening work, record it as a percentage of regular pay. If for example people are paid R10 per hour and R15 for overtime hour, you need to record 1,5.

In a few cases, people will receive a bonus for night work rather than time-and-a-half or some other percentage. If that happens, convert the bonus into an approximate percentage as indicated above. For example, some may get an extra R20 in total for a night shift on top of the ordinary hours he/she may get for a normal day shift. If that night shift is 8 hours you divide  $R20 : 8 = R2,50$  extra per hour. If the normal wage for day shifts is R10 per hour, the night shift will be paid 1,25 of the normal wage, so mark |\_1\_|, |\_2\_|\_5\_| in the box for night work.

**Other information:** It does not matter whether the person has actually taken any leave recently; the question is whether they are eligible for leave or special pay rates as part of the job.

## H6: Entitlement to other fringe benefits

H6	<b>Are you entitled to any other fringe benefits from this job, such as...?</b>  <i>Read answer categories.</i> <i>Circle Yes or no for each</i>	1=Yes 2=No 9= Don't Know / No Answer			
		Retirement pension or Provident Fund?	1	2	9
		Subsidised medical care or Medical Aid?	1	2	9
		Life insurance?	1	2	9
		Free or subsidised housing?	1	2	9
		Free or subsidised car?	1	2	9
		Other free or subsidised transport?	1	2	9
		Meals or food?	1	2	9
		Education assistance?	1	2	9
		Free or subsidised child care?	1	2	9
		Funeral benefits?	1	2	9
		Telephone, newspaper or computer subsidy?	1	2	9
		Other (specify): _____	1	2	9

*When to Ask:* Ask for all respondents who are working or temporarily absent from work.

*How to Ask:* Ask the lead-in question, and then ask each sub-question separately, pausing to record an answer.

*How to Mark the Questionnaire:* Circle Yes or No for each benefit. In Other write down any other benefits mentioned which are not included in the answer categories and mark 1 (Yes).

## H7: Working Schedule

H7	<b>Which working schedule best describes your situation?</b>  <b>Is it .....</b> <i>Read answer categories.</i>	Normal day shift (6 a.m. - 6 p.m.)	1
		Evening or night shift (after 6 p.m. or before 6 a.m.)	2
		Rotating shift with evening or night work on a regular basis	3
		Other work schedule	4
		Don't Know / No Answer	9

*When to Ask:* Ask for all respondents who are working or temporarily absent.

*How to Ask:* Ask as on the questionnaire. Take care to read all the working schedules before recording an answer.

*How to Mark the Questionnaire:* Circle only one category.

*Other information:* The purpose of this question is to distinguish respondents who have a "normal" work schedule, from those who work at irregular hours and on various shift schedules. If the respondent's exact schedule varies, ask the him or her to choose the category that applies most often. Working hours does not include time spent going to work or coming back.

**Normal day shift** means the person's entire work day normally takes place between 6 a.m. and 6 p.m.

Mark **Evening or night shift** if the person normally works any hours before 6 a.m. or after 6 p.m. Examples: 5:00 a.m. to 3 p.m.; noon to 8:00 p.m.

**Rotating shift** means that the person alternates between different day / evening/ night shifts according to some schedule. Code 4 covers other "normally irregular" work schedules.

## H8: Exposure to unfavourable working conditions

H8	In your main job, are you <u>normally</u> exposed to any of the following?	1=Yes 2=No 9= Don't Know / No Answer		
	Air pollution (dust, smoke, gas, fumes)?		1 2 9	
	Too much dampness or water?		1 2 9	
	Too much heat?		1 2 9	
	Too much cold?		1 2 9	
	Air that is too dry?		1 2 9	
	Too much noise?		1 2 9	
	Bad light conditions?		1 2 9	
	Poorly ventilated working environment?		1 2 9	

*When to Ask:* Ask for all respondents who are working or were absent last week.

*How to Ask:* Ask as on the questionnaire. Read all the answer categories one by one and a record a response for each.

*How to Mark the Questionnaire:* Circle Yes or No. Let the respondent decide what qualifies as 'too much' noise, cold, etc.

## H9: More unfavourable Working Conditions

H9	Do you <u>regularly</u> work:	1 = Yes 2 = No 9 = Don't Know / No Answer		
	Exposed high above or below ground level?		1 2 9	
	In close contact with dangerous machines?		1 2 9	
	In close contact with chemically hazardous materials?		1 2 9	
	In close contact with inflammable or explosive materials?		1 2 9	
	In front of a computer screen for more than four hours a day?		1 2 9	

*When to Ask:* Ask for all respondents who are working or were absent last week.

*How to Ask:* Ask as on questionnaire. Read all answer categories. Put emphasis on "regularly" to exclude exposure that may be very occasional.

*How to Mark the Questionnaire:* Circle Yes or No for each. These items are designed to measure regular exposure to a variety of pollutants or health hazards in the workplace.

## IC-6: Interviewer Check

IC-6	Interviewer Check: Is 'Yes' (1) marked on any item in H9?	Yes No	→ H12
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*When to Ask:* Ask for all respondents.

*How to Ask:* Do not ask, but check H9 for Yes answers.

*How to Mark the Questionnaire:* Circle a Yes or No in IC-6. If one or more Yes answers were marked in H9, continue with H10, which deals with protective equipment. If H9 is all No, skip to H12.

## H10: Availability of Protective Clothing or Equipment

H10	Do you have <u>protective</u> equipment or clothing available at work?	Yes No Don't Know / No answer	1 2 9	→ H12 → H12
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**When to Ask:** Ask for all respondents who are exposed to at least one of the hazards mentioned in H9.

**How to Ask:** Ask as on the questionnaire.

**How to Mark the Questionnaire:** Circle the appropriate category. If no protective equipment is available, skip to H12.

**Other information:** Examples of protective equipment are security belts or special 'fences' built to protect construction workers from falling down while performing duties high above ground level; gloves or suits to hinder hazardous chemicals to reach your skin; masks to protect your head and face from chemicals or inflammable materials. Special shoes or boots are made to protect from dangerous objects such as knives, axes and heavy stones. Computer screens may have filters to block dangerous radiation.

### H11: Actual use of Protective Clothing or Equipment

H11	<b>Do you actually <u>use</u> this protective equipment?</b>  <i>If yes, probe: How often do you use it -- regularly, sometimes, or not usually?</i>	Yes, regularly	1
		Yes, sometimes	2
		Not usually	3
		Don't Know / No answer	9

**When to Ask:** Ask for all respondents who are exposed to at least one of the hazards mentioned in H9.

**How to Ask:** Ask as on the questionnaire. If Yes, probe "How often do you use it -regularly, sometimes, or not usually?".

**How to Mark the Questionnaire:** Circle one category.

### H12: Refusal to perform a Dangerous Task

H12	<b>If you were asked to perform a dangerous task at work, could you refuse to do it?</b>	Generally Yes	1
		Generally No	2
		Not sure / It depends	3
		No Answer	8

**When to Ask:** Ask for all respondents who are working or were absent during the past week.

**How to Ask:** Ask as on the questionnaire. If needed, explain that 'refuse' means refuse to do it without getting disciplined or dismissed by the employer.

**How to Mark the Questionnaire:** Circle the appropriate category.

### H13: Exposure to physical stress and dirt

H13	<b>I will now read a list of some common working conditions. Please say if they apply to your work often, sometimes or never. Do you often, sometimes or never:</b>	1 = Often 2 = Sometimes 3 = Never 9 = DK / NA			
	Manually lift heavy things at work?	1	2	3	9
	Work in a bent, stretched or in any uncomfortable or unnatural position?	1	2	3	9
	Perform work which involves repetitive or monotonous movements?	1	2	3	9
	Become very dirty at work, from grease, paint etc.?	1	2	3	9

*When to Ask:* Ask for all respondents who are working or were absent last week.

*How to Ask:* Read the lead-in question and each sub-question one by one. Start each sub-question with "Do you often, sometimes or never...?"

*How to Mark the Questionnaire:* Circle one category for each.

#### H14: Exposure to Threats, Violence, Harassment etc

H14	During the past year have you been subjected to any of the following in your job?  <i>After each, ask "Often, sometimes, or never?"</i>	1 = Often 2 = Sometimes 3 = Never 9 = DK / NA	
		Threats or bullying?	1 2 3 9
		Violence?	1 2 3 9
		Sexual harassment?	1 2 3 9
		Crime?	1 2 3 9

*When to Ask:* Ask for all respondents who are working or were absent last week.

*How to Ask:* Read the lead-in question and each sub-question one by one. As needed, repeat the answer categories "often, sometimes or never...?"

*How to Mark the Questionnaire:* Circle one category for each.

*Other information:* **Have you been subjected to..** means that the threats, violence etc. has happened to the RSI personally, not to other people at work. '**In your job**' includes events at the workplace, on the company grounds, or at work-related social functions. The **past year** means the past 12 months. **Threats or bullying** can be verbal only, and not involve physical violence; **violence** does involve some harmful physical action. **Crime** includes offers to engage in stealing or white-collar crime as well as thefts, assault and other criminal actions against the RSI.

#### H15: Feeling of Exhaustion

H15	Do you normally feel exhausted or tired at the end of the day?	Yes, exhausted Yes, tired No Don't Know / No answer	1 2 3 9
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*When to Ask:* Ask for all respondents who are working or were absent last week.

*How to Ask:* Ask as on questionnaire. Put emphasis on being "exhausted;" "tired" means significantly tired!.

*How to Mark the Questionnaire:* Mark one answer.

#### H16: Self-control over Work Performance

H16	To what extent can you decide yourself how to perform your job or tasks? Is it . . . .  <i>Read answer categories.</i>	To a great extent To a certain extent To a very limited extent Not at all Don't Know / No answer	1 2 3 4 9
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*When to Ask:* Ask for all respondents who are working or were absent last week.

*How to Ask:* Ask as on questionnaire. Read all answer categories before recording an answer.

*How to Mark the Questionnaire:* Circle only one category. The intent of the question is to see how much control the person has over the timing or scheduling of his or her own work, the sequence of activities, how they are done, etc.

### H17: Learning new Skills or Knowledge on the job

H17	<b>How often do you have the chance to acquire new skills or new knowledge in your work? Is it . . . . .</b>  <i>Read answer categories.</i>	Never	1
		Seldom	2
		Sometimes	3
		Regularly	4
		Don't Know / No answer	9

*When to Ask:* Ask for all respondents who are working or were absent last week.

*How to Ask:* Ask as on questionnaire. Read all answer categories.

*How to Mark the Questionnaire:* Circle one category.

### H18: Possibility of Job Loss

H18	<b>Do you think you might lose your job during the next two years, due to closures, retrenchments, or for some other reason?</b>	Yes, due to closures or retrenchments	1
		Yes, for other reasons	2
		No	3
		Don't Know / No answer	9

*When to Ask:* Ask for all respondents who are working or were absent last week.

*How to Ask:* Ask as on questionnaire.

*How to Mark the Questionnaire:* Circle the appropriate category.

### H19: Level of Job Satisfaction

H19	<b>This question asks how you feel about some aspects of your job.</b>  <b>We use a scale from 1 to 4.</b>  <b>1 means that you are <u>not</u> satisfied at all.</b> <b>2 is mostly <u>un</u>-satisfied,</b> <b>3 is mostly satisfied, and</b> <b>4 means that you are completely satisfied.</b>	<b>In your main job or business, how satisfied are you with your--</b>   Your Earnings? Job security? Type of work? Opportunities to use your skills or education? Working times (day/ night / shift)? Working conditions or environment? Distance to the job?	1 = Not satisfied at all 2 = Mostly <u>un</u> -satisfied 3 = Mostly satisfied 4 = Completely satisfied 9 = Don't know / No answer				
			1	2	3	4	9
			1	2	3	4	9
			1	2	3	4	9
			1	2	3	4	9
			1	2	3	4	9
			1	2	3	4	9
			1	2	3	4	9
			1	2	3	4	9
			1	2	3	4	9

*When to Ask:* Ask for all respondents who are working or were absent last week.

*How to Ask:* Read the introduction and explain the answer scale, following the text in the left-hand box. Then read the lead-in question (*In your main job...*) and ask the sub-questions one by one. You will probably need to repeat the answer categories.

*How to Mark the Questionnaire:* Circle a code from 1 to 4 for each answer.

## H20: Second job or business

H20	In addition to your main activity, do you have another job or business?	Yes No Don't Know / No answer	1 2 → Next section 9 → Next section
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*When to Ask:* Ask for all respondents who are working or were absent last week.

*How to Ask:* Ask as worded and circle one code. If no second job or business, skip to check item IC-7 at the beginning of the next section.

*Other information:* Although we ask about different work activities in the Household questionnaire, it is not always possible to distinguish multiple jobs from that information. Questions H20 and H21 ask about second jobs directly.

**Job or business** is defined very broadly. It includes full time or part time employee jobs, any informal or family enterprises that earn money, and unpaid work in family businesses. Mark Yes even if the person was temporarily absent and did not work at the second job or business last week. If the person worked in two distinct family enterprises (such as driving a taxi and raising chickens), consider it two jobs. However, if it is basically the same enterprise (such as a farm raising chickens and growing crops) count it as one job.

## H21: Employment status in the second job

H21	In this other activity are you working for someone else, self-employed in any kind of farm or business, or helping in a family business without pay?	Working for someone else for pay Self-employed in any type of farm or business (with or without employees) Helping out in a family business without pay Don't Know / No answer	1 2 3 9
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*When to Ask:* Ask for all respondents who had a second job or business.

*How to Ask:* Ask as worded and circle one code

*Other information:* See instructions for item B19. Category 2 in this question combines B19 answer categories 2 and 3.

# I. OWN-ACCOUNT WORKERS AND EMPLOYERS

Ask this section to people who work for themselves or with partners, or who employ others in businesses they own. Include owners and partners in family-owned enterprises, but not unpaid family workers; they are covered in section J. If this section does not apply to the respondent, fill out IC-7 and go on to section J.

Keep in mind the Mesebetsi's broad definition of self-employment. Some of the questions use the word **business**, but that is just for convenience. We are really talking about any enterprise, large or small, that sells goods or services for the market or provides subsistence for the family. So if the RSI is only doing subsistence farming, record it here; but make sure you have noted that it is 'mostly for home use' in question B18!

## Check item IC-7

IC-7	Interviewer Check: Is 'Employer or self-employed' (2) marked in check IC-2 ?	Yes No	→ Ask this section → Go to Section J
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*How to Mark the Questionnaire:* Check to see what you have recorded in item IC-2 at the start of the RSI questionnaire. If code 2 is marked there, circle Yes and proceed with section I. Otherwise circle No and skip to section J.

### I 1: When enterprise started operating

<i>Here are some questions for people who work for themselves or employ others. I want to ask about the _____ enterprise we talked about a few minutes ago [main activity reported in Sect. B].</i>			
I 1	<b>When did this business first start operating?</b>	Record year  _1_ _9_  :	_ _ _

*When to Ask:* RSIs who are self-employed or employers.

*How to Ask:* Read the Introduction, and refer to the enterprise that was reported in Section B. Then ask I 1 as worded in the questionnaire.

*How to Mark the Questionnaire:* Record the year when the business started. Write only the last two numbers of the year.

*Other information:* **Started operating** means the year when this enterprise started producing goods, or got its first orders or sales. Do not count preparation time spent in constructing buildings, getting financing or licenses, etc.

### I 2: Number of months business has operated in the past 12 months

I 2	<b>Out of the past 12 months, how many months has this business operated?</b>	Number of months:	_ _ _
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*When to Ask:* RSIs who are self-employed or employers.

*How to Ask:* As worded on the questionnaire.

*How to Mark the Questionnaire:* Fill in the number of months on the space provided. Use leading zeros if the number is less than 10: for example, '03' for March.

*Other information:* Many small enterprises operate seasonally, or on an on-again, off-again basis. In this item we want to measure how much of the time it is actually functioning (i.e. making or selling, providing services etc.), even if it operates only a few hours per week.

*Example:* Sonja started selling home-brewed beer 11 months ago, did it for about three months, stopped, and just started operating again last month. Number of months = '04.'

### I 3: How the enterprise was acquired

I 3	<b>How did you acquire this business?</b> <i>Circle one answer. Read the answer categories if needed.</i>	Started it myself, or along with others	1
		Inherited / took over from family	2
		Purchased	3
		Rent the business from someone else	4
		Other (Specify) : _____	5
		Don't Know / No answer	9

*When to Ask:* RSIs who are self-employed or employers.

*How to Ask:* As worded on the questionnaire. Many respondents will be able to give a clear answer immediately; but if they are not sure, read the answer categories.



*How to Mark the Questionnaire:* Circle only one answer. If the respondent's answer does not fit into categories 1 to 4, write it in the space provided and circle code 5.

*Other information:* Sometimes you will get **more than one answer**. For example, "I took it over from my father, but built up the business myself." In such cases record the original way they got the business, or part of it. In this case, you would mark category 1. If there were several partners, and they acquired the business in different ways, focus on how the RSI acquired his/ her share.

To **purchase** the business is to pay someone (in money or goods) for ownership or control. In practical terms that can mean buying the land, buildings or equipment; buying a customer list or the rights to sell in a particular area; buying shares; or buying a franchise for a chain store or restaurant. It is also quite common to purchase or "buy out" the shares of other family members who have jointly inherited a business. If the person inherited part of the business and purchased the rest at roughly the same time, ask if it was mostly purchased or mostly inherited.

**Rent the business from someone else:** In some cases a person or group of partners will pay an ongoing rent for the business. The rent usually covers the building, basic equipment, and rights to the business's customers or territory. Do not mark this if the respondent simply rents the space where the enterprise is located.

#### I 4: Sources of start-up capital

I 4	<b>What sources of money or capital did you have in starting this business?</b>  <i>After each answer, probe "Anything else?" Check all that apply.</i>	None	1
		Own savings and earnings	2
		Family or friends	3
		Commercial loans	4
		Government or NGO program	5
		Other (specify): _____	6
		Don't Know / No answer	9

*When to Ask:* RSIs who are self-employed or employers.

*How to Ask:* Ask as worded on the questionnaire. After each answer, probe "Anything else?"

*How to Mark the Questionnaire:* Circle all answers that apply. If an answer is not covered in the existing categories, write it in under 'Other'.

*Other information:* ...**In starting this business:** 'Starting' can also include capital to buy or take over the business. **Capital** is money (or sometimes goods) that is used to invest in land, equipment, inventory for sale, start-up costs, or purchasing a business.

**None:** Mark this if the business did not require any real capital to start up. For example, if a person offers services as a self-employed security guard, it is possible that no capital was needed to start the enterprise.

**Own savings and earnings:** The person used his or her own money, or re-invested profits from the business.

**Family or friends:** The person used savings or earnings from other private individuals or households. It could be in the form of a gift, or equity investment (where the investor gets an ownership share of the business) or a loan.

**Commercial loans:** This refers to formal loans from a 'regular' private bank or credit institution.

**Government or NGO program:** Mark this if the person obtained 'soft' or subsidised loans, grants, or other financing from a program designed to help new or small businesses. The program or institution could be operated by a government agency at any level, a non-governmental institution or charity, or an international organisation. That includes 'savings clubs' run by such programs.

**Other:** Examples: Private savings clubs, syndicates, shares sold to the public, other forms of financing not listed above. Describe it as fully as you can here.

## I 5: Where business skills were learned

I 5	<p><b>Where did you <u>mostly</u> get the skills or experience to run this enterprise?</b></p> <p><i>Circle one answer. Read the answer categories if needed.</i></p>	<p>Taught myself</p> <p>Learned in family business</p> <p>Formal training in school, technikon, etc.</p> <p>Government or NGO training program</p> <p>Experience working for a small business</p> <p>Experience working for a large business</p> <p>Other (Specify): _____</p> <p>Don't Know / No answer</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7</p> <p>9</p>
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*When to Ask:* RSIs who are self-employed or employers.

*How to Ask:* As worded on the questionnaire. Many respondents will be able to give a clear answer immediately; but if they are not sure, read the answer categories.

*How to Mark the Questionnaire:* Circle only one answer. If the respondent gives several answers, ask for the main or most important source of skills/ experience. If the answer is not on the category list, write it in the space provided under 'Other'.

*Other information:* **Small business** is a workplace with less than 20 employees.

## I 6: Satisfied with size or earnings

I 6	<p><b>Are you satisfied with the size or earnings of the enterprise now, or do you want to expand?</b></p>	<p>Not satisfied; want to expand</p> <p>Satisfied now, do not want to expand</p> <p>Don't Know / No answer</p>	<p>1</p> <p>2 → I 8</p> <p>9 → I 8</p>
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*When to Ask:* RSIs who are self-employed or employers.

*How to Ask:* As worded on the questionnaire..

*How to Mark the Questionnaire:* Circle the appropriate answer code. If they would like to expand, continue with question I 7; otherwise skip to I 8.

*Other information:* The purpose of the question is to identify enterprise owners who would like to expand. That can mean increasing the sales or the number of employees, including family members. Do not assume that all business people want to expand; many are happy with the enterprise as it is.

## I 7: Obstacles to expanding

I 7	<b>To expand, what are the biggest obstacles or problems you face?</b>  <i>Mark up to 2 answers.</i>	Money or Capital	1
		Markets	2
		My own lack of education, skills, experience	3
		Labour / skilled labour	4
		Machinery, technology	5
		Land or Raw materials	6
		Transport	7
		Legal barriers	8
		Other (Specify) : _____	9
		Don't know / No answer	99

**When to Ask:** RSIs who are self-employed or employers.

*How to Ask:* As worded on the questionnaire. Listen to the respondent's answers and mark the appropriate codes. Do not read out the answer categories. If the RSI gives more than two answers, ask which two obstacles are most important.

*How to Mark the Questionnaire:* Mark up to 2 answers. If the answer does not appear on the categories listed, write it down in the space provided ('Other/ specify').

Other information:

**Capital** means a lack of money to invest in land, buildings, inventory, equipment, or working capital. **Markets** refers to problems getting customers, advertising, and similar things. **Labour** means they can not get workers at acceptable wages, or the right kind of workers, and similar. **Raw materials** refers to things that the business must buy (other than equipment) to make or sell something. For the retail sector, it includes problems in obtaining goods from wholesalers. **Legal barriers** refers to all forms of regulation and laws which limit what the business can do.

## I 8: Profit from the enterprise

18	<p><b>a. On average, how much income or profit do you make from this enterprise, after expenses?</b></p> <p><i>Expenses' includes VAT and other business taxes, but does not include personal income tax.</i></p>	<p><i>Enter amount in whole Rands</i></p> <div style="text-align: right;">  _ _ _ _ _ _ _ _ _ _ . 00  999 999 = Don't know </div>
	<p><b>b. Is that figure:</b></p> <p><i>Circle One:</i></p>	<p>1 = per week      1</p> <p>2 = per month    2</p> <p>3 = per year       3</p>

**When to Ask:** RSIs who are self-employed or employers.

**How to Ask:** As worded on the questionnaire. Tell the respondent that the answer should include VAT and other business taxes but should not include personal income tax. Basically we are interested in the profit that this person takes from the business per week, month or year, after expenses. If it varies a lot, ask for an estimate of average profit over the past 12 months.

*How to Mark on the Questionnaire:* In part 'a' fill in the amount (or a good estimate) in whole Rand. Try your best to avoid Don't know answers. In part 'b' don't forget to circle the code which tells us whether the profit is per week, month or year.

## I 9: Total value of equipment or stock

I 9	What is the total value of equipment or stock that you need to run this business or farm? (How much would it cost to replace if it were stolen?)	<p>Enter amount in whole Rands</p> <p>  _ _   _ _   _ _   _ _   _ _ .00  9 999 999 = Don't know </p>
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*When to Ask:* RSIs who are self-employed or employers.

*How to Ask:* Ask as worded on the questionnaire, including the part in parentheses. If needed, help the respondent add up the value of equipment and stock; see instructions below. **Do not count the value of land and buildings.** We realise that this will be an estimate, but try to make it a good estimate.

*How to Mark the Questionnaire:* Fill in the amount in whole Rands. Enter the code for 'Don't know' only as a last resort.

*Other information:* In this question we are asking the respondent to estimate the total value of the business's capital equipment and stock (animals or inventory of goods). It is a measure of the size of the enterprise. This information will be used in combination with the questions on obstacles etc. to design better ways to aid small businesses in the future.

**Equipment** refers to the tools, machinery and other equipment that is needed to operate the business. It includes things like cars and trucks, farm equipment, computers, telephones and office furniture, and other 'movable goods.' It does not include the value of land and buildings, or the value of customer lists, markets, or 'goodwill'.

**Stock** refers to the value of inventory (goods which the business owns but has not sold or processed yet), farm animals, seed, fertiliser, spare parts, supplies of raw materials, and similar things.

**Value:** The value of used equipment is always hard to estimate, so we use the *replacement criterion*: basically, what would it cost to replace the enterprise's equipment and existing stocks or inventories? That does not necessarily mean the cost of buying something new. For example, if they would normally replace the business's truck with a second-hand truck, count the value of a used truck.

It is unlikely that you will encounter a business worth more than 10 million Rands; but if you do, just write in the amount outside the boxes and make a note of it. Consult your supervisor.

## I 10: Profit from the enterprise

I 10	Do you mostly work alone in this business, or do you work with partners, family members, or paid employees?	<p>Mostly work alone</p> <p>Work with others</p> <p>Don't Know / No answer</p>	<p>1 → End RSI interview</p> <p>2</p> <p>9</p>
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*When to Ask:* RSIs who are self-employed or employers.

*How to Ask:* As worded on the questionnaire.

*How to Mark on the Questionnaire:* Circle one code. If the person works alone, end the interview at this point.

## I 11: Number of owners, employees, and unpaid family workers

I 11	<b>Of the people working with you now, how many are:</b>  <i>Count owners and workers at <u>all</u> locations</i>	Employers / owners / partners? (Include yourself) _____  Paid employees? _____ <i>Include family members earning regular wages</i>  Unpaid family workers? _____
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*When to Ask:* RSIs who are self-employed or employers.

*How to Ask:* Ask each of the three parts as worded on the questionnaire. Emphasise that you want the number of owners, employees and unpaid family workers for the entire enterprise, at all its locations.

*How to Mark on the Questionnaire:* Write one number for each. Remember to include the RSI in counting the number of owners. If there are no staff of a particular category, write 0.

*Other information:* Although this question is similar to B26, it is needed to ensure that we get an estimate of the enterprise's size and composition from the owner himself/ herself.

Answers may be different from B26, because this question asks about the entire enterprise, not just the location where the RSI works.

**Employers / owners / partners** are people who own part of the enterprise, get a share of profits and are responsible for losses. Include owners even if they work part of the time at other locations. Include the RSI.

**Paid employees:** Do include part-time workers on all shifts, but do not count casual labourers, contractors, or people hired through temporary help agencies. Family members who earn regular wages in the enterprise are considered employees.

An **Unpaid family workers** is not considered an owner or partner of the family enterprise, but helps with the work. He or she does not earn regular wages, but is supported indirectly by it, as a member of the family. Include part time family workers if they work regularly for the enterprise.

→ **End RSI Interview.**

If the person was self-employed or an employer in the main job, this completes the RSI interview. Thank the RSI and other household members. Fill in the language of the RSI interview on the last page, and leave.

## J. EMPLOYEES ONLY

This section is asked for all employees -- that is, people who work for someone else for pay, or as unpaid workers in a family business. If you have followed the Interviewer checks and skip instructions properly, all remaining respondents will qualify for Section J.

### IC-8: Interviewer Check

IC-8	<i>Interviewer Check:</i> Is 'Working for someone else ' (1) marked in check IC-2 ?	Yes No	→ Ask this section → End questionnaire
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*When to Ask:* Do not ask. Check item IC-2 at the start of the RSI questionnaire to see if code 1 is marked. If so, continue. If not, go back and find the mistake!



*How to Ask:* Ask as on the questionnaire. If needed, explain that a fixed contract expires at a particular date: for instance at the end of three months, two years, etc. If the contract is fixed duration, mark code 1 even if it can be renewed.

*How to Mark the Questionnaire:* Circle the appropriate category.

#### J4: Collective Bargaining Agreement

J4	In this job are you covered by some form of collective bargaining agreement, such as a union or employee association contract, or a Bargaining Council agreement?	Yes	1
		No	2
		Don't Know / No answer	9

*When to Ask:* Ask all employees, including unpaid family workers.

*How to Ask:* Ask as on questionnaire.

*How to Mark the Questionnaire:* Circle the appropriate category.

*Other information:* A **collective bargaining agreement** normally contains all the conditions of employment (wages, hours of work etc.) agreed upon between the management and the union or employee association.

#### IC- 8: Interviewer Check

IC-8	Interviewer Check: Is 'Yes' (1) marked in check <b>either</b> J-2 or J-4?	Yes No	→ J5 → J6
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*When to Ask:* Do not ask. Check the respondent's answers to **both** J4 and J2. If they have either a work contract or a collective agreement (Yes in J2 or J4), ask J5. Otherwise skip to J6.

*How to Mark the Questionnaire:* Circle Yes or No and follow the skip instructions.

#### J5: Provisions of work contract or collective agreement

J5	<b>Work contracts cover different things. Are any of these things regulated through your individual contract or the collective agreement?</b>	1 = Yes, covered 2 = No, not covered 9 = Not sure / No answer		
	Wages and salary?	1	2	9
	Commissions or bonuses?	1	2	9
	Working hours?	1	2	9
	Overtime hours or pay?	1	2	9
	Job benefits such as medical aid or pensions?	1	2	9
	Rules for resolving disputes?	1	2	9
	Protections against being laid off or dismissed?	1	2	9

*When to Ask:* Ask for all respondents who answered Yes to J2 or J4.

*How to Ask:* Read the lead-in question and ask each answer category. Pause to get a response.

*How to Mark the Questionnaire:* Mark Yes (covered in the work contract or collective bargaining agreement), No, or Don't know for each category. If the person really does not know, do not force them to answer Yes or No.

## J6: Written Job Description

J6	<b>In this job do you have a written job description?</b>  <i>If unsure- A job description is something that sets down the basic tasks and responsibilities of the job in writing. It can be part of your work contract, or a separate document.</i>	Yes	1
		No	2 → J8
		Not sure / No Answer	9 → J8

*When to Ask:* Ask all employees, including unpaid family workers.

*How to Ask:* Ask as on questionnaire. If necessary, clarify by reading out the definition written on the question.

*How to Mark the Questionnaire:* Circle the appropriate category. If the response is No or Don't Know, move on to J8. It is possible to have a written job description even if there is no formal work contract, but do not include oral agreements with the employer.

## J7: Actual Tasks and Job Description

J7	<b>Think about the work that you actually do on the job. Are your tasks mostly the same as in the job description, or are they often quite different?</b>	Mostly the same	1
		Different from the job description	2
		Don't know / No answer	9

*When to Ask:* Ask all employees who have a written Job Description (Yes in J6).

*How to Ask:* Ask as on questionnaire.

*How to Mark the Questionnaire:* Circle the appropriate category.

## J8: Possibilities for promotion in the workplace

J8	<b>Think about people in your workplace who have jobs like yours. How many tend to get promoted to a higher-level job with more skill or responsibility?</b>  <i>Read answer categories.</i>	Almost all of them	1
		About half	2
		About one quarter	3
		Less than one quarter	4
		None of them / No one at the same level as you	5
		Don't know / No answer	9

*When to Ask:* Ask all employees, including unpaid family workers.

*How to Ask:* Ask as worded on the questionnaire. Read the answer categories.

*How to Mark the Questionnaire:* Circle one category.

## J9: RSI's chances for promotion

J9	<b>What would you say are <u>your</u> chances of getting promoted to a job with more skill or responsibility at your present workplace?</b>  <i>Read answer categories.</i>	Almost certain	1
		A good chance, but far from certain	2
		Pretty unlikely	3
		Almost no chance	4
		Don't know / No answer	9

*When to Ask:* Ask all employees, including unpaid family workers.

*How to Ask:* Ask as worded on the questionnaire. Read the answer categories.

*How to Mark the Questionnaire:* Circle one category.



## J10: Presence of Trade Union

J10	Is there a trade union present where you work in your main job?	Yes	1
		No	2
		Don't Know / No answer	9

*When to Ask:* Ask all employees, including unpaid family workers.

*How to Ask:* Ask as on questionnaire.

*How to Mark the Questionnaire:* Circle the appropriate category. Note that we are asking if any trade union is present in the workplace, whether the respondent belongs to it or not.


## J11: Trade Union Membership

J11	Are you a member of any trade union?  <i>Interviewer: People can belong to a union even if there is no union at work, or in another job.</i>	Yes	1
		No	2 → J14
		Don't Know / No answer	9 → J14

*When to Ask:* Ask all employees, including unpaid family workers. Ask whether a trade union is present in the workplace or not.

*How to Ask:* Ask as on questionnaire. If they are a union member, mark Yes even if their membership is not related to the main job, or there is no union present in the main job.

*How to Mark the Questionnaire:* Circle the appropriate category. If the answer is No or Don't know/ No answer, skip to J14.

 **Note!** The three union questions -- J11, J12 and J13 -- are the only questions in Section J that refer to any job, not just the main job.

## J12: Name of Trade Union

J12	Which union do you belong to?	Write in full name of union:	<table border="1"><tr><td> </td><td> </td><td> </td><td> </td></tr><tr><td colspan="4">Post-coding</td></tr></table>					Post-coding			
Post-coding											

*When to Ask:* Ask for all employees who are union members (answered Yes to J11).

*How to Ask:* Ask as on questionnaire. Try to get the full, official name of the trade union, as names maybe similar.

*How to Mark the Questionnaire:* Write the name in full in the space provided. Do not write anything in the Post-coding box.

## J13: Union Federation

J13	What federation is that union affiliated to?	Write in name of federation:	→ J15 <table border="1"><tr><td> </td><td> </td><td> </td><td> </td></tr><tr><td colspan="4">Post-coding</td></tr></table>					Post-coding			
Post-coding											

*When to Ask:* Ask for all employees who are union members (answered Yes to J11).

*How to Ask:* Ask as on questionnaire. Try to get the full, official name of the union federation, as names maybe similar.

*How to Mark the Questionnaire:* Write the name in full in the space provided. Do not write anything in the Post-coding box. Skip to J15.

#### **J14: Reason for not Belonging to Union**

J14	<b>What is the main reason why you do not belong to a union?</b> <i>Do NOT read answer categories.</i>	Employer intimidation	1
		Political reasons	2
		No union at my work / my job is not covered by union	3
		No reason to join / organise	4
		Don't like unions	5
		Other reason: _____	6
		Don't Know / No answer	9

*When to Ask:* Ask for all employees who are not union members (answered No or Don't Know/ No answer to J11).

*How to Ask:* Ask as on questionnaire. Do not read out the answer categories. Listen to the respondent's answer and code it in the appropriate category.

*How to Mark the Questionnaire:* Circle the most appropriate category. If no other code applies, mark category 6 and write in the respondent's answer.

#### **J15: Agency Shop**

J15	<b>Regardless of your situation now, which would you prefer: to pay a fee to an agency shop, to be organised in a union, or to be unorganised?</b> <i>If unsure- In some places, workers who are not union members pay an <u>agency shop fee</u> to the union to negotiate for them.</i>	Pay agency shop fee	1
		Be organised in a union	2
		Neither: be unorganised	3
		No preference	4
		Don't Know / No answer	9

*When to Ask:* Ask all employees, including unpaid family workers.

*How to Ask:* Ask as on questionnaire. It is a complex question, so ask it slowly and carefully. Clarify by reading out the explanation written in italics. In needed, explain that payment of the agency shop fee does not mean that the person must become a union member.

*How to Mark the Questionnaire:* Circle only one answer.

*Other information:* This is an attitudes question; there are no right or wrong answers. The person has three alternatives: to be in a union, to be unorganised, or to pay an agency shop fee which permits a union to negotiate wages, hours and other work conditions for them. The respondent is asked to state a preference for one alternative, if they had perfect freedom to choose. Mark **no preference** if the RSI doesn't care or says it makes no difference. **Don't know** is for people who do not have an opinion.

## J16: Influence over Management Decisions

J16	<b>To what extent do you feel that you have influence over the management's decisions at work?</b> <i>Read answer categories.</i>	No influence	1
		Limited influence	2
		Some influence	3
		High degree of influence	4
		Don't know / No answer	9

*When to Ask:* Ask all employees, including unpaid family workers.

*How to Ask:* Ask as worded on the questionnaire and read the answer categories: "Would you say you have no influence, limited influence...?".

*How to Mark the Questionnaire:* Circle only one answer category.

*Other information:* **Influence over the management's decisions** means that the management of the enterprise listens to (and sometimes acts on) the needs, concerns or opinions of the respondent, or the collective opinion of workers like the respondent.

## J17 - J23: Worker-Management co-operative structures

The general purpose of questions J18 to J23 is to find out what kinds of formal and informal structures exist at the workplace for constructive co-operation between workers and management. Some of these structures are required by law, and some are not. It does not matter whether the workplace has a union or not. We also ask these questions to unpaid family members, because the enterprise they work for may have such structures.

### J17: Employment Equity Plan

J17	<b>Does your employer have an Employment Equity Plan or some other plan to level out past discrimination against blacks, women or the disabled?</b>	Yes	1
		No	2
		Don't Know / No answer	9

*When to Ask:* Ask all employees, including unpaid family workers.

*How to Ask:* Ask as on questionnaire. If needed, explain that employment equity is also known as Affirmative Action.

*How to Mark the Questionnaire:* Circle the appropriate category.

### J18: Health and Safety Representative/Committee

J18	<b>Do you have a health and safety representative or committee at work?</b>  If Yes, probe: "Is it a representative, or committee?"	Yes, a representative	1
		Yes, a committee	2
		Yes; don't know what form	3
		No	4
		Don't Know / No answer	9

*When to Ask:* Ask all employees, including unpaid family workers.

*How to Mark the Questionnaire:* Ask as worded. If the respondent simply says Yes, ask whether the workplace has a single representative, or a committee. Circle the appropriate category.

*Other information:* A **health and safety representative or committee** is a worker or group of workers which is responsible for reviewing company practices that affect the health or safety of workers.

### J19: Workplace Forum

J19	<b>Is there a Workplace Forum in the place where you work?</b>  <i>If unsure: A Workplace Forum is an organisation that brings workers and management together to share information, consult on workplace issues and make joint decisions.</i>	Yes	1
		No	2
		Don't Know / No answer	9

*When to Ask:* Ask for all employees who answered Yes to J17.

*How to Ask:* Ask as on the questionnaire. Read the explanation if the person is not sure what a Workplace Forum is. If the respondent still does not know, do not press for an answer.

*How to Mark the Questionnaire:* Circle the appropriate code.

*Other information:* **Workplace Forums** are relatively open meetings where workers can discuss a broad range of workplace issues (health and safety, benefits, organisation of work etc.) with management representatives.

### J20: Other committees for information sharing, decision making, consultation

J20	<b>Are there any other committees or arrangements at your workplace that bring together workers and management to share information, make decisions, or consult about workplace issues?</b>	Yes	1
		No	2
		Don't Know / No answer	9

*When to Ask:* Ask all employees, including unpaid family workers.

*When to Ask:* Ask as worded, slowly and carefully.

*How to Mark the Questionnaire:* Circle the appropriate category. Go on to question 21.

*Other information:* **Committees or other arrangements:** These could be formal or informal arrangements, with or without union involvement. The main requirement for a Yes is that they be regular, more-or-less permanent arrangements (not one-shot protests about a specific issue); and they involve workers and management in some kind of dialogue. Some Examples:

**Liaison committees** are joint committees composed of worker and management representatives which meet to discuss workplace issues and make joint recommendations to the management. They can be organised at the company level or branch / department level, and may either have broad range responsibility or responsibility for a specific set of issues.

**Quality control circles** are small groups which are designed to give input to the management about the best way to organise the work. Generally they are composed of ordinary workers doing similar kinds of work, and a supervisor, foreman or other representative of management.

**Consultation committees** are joint groups of worker and management representatives which meet as needed to receive information and discuss larger strategic issues for the company. Generally these are not decision-making bodies.

## J21: RSI's participation in worker / management co-operation

J21	<b>Have you taken part in any of these arrangements, either by voting for representatives or serving as a representative yourself?</b>	Yes: have voted for members	1
		Yes, have served as a representative	2
		No, have not participated	3
		Don't know / No answer	9

*When to Ask:* Ask all employees, including unpaid family workers.

*How to Ask:* Ask as on the questionnaire. If needed, probe to clarify whether they have been a representative or merely voted. If the work place has no co-operative structures at all (No in J18, J19 and J20), you can simply mark No (code 3) in this item.

*How to Mark the Questionnaire:* Circle only one category. If they have voted and served as a representative, mark code 2, 'Served as a representative.'

*Other information:* **Ever taken part in any of these arrangements:** Mark Yes if the person has ever voted or served as a representative on any kind of worker-management body with the current employer. Do not count activities in earlier jobs with different employers.

'... any of these arrangements' includes Health and Safety Committees, Workplace Forums, and any other arrangements recorded in question J20.

## J22: Consultation on hiring, retrenchments, organisation of work

J22	<b>Does the management in your workplace consult with employees on issues of hiring, retrenchments, or re-organising the way you work?</b>	Yes	1
		No	2
		Don't Know / No answer	9

*When to Ask:* Ask all employees, including unpaid family workers.

*How to Ask:* Ask as on the questionnaire.

*How to Mark the Questionnaire:* Circle all the categories that apply.

*Other information:* This item is different from J18-J20 because it can include consultations with no formal structures or arrangements.

**Consult with employees** means asking workers (or their representatives) for opinions or suggestions about management's plans, or encouraging input from workers. If management only consults with other managers, mark No consultation.

**Issues reorganising the way you work** includes things like buying different equipment, quality control, doing the job more efficiently or safely, improving communications, lines of authority, altering job descriptions and similar matters.

## J23: Wage Negotiation

J23	<b>In your workplace, does the management negotiate wages either with unions or with some other worker representatives?</b>	Yes	1
		No	2
		Don't Know / No answer	9

*When to Ask:* Ask all employees, including unpaid family workers.

*How to Ask:* Ask as worded on the questionnaire.

*How to Mark the Questionnaire:* Circle the appropriate category.

*Other information:* The purpose of this question is to determine whether the employer negotiates wages *collectively* with some body representing workers, as opposed to setting all wages themselves or negotiating with each worker individually. Mark Yes if all or some employees' wages are negotiated collectively; mark No if all wages are set on a case-by-case basis.

#### J24: Best way to resolve a Dispute

J24	<p><b>If a large number of workers at your company gets retrenched due to strike action, what would be the best way to resolve the dispute?</b></p> <p><i>Read answer categories.</i></p> <p><i>'Retrenchment due to strike action' means workers were fired or laid off as punishment for going on strike.</i></p>	The union or workers representatives should negotiate with the employer	1
		The union or workers should go to the Committee for Conciliation, Arbitration and Mediation (CCMA)	2
		Workers should go to the Department of Labour	3
		Do something else (Specify) :	4
		Do nothing	5
		Don't Know / No answer	9

*When to Ask:* Ask all employees, including unpaid family workers.

*How to Ask:* Ask as on the questionnaire. Read all answer categories (slowly!) before recording a response. If needed, clarify 'retrenchment due to strike action' by reading out the explanation in italics. If the respondent offers several answers, probe "*What is the best way to resolve the dispute?*"

*How to Mark the Questionnaire:* Circle only one category. Under "Do something else" write any answer that is different from the answer categories.

#### J25: Willingness to work fewer hours to prevent retrenchments

J25	<p><b>Would you be willing to work fewer hours for less pay, if you could prevent workers being retrenched in your company?</b></p> <p><i>'Less pay' would be due to working fewer hours. The hourly rate of pay would stay the same.</i></p>	Yes	1
		No	2
		Don't know/ No answer	9

*When to Ask:* Ask all employees, including unpaid family workers.

*How to Ask:* Read the question as worded. If needed, explain that "less pay" would be due to working fewer hours; the pay per hour would remain the same.

*How to Mark the Questionnaire:* Circle Yes or No.

## J26: Willingness to Work harder

J26	Would you be willing to work harder in your job if:	1= Yes 2= No 9= Don't know / No answer			
		You got higher wages?	1	2	9
		If the job was organised differently?	1	2	9
		If you had more freedom to decide yourself how to do the job?	1	2	9
		If you worked more in group, rather than on your own?	1	2	9

*When to Ask:* Ask all employees, including unpaid family workers.

*How to Ask:* Ask as on the questionnaire. Read the lead-in question, then the answer categories one by one. Pause to record the response to each.

*How to Mark the Questionnaire:* Circle the appropriate code for every category.

That's the end of my questions. On behalf of the Department of Labour, I want to thank you very much for helping us today. We do appreciate the time and effort you have taken.

## Language of the RSI interview

<b>INTERVIEWER: Record main language of the RSI interview.</b> Copy the code to Cover page item AC8.	
1= English	1
2= Afrikaans	2
3= Zulu	3
4= Xhosa	4
5= Tswana	5
6= N. Sotho/ Pedi	6
7= S. Sotho	7
8= Ndebele	8
9= Tsonga/ Shangaan	9
10= Venda	10
11= Tswati	11
12= Other (specify)	_____

*When to Ask:* Record for all RSIs before leaving the household.

*How to Ask:* Do not ask.

*How to Mark the Questionnaire:* Record the main language you used to ask questions in the RSI questionnaire. If the language is not on the list, write it opposite code 12. Be sure to copy this code into item A8 on the questionnaire cover page.

## General structure of the RSI Questionnaire

