

TIME USE SURVEY: FIELDWORKER'S MANUAL

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1 INTRODUCTION

1.1 Why we are doing a time use study

The time use study will measure and analyse the time spent from day-to-day by different individuals - women and men, girls and boys, rural and urban, rich and poor - on different activities. The study will help policy-makers understand more about the economic and social well-being of different groups. It will provide new information on the division of both paid and unpaid labour between women and men and other groupings. It will tell us more about the reproductive and leisure activities of household members, as well as about less well-understood productive activities such as subsistence work, casual work and work in the informal sector. Similar surveys have been conducted in other parts of the world. There have, however, been very few such studies on a national scale in developing countries.

1.2 The sample

The time use sample is drawn from both urban and non-urban areas, and from all provinces. You must visit only the statistically chosen households. You must *not* visit their neighbours or any other household.

1.3 Confidentiality

The Statistics Act says that all data on individuals will be treated as strictly confidential. You must tell respondents that all the information they give will not be given to any other person or organisation. The data from all households and individuals are fed together into a computer in coded form. This makes the tracing back of information to individuals impossible.

The questionnaire asks you to fill in the person's name. This information makes it easier to go back to that household and person for the other parts of the questionnaire and for checking. The names will not be fed into the computer.

1.4 Timing of the survey

The fieldwork for the time use survey will take place three times during 2000. The first fieldwork will occur in February, the second in June and the third in October. We are doing fieldwork at three different times of the year to catch seasonal changes in activities.

2 DEFINITIONS, CONCEPTS AND PROCEDURES

2.1 PSU

A PSU (primary sampling unit) is a geographical area containing 100 households or more in which you will be given dwelling units to interview.

2.2 Household

A household is defined as a person, or group of persons, who occupy a common dwelling unit (see next definition) for at least four days in a week, and who provide themselves with food and other essentials for living. Basically, they live together as a unit.

People who occupy the same dwelling unit, but who do not share food or other essentials, are regarded as separate households.

A single household may occupy more than one structure. If on one plot people eat together but sleep in separate structures (e.g. a room in a building at the back of the house for single young male members of a family), all these members are treated as one household. In some rural areas, a cluster of huts or rondavels will often make up a single household.

2.3 Dwelling unit

Any structure or part of a structure identified during the listing as being lived in by a separate household is a dwelling unit. Any structure or part of a structure which *could* be lived in by a household is also regarded as a dwelling unit.

You will be given a sample of dwelling units. During listing only easily observable households were recorded as dwelling units because the listers did not have detailed interviews with households. During the survey you will find more than one household in some of the dwelling units. These must be treated as multiple households (see definition below) of the selected dwelling unit and interviewed separately.

2.4 Special dwellings

Special dwellings (SDs) are not being covered in the time use survey. If your sample seems to contain an SD, contact your supervisor immediately.

SDs are dwellings or structures that are not privately occupied by a household. SDs include institutions such as hospitals, prisons, homes for the aged, disabled and juvenile offenders, boarding schools and some workers' hostels.

A dwelling unit is regarded as a special dwelling if it provides communal meals served from a common kitchen. Examples are hotels and motels (guests only), hospitals and nursing homes (patients only), prisons and reformatories (inmates only), old age homes (the aged only) and boarding schools (students only).

Workers' hostels are sometimes regarded as ordinary dwelling units and sometimes regarded as SDs:

- Where a structure is used as accommodation for single men or women, it has a communal kitchen and there *are five people or fewer* living in the structure, then it is a normal private dwelling unit.
- Where there are *more than five* single workers resident, then the structure is an SD, so it will not be included in the time use survey.
- If a larger hostel has separate rooms for families who cater for themselves, then these rooms should have been listed separately and are treated the same as other dwelling units.

- If the rooms or dormitory in a larger hostel are mostly for single people and they eat in a common diningroom, they are SDs, so will not be included in the time use survey.
- Some hostels have been partly converted for self-catering families while part of the hostel still serves as a centrally catered single hostel. In these cases the self-catering part must be treated as dwelling units. The centrally catered part is treated as an SD and so excluded from the time use survey.

2.5 Domestic workers

During listing domestic workers' rooms should have been listed separately from the main house on the same plot, even if the rooms were vacant at the time of listing. The rooms would only *not* be listed separately if the occupants of the main house told the lister that they use the rooms for members of their household who regularly eat with them and are part of the same economic unit.

Usually then, a domestic worker living in a separate room is a separate household and will have a separate chance of selection for the survey. This will apply even if the domestic worker has most of his/her meals with household.

When a domestic worker lives in the same structure as the main household, this would not have been noted during listing. If you find this situation during your interviews, apply the following rules:

- When the domestic worker is paid a cash wage by the main household, then the domestic worker is a separate household even if they eat together most of the time.
- When the domestic worker is not paid a formal wage and is treated very much as part of the main family - shares meals, combined spending etc – then she should be treated as part of the main household.

2.6 Multiple households

Multiple households occur when there are two or more separate households living at one selected dwelling unit. You must interview all households, and complete a separate questionnaire for each. The cover of the time use questionnaire allows for showing each of the multiple households separately.

2.7 Visitors

Visitors must only be included if they usually stay with the household at least four nights a week over a period of at least 30 days.

2.8 Respondent

The person answering the *household part* of the questionnaire must be an adult member of the household who is likely to know the answers to our questions. For *the demographic questions and time use diaries*, you must select two people who are ten years old or over. *It is very important for selection purposes that you have listed household members from oldest to youngest. Remember to check whether any household members were listed in the incorrect age order before you start the selection.*

The selection grid shown below is repeated on the back page of this manual so that you can refer to it easily. Use the grid at the back to keep a record of your selections. The grid is here as well to make the explanation simpler.

The selection takes place at questions 1.21 and 1.22 of the questionnaire. To select the two individuals, follow these steps:

Step 1: Count the number of people in the household who are 10 years or older. These are called the *eligible* members.

Step 2: Look in the grid in the row which shows the number of people who are 10 years and older. In the first household with this number of eligible people, interview the persons with the two numbers shown under HH1. For the second household with this number of eligible people, interview the person with the two numbers shown under HH2. And so on.

Step 3: Cross out the combination in a column as soon as you use it, so that you remember to use the following column for the next household with the same number of eligible members. If you use up all the columns in a particular row, start at column 1 again.

For example, if this is your second household with three eligible members, you must select person 1 and person 3.

Selection grid

Persons 10 yrs +	HH1	HH2	HH3	HH4	HH5	HH6	HH7	HH8	HH9	HH10
1	1	1	1	1	1	1	1	1	1	1
2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2
3	1 2	1 3	2 3	2 3	1 3	2 3	1 2	2 3	1 3	2 3
4	2 4	1 3	1 3	2 4	1 3	2 4	1 3	2 4	1 3	2 4
5	3 5	1 4	1 3	2 4	1 5	2 4	2 4	4 5	1 2	2 4
6	5 6	4 6	1 2	1 2	1 5	4 6	1 5	3 5	4 6	1 3
7	2 6	4 6	2 5	5 7	2 4	4 7	5 7	1 4	2 6	1 4
8	1 5	1 3	6 8	2 5	1 4	5 6	2 3	5 7	6 8	2 8
9	4 9	1 3	4 9	1 5	2 7	2 9	2 3	4 5	7 8	2 6
10	3 9	1 6	2 3	4 9	1 3	8 10	5 6	3 7	2 5	8 9

2.9 Establishment

You will use the concept “establishment” when coding activities in the diary.

An *establishment* is defined as a fixed structure (for example, a shop, office, factory, mine) in which production of goods and services is carried out on a regular basis. It includes commercial farms. It includes private households when they are employing

domestic workers. Usually establishments will have regular employees working in them, while non-establishment work (categories 2 and 3) does not involve regular employees.

3 YOUR ROLE AS A FIELDWORKER

3.1 Your tasks

Your main task is to administer one household questionnaire, two demographic questionnaires and two diaries in each one of the households selected in the sample in your PSU. As a fieldworker you will be in direct contact with the public. You will be representing Statistics South Africa. The way you act will affect the accuracy of the information that you collect, as well as public perception of this exercise. Be willing to listen, be patient, polite, positive and friendly.

You must:

- Attend training.
- Read this and other manuals and survey materials and know the contents.
- Ensure that you have all your fieldworker materials.
- Go with the fieldwork supervisor who will show you the route through all the dwelling units from one end of your PSU to the other end. He/she will explain to you the sample of dwelling units where you must conduct interviews.
- Visit each of the selected dwelling units. Find out how many households there are at the dwelling unit. Interview all the households.
- If you do not get a response at the first visit for any part of the questionnaire, visit the household at least three times at different times and try again. Report all failures to locate respondents to your supervisor. No substitution is allowed.
- Carefully complete all relevant parts of the cover page of the questionnaire for each visit.
- At the first visit, complete the household part of the questionnaire with a responsible adult.
- Use the information from the household questionnaire and the selection grid to choose the two people aged 10 years or more to be interviewed.
- If one or both of the selected individuals are at the household, administer the demographic questionnaires and diaries immediately. If either or both are absent, ask when is the best time to find them. Go back at that time to complete the demographic questionnaires and diaries.
- Check all the completed questionnaires the evening after the interview.
- In the evening of the diary interviews, fill in the codes for all activities. It is important to do this as soon as possible after the interview so that (a) you can remember what the person said about their day and (b) if you find you do not have enough information, you still have a chance to go back and get the missing information.
- Write notes about any difficulties you have with administering and coding the questionnaire for this household on the back of the questionnaire.

- Submit all completed questionnaires to your fieldwork supervisor.
- Ensure that all questionnaires and other survey materials are kept safe and confidential at all times.
- Perform any other duties that the fieldwork supervisor or other senior staff ask you to do.

4 THE INTERVIEW

4.1 Before you start

In some areas you will need to be introduced to the area as a whole before you can approach individual households. In these cases, your supervisor will go with you to visit the local authorities – typically the headman – to explain what the survey is about and to introduce you.

You will need the following materials with you in all interviews:

- This manual
- The questionnaire booklet
- Your identification card
- Introductory letters
- Pamphlets
- Pencils
- Pens

4.2 Interviewing techniques

Interviewing is an art. You cannot learn it from a book. You must learn it from practice – from doing it. But there are some basic rules which can help you have a successful interview.

- **Make a good first impression**

Dress neatly. Be friendly, but polite and respectful. Speak slowly and clearly. Use simple words so that the respondent can understand you easily.

- **Introduce the survey in a way that encourages the respondent**

The introduction to the interview gives the respondent an idea of what the study is all about and why they should give up their time to participate. You will also have a letter to show that you are working for Statistics SA and a pamphlet to leave with the household to show that the work you are doing is important for the country.

Explain to the respondent that:

- This area and their household were selected at random. All other areas and households had an equal chance of being selected.
- The information that you collect is confidential and will not be used for any other purpose.

- **Have a positive approach**

Do not be apologetic. Do not start the interview by asking: “Are you too busy?” as this question invites a refusal before you start. Instead say: “I would like to ask you some questions.”

- **Emphasise confidentiality**

If the respondent hesitates about answering the questions, or asks what the information will be used for, repeat that the information will be kept completely confidential. Statistics SA will not record people’s names. All the information from all respondents will be put in one pool so that we will not be able to say what any particular household or individual said.

- **Practise confidentiality**

Do not mention anyone else’s answers while you are interviewing. Do not show other household’s completed questionnaires to the respondents.

- **Try to interview the respondent alone**

If other people are present during the interview, the respondent may not give honest answers to all the questions. If there are small children present, they may interrupt the interview. For the demographic and time use diaries, try to interview people in private. If this is not possible, politely discourage any other people who are present from answering the questions. Listen instead to what the respondent says.

- **Use the language of the respondent**

Conduct the interview in the language in which the respondent is most comfortable. In some cases different people in the household may prefer to speak different languages. So, before you start interviewing the household respondent as well as before you start interviewing each of the people chosen to complete time use diaries, you must ask which language they are most comfortable in.

If the person wants to be interviewed in a language which you do not know well, contact your supervisor. Your supervisor will try to find an interviewer who knows the language. If this is not possible, ask if there is someone else in the household or nearby who can help by interpreting. There are questions in the questionnaire where you must mark whether you used an interpreter or not.

- **Be patient**

Emphasise that the respondent must answer as accurately as they can. Stress that there is no hurry, and that they can take time to think about answers. Accuracy is more important than speed. Tell them to ask you to repeat or explain if any question or instruction is unclear.

- **Ask if you do not understand an answer**

If you are unclear about the respondent’s answer, ask the respondent to tell you again, or explain some more. Ask in a neutral way, without prompting. Do not ask: “Do you mean this?” as many respondents will then agree with you even if you are wrong.

- **Do not change the wording or order of questions**

If the respondent does not understand a question, repeat it again clearly and slowly. If the respondent still does not understand, you can try to explain. Look in the manual to see if that helps you with an explanation. Make your explanation as short and clear as possible.

- **Be neutral**

Many respondents will try to give the answers they think you want to hear. So it is important that you do not show in any way what you feel about the questions and their answers. You must not show your reactions by what you say, by your tone of voice, or by the expression on your face. You must not suggest the answers. For example, you must not say: “You are married, aren’t you?” You must ask the questions exactly as they are written even if you think you know the answer.

- **Do not make assumptions about the respondent**

For example, do not assume that a person will be unmarried because they are a young age, or that they will not have children because they are not married, or that they will be doing unskilled work because they have little formal education.

- **Be tactful and sensitive**

Some respondents will find questions such as those on marital status, children, employment and earnings uncomfortable and embarrassing. Some respondents will worry why you are asking these questions. Be sensitive, but explain again that the answers are confidential.

If the respondent is giving long, irrelevant answers, do not stop him or her rudely. Listen to what they are saying. Then try to direct them back to your questions.

- **Look after your own safety**

Do not take money or valuables that you do not need with you when you do fieldwork. If you feel unsafe, take a companion with you, but the companion must not listen to the interview. You can also ask to interview the respondent in an outside garden or yard rather than inside a building. You can tell the respondent that your supervisor has a list of your appointments and may arrive during the interview to do a quality control check. *If you feel you are in danger, stop the interview immediately and leave.* Tell the respondent that you or your supervisor will come back at another time.

4.3 Answers to questions often asked by respondents

There are some questions that are often asked by respondents. These examples show you how you can respond to some of these questions.

- **If the respondent asks: “Who is doing this survey?”**

Show the respondent your identity card and the pamphlet.

We are doing this survey for Statistics SA, which is the government’s statistics department. The government wants to know how different people – men and women, black and white, rural and urban, old and young – spend their time so that it can make

better plans to deal with their needs. I am a professional interviewer employed by Statistics SA. This is not a marketing survey. I will not try to sell you anything.

- **If the respondent asks: “Why am I being interviewed? Why don’t you interview my neighbour?”**

Your dwelling was chosen from a list of all the other dwellings in this area. Altogether we are choosing more than 10 000 dwellings from around the country. You represent about 1 000 other households which are similar to you. If we choose someone else, we will not get a proper picture of South Africa as a whole.

- **If the respondent says: “I don’t know enough to give good answers. How can I answer your questions?”**

It is not important what education you have or how much you know about other things. The questions in this survey ask about your own everyday situation. You are the expert about that. There are no good or bad answers – we just want the correct facts about you and your life.

- **If the respondent says: “I already gave information for the Census in 1996. Why must I answer again?”**

This survey is different from the Census. It asks more about the detail of your life. Most people think that these questions are more interesting than the Census questions.

- **If the respondent asks complicated questions for which you do not have answers**
I am a professional interviewer employed by Statistics SA for this survey. The people in charge are at Statistics SA in Pretoria. They can give you more information if you need it. The pamphlet tells you how to contact them.

4.4 The structure of the questionnaire

There is one questionnaire for each household. After the cover page information, each questionnaire is divided into seven sections.

The cover page section contains administrative information for Statistics SA. It is where you record basic information about where this household fits into the sample, and about when you completed the different parts of the questionnaire, and when you and your supervisor checked the parts.

Section 1 is the household part of the questionnaire. It is administered to a responsible adult and gives general information about the household. The last questions in Section 1 list all members of the household. From that information you will randomly select the two people whom you will interview for the remaining sections.

Sections 2 and 3 must be administered to the first selected person.

- Section 2 is the demographic questionnaire for the first selected person. It can be administered on the same day as the household questionnaire if the selected person is present. Otherwise you must make a time to return when the person will be at home.

- Section 3 is the diary for the first selected person. It must be administered on the same day as the demographic questionnaire (Section 2).

Sections 4 and 5 must be administered to the second selected person.

- Section 4 is the demographic questionnaire for the second selected person. It can be administered on the same day as the household questionnaire if the selected person is present. Otherwise you must make a time to return when the person will be at home.
- Section 5 is the diary for the second selected person. It must be administered on the same day as the demographic questionnaire (Section 4).

Questionnaire Structure

	Cover page section	
	Section 1 Household questionnaire	
Section 2 First person demographics		Section 4 Second person demographics
Section 3 First person diary		Section 5 Second person diary

4.5 The cover page information

All the information on the cover page must be filled in. You can fill in the particulars of the household when you plan your work for the day. Most of the information will be provided from the listing of the PSU. Your folder will contain Forms HH1, HH2 and HH3. These will give you a description of the boundary of the PSU, your start point (HH1), the map of the PSU if available (HH2), and a full listing of the dwelling units in the PSU with the selected sample units shown in the last column (HH3).

You can only fill in the information on multiple households when you visit, as it is only then that you will find out if there is more than one household at the selected dwelling unit.

Information on the following items will be provided by your *fieldwork supervisor*:

- PSU number, consisting of six digits, from HH1
- Dwelling unit number (from HH3)
- Name and number of the fieldwork supervisor
- The date when the supervisor checked the questionnaire will be inserted by the supervisor when he/she checks the questionnaire.

Information on the following item must be obtained *from the respondents*:

- Telephone number of the enumerated household if they have a telephone.

You must provide the following information *yourself*:

- Physical identification of household. There must be a unique way to identify a household – for example an address – for when we have to go back for the other parts

of the questionnaire. You can ask the respondent if there is an address, but must add further details if this will not be absolutely clear on its own. You can often use the description from the listing HH3 to help you.

- Household number. Write household number 1 unless there is more than one household at a dwelling unit. If more than one, number from 1 upwards.
- Number of households - if more than one - at the dwelling unit. If there is only one household, write 1.
- Date of each visit.
- Result of each visit (see below).
- Your name and number.
- Date when you checked each section.
- Time that you start and finish each part of the questionnaire. There is a space for this at the beginning and end of each part. Write the time according to the 24-hour clock, where midnight is 00:00 hours, midday is 12:00 hours and five o'clock in the afternoon is 17:00 hours.

You must fill in the response details (result code) for the different parts of the questionnaire as you leave the household. There is a separate response box for different sections. The response boxes for the demographic and first diary visits for each of the selected people are combined, because you will administer the diary straight after the demographic questions.

- If you *complete a section of the questionnaire successfully*, write final result code 1 (completed).
- If you *cannot find a responsible person* to answer the household questionnaire or *cannot find a selected person* after three visits, and your supervisor also can't succeed, write final result code 2 (non-contact) on the cover of the questionnaire.
- If a *respondent does not want to participate* you must try to persuade him/her by explaining the purpose. If you are unsuccessful, you must report the situation to the fieldwork supervisor who will again try his/her best to persuade the respondent. If both of you fail, write final result code 3 (refused) on the cover of the questionnaire.
- If for some unavoidable reason you *can't fully complete* a section of the questionnaire, write final result code 4 (partly complete) on the cover. Write the reason for non-completion next to the box.
- If the information you collect is *not meaningful and usable*, write final result code 5 (no usable information) on the cover. Again, write the reason for non-completion next to the box.
- If a selected dwelling unit only contains *empty or non-residential buildings*, write final result code 6 (vacant dwelling) on the cover of the questionnaire.
- If there is *some other circumstance which is unusual*:

- (a) if it is the household section, write final result code 7 (listing error) if a listing problem has stopped you from interviewing at that dwelling unit; and write final result code 8 (other) for any other reason and explain the unusual circumstances in the box;
- (b) if it is a demographic and diary section, write final result code 7 (other) on the cover of the questionnaire and explain the unusual circumstances in the box.

No matter what the result codes, you must return *all* questionnaires to your supervisor.

4.6 How to ask the questions

Every question must be asked in exactly the way it appears in the questionnaire. Do not add or skip any words or sentences. Follow the order of the questionnaire exactly. Complete all the questions of one section before you start with the next section.

After some questions, you will find a “Go to” instruction. This means you must skip over some questions. If there is no “Go to” instruction, you must always continue straight through with the next question.

Do not leave any question blank unless you must skip over it for that respondent. Do not fill in a response for any question which must be skipped for that respondent. Both of these mistakes will cause problems when we capture and analyse the data.

You will find different styles of text in the questionnaire. Every style means a different thing.

- Everything written in lower case non-italic letters must be read out.
- *Everything written in italic – bold or normal – is an instruction to you, the interviewer, and must not be read out.*
- EVERYTHING WRITTEN IN UPPER CASE (CAPITAL) LETTERS IS PRE-CODED OPTIONS WHICH MUST NOT BE READ OUT.

For some of the questions it is easier for respondents if you give the respondent a *prompt card* so that they can see the different response categories. We have prepared prompt cards for:

- Usual source of household money (Q1.9)
- Total monthly income (Q1.11)
- Activities performed during last seven days (Q2.11).

4.7 Recording the answers

Where there are pre-coded answers, *circle the code number next to the answer* given by the respondent. For most questions, *only one code* number can be circled. When more than one answer is allowed, the questionnaire will say so. If multiple answers are allowed but the respondent gives only one answer, probe “Anything else?”

Some questions have *no pre-coded answers*. Here you must write the answer of the respondent in the space provided in the questionnaire. If there is not enough space, write

the answer somewhere else near the question and show clearly to which question the answer belongs.

Write down the answers to the uncoded questions in *English*. If, however, you are not sure how to translate what the respondent says in another language, then write both your own English translation and the answer in the other language and make a note at the back of the questionnaire about the difficulty.

If the answer is too long to fit in the allowed space, you must not overlap out of that space. Instead write notes at the bottom of the page or at the end of the questionnaire.

In questions with pre-coded answers, the respondent may answer *something not covered by the codes provided*. In this case, write down their answer and make a note at the back of the questionnaire about the difficulty.

Sometimes the respondents say they *do not know* the answer. Try to avoid “don’t know” answers. Usually, if you give the respondent time to think, they will find an answer.

5 THE QUESTIONNAIRE

This part of the manual gives an explanation for each question. Many of the questions are very simple, and the explanation here is very short. All questions which are more complicated, and where the explanation is longer, are marked in the questionnaire with an asterisk (*).

5.1 Section 1: Household questionnaire

1.1 What type of dwelling does the household occupy (main dwelling if more than one)? (Do not read out options)

You must not read out the options for this question. You will usually be able to record the answer from your own observation, without even asking the question. “Main” means that you must mark only one option.

1.2 Does this household have the use of:

You must ask separately about each of the different appliances. Write 1 (yes) or 2 (no) for each one. “Use of” does not mean that the household must own the appliance. For example, if a household regularly uses the washing machine of the neighbours, they have the use of a washing machine and the answer is “yes”. A cool room does not qualify as a refrigerator.

1.3 What is the main source of energy/fuel for this household for cooking, heating and lighting?

You must not read out the options for this question. Ask separately about each of the three energy uses – cooking, heating and lighting. Circle one – and only one – number in each column. If *any* of the answers to above are 4 (wood) or 7 (animal dung), go straight on to questions 1.5. Otherwise skip to Q1.6.

1.4 How far is the wood/dung from the dwelling?

Ask the respondent to estimate the distance. If they do not know how much 100 metres is, point out to them an object which is about 100 metres away. Then ask if it is nearer than that, less than double that distance, and so on. Circle only one number. If there is more than one dwelling, ask about the main dwelling. Remember that we are asking about dung used for fuel. We are not asking about dung used for smearing the floor.

1.5 Are the persons who usually collect wood/dung:

Ask the respondent who *usually* collects wood or dung, not who only does so occasionally. Read out the options. The age of the collector/s does not matter. Girls are included as females and boys as males. Circle only one number.

1.6 What is the household's main source of water?

Do not read out the options. Circle only one number – the main source of water for domestic use such as washing and drinking.

1.7 How far is the water source from the dwelling?

Ask the respondent to estimate the distance. If they do not know how much 100 metres is, point out to them an object which is about 100 metres away. Then ask if it is nearer than that, less than double that distance, and so on. Circle only one number. If there is more than one dwelling, ask about the main dwelling.

1.8 Are the persons who usually collect water?

Ask the respondent who usually collects wood or dung, not who only does so occasionally. Read out the options. The age of the collector/s does not matter. Girls are included as females and boys as males. Circle only one number.

1.9 Are any of the following public transport services within a 30 minute (2 km) walk of this dwelling?

Check whether the respondent is more comfortable talking about 30 minutes or two kilometres. Then ask about the distance or walking time to reach each of the different types of public transport.

1.10 Are any of the following facilities within a 30 minute (2 km) walk of this dwelling?

Again you must ask about the distance or walking time to reach each of the different types of facility. The clinic or hospital can be public or private. The shop can be an informal or formal shop.

1.11 From which of the following sources does the household usually receive money?

Read out all the options one by one and mark 1 (yes) or 2 (no) for each. Every household must have some income, so ask again if the respondent answers no to all the options.

- Wages and salaries includes all payments to employees, even if they are doing casual work or odd jobs.
- Earnings from own business or farm includes all earnings, even if the person is only selling fruit and vegetables on an occasional basis.
- State grants includes all types of payments from the government, but does not include retirement pensions paid to people who used to work for government.

- Private pensions usually are paid by previous employers, whether private or government, but some people also arrange pension or retirement payments on their own.
- Unemployment insurance is paid when people lose their work, and sometimes when they have a baby.
- Investments include stocks and shares as well as other investments.
- Remittances is money that is sent by people who are not living in the household at present, for example people who are working in another town.
- Private maintenance is money paid, usually by an ex-husband or absent father.
- Other incomes could include, for example, rent from boarders.

1.12 Which of the above sources usually provides the most money for the household?

Here you must mark only one of the options. Remind the respondent which options you marked as “yes” in the previous question and ask which usually brings in the most money. Do not allow the respondent to choose an option which was not named in the previous question unless they agree that it can be marked as “yes” in the previous question.

1.13 What is the usual total monthly income of this household (including all sources):

You can use the show card for this question. If the respondent says that s/he does not know the exact amount, ask them to estimate. Try to avoid ‘don’t know’ answers and refusals. Remind the respondent that the information is confidential. Don’t rush the respondent – encourage him or her to think about the answer.

Table of members

For the table, include only people who usually stay at this dwelling unit for four nights a week and who have not been away for more than 30 days. This definition of household members may not be exactly the same as the household’s own idea of who belongs to the household, but it is the one you must follow for this survey. *List the members from oldest to the youngest.* When you get to the youngest, ask the respondent if they have forgotten anybody. If they have forgotten members, add them in the next column/s but mark this carefully and take it into account when selecting the two respondents for the demographic and time use part. Ask particularly whether young babies have been forgotten.

If there are more than 10 members, use the second block to fill in members 11 to 20.

The names and surnames are important for when you need to return to the household as some people may have the same first name. If necessary, remind the respondent that this information will not be captured on the computer.

1.14 Is (the person) male or female?

The question must be answered for every household member. Circle 1 or 2.

1.15 Age in completed years

The age must, if possible, be written in for every household member. If the respondent does not know, ask if they know the date of birth and calculate from that. If again they do

not know, ask them to estimate from other members' ages. An estimate is better than no answer at all.

1.16 Population group

This refers to how a person was, or would have been, classified under apartheid laws. Try to avoid the 'other' category. Explain that we are not asking this question because we agree with apartheid laws. We ask because apartheid treated people from the four groups in different ways which can affect how they live now.

1.17 Who is the person who does the most housework?

Ask which of the people who have been listed in the grid does most of the housework and write their column number here. If the person who does the most housework is not a member of the household – for example if the household employs a domestic worker – put code 88 instead of a column number. If the respondent says that several people do the housework, ask who usually spends the most time doing the work.

1.18 Member number of main respondent to this section of the questionnaire:

You do not need to ask this question. You can fill it in yourself because you will have been talking to the person concerned.

1.19 Language in which the interview was conducted:

You do not need to ask this question. You can fill it in yourself because you will have been using this language. If you have been using a mixture of languages, mark the language you used most.

1.20 Did you use an interpreter during the interview?

You do not need to ask this question. You can fill it in yourself because you will know whether you needed an interpreter to help communicate with the respondent.

1.21 Which two members must be selected?

At this point you select the two individuals for the further sections. In the first answer block write down the number of eligible people in the household i.e. the number of people aged 10 years and above. Then look in the grid at the back of this manual and see how many households with this number of eligible people you have already interviewed. Choose the next number and write it in the second answer block. For example, if you have already seen three households with this number of eligible people, write "4" in the second answer block.

1.22 Who are the selected members?

Use the grid in section 2.8 of this manual to see which two members you must choose. Write their member numbers in the two answer blocks. For example, if it is the fourth household with three eligible people, you will write "2" and "3" in the answer blocks. Cross out the block in the grid in the manual when you have finished.

1.23a What is the relationship of (selected person 1) to all the other members of the household?

1.23b What is the relationship of (selected person 2) to all the other members of the household?

Ask about each of the selected members separately and mark the relationship to each of the other members of the household in the grid. Use the first blank row for the first selected person (plus the third row if there are more than 10 members). Use the second blank row (and the fourth row if necessary) for the second selected person. For example, if selected person 1 is the son of household member 1, put code 2 in column 1 in the row for selected person 1. Check carefully that the respondent tells you the relationship of the selected person to each member, rather than their own relationship to each member.

5.2 Sections 2 and 4: Demographic questionnaire

2.1 How old are you?

This question is a check on the age given in the household grid as the individual may now his/her age better than the household respondent.

2.2 Is the person male or female?

You do not need to ask this question. Code by observation.

2.3 Are you African, coloured, Indian, etc?

Ask this question rather than coding by observation as observation can be misleading. The question refers to how a person was, or would have been, classified under apartheid laws. Try to avoid the 'other' category. Explain that we are not asking this question because we agree with apartheid laws. We ask because apartheid treated people from the four groups in different ways which can affect how they live now.

2.4 What is the highest school grade/class/standard that you passed?

Note the word "passed". So, if the person is currently in grade 7, mark grade 6. Also be careful to check whether the person is talking about a standard, grade or form. If the person has only passed grade 0, or not passed any grade at all, circle 0. If the person was at school outside South Africa, calculate the equivalent grade according to the number of years of schooling.

2.5 Have you completed any studies after leaving school?

Only circle 1 (yes) if at least one of the courses completed lasted six months or more.

2.6 What is your current marital status?

Read out all the options. Explain that this question asks about *current* marital status. So, for example, if a person was divorced or widowed, but has remarried or is now living with a new partner, circle 2. Ask this question of all respondents, whatever their age. Do not assume anything.

- *Never married* means that the person has never been married and never been in a marriage-like relationship
- *Married or living together as husband and wife* means that the person is living together with a partner and has not separated from or divorced that person

- *Widowed* means that the person's last partner has died and they are not living together with a new partner
- *Divorced or separated* means that the person intends to separate permanently from their most recent partner and has not started living with a new partner.

2.7 How many children aged under 18 years do you have who are still living?

This question is asking for the number of living children, whether or not they are living with the respondent. It must be asked of all respondents, male and female. The question is asking about the respondent's biological children, but can include adopted and foster children. Ask all respondents, whatever their marital status or age. Do not assume anything. If there are no children under 18, skip to Q2.11.

2.8 How many of these children under 18 years are living in this household?

The answer here cannot be bigger than the answer for 2.7. All children included here should have had 4 (mother/father) in their column in the table which showed the relationship of the selected person to them.

2.9 How many children aged under 7 years do you have who are still living?

This question is asking for the number of living children aged 0-6 years, whether or not they are living with the respondent. It must be asked of male and female respondents. The question is asking about the respondent's biological children, but can include adopted and foster children. The answer cannot be bigger than the answer to Q2.7. If there are no children under 7, skip the next question.

2.10 How many of these children under 7 years are living in this household?

The answer here cannot be bigger than the answers for 2.8 and 2.9. All children included here should have had 4 (mother/father) in their column in the table which showed the relationship of the selected person to them.

2.11 In the last seven days, did you do any of the following activities?

Use the show card for this question. Go through the different activities one by one and mark 1 (yes) or 2 (no) for each. Emphasise that the answer is 1 (yes) even if the person only did the activity for one hour in the last seven days. The following notes will help to explain the activities if necessary:

- *Any kind of business, big or small for yourself* – the business must be the respondent's business, not one that they are paid for working in. Commercial farms count as businesses, but a small family farm is considered a household plot (third activity)
- *Help unpaid work in a family business* – this is where the respondent is not being paid but is working in their own or family business. Unpaid work on a small family farm must not be included here. It falls under the next activity.
- *Do any work on a household plot, food garden, or kraal* – this is common in the ex-“homeland” areas. The household may be selling what they produce, or may be consuming it themselves. Do not include cases where people have only a few plants or trees, for example in a small urban garden.
- *Catch any fish or wild animals for food or sale* – this must only be included if it is on a small scale. If it is on a large scale, then it will be a business (first activity) if the

household makes money for itself, or wage employment (the last activity) if the respondent is paid a wage for the work.

- *Do domestic work for another household for payment in cash or kind* – this includes work such as cleaning, cooking, gardening, childcare or security for a private household.
- *Do any other work for a wage, salary, piecework pay, commission or payment in kind* – this includes all other, non-domestic, types of paid employment. The work can be paid either in cash or with food or with accommodation. Ask carefully about casual work, piece jobs and part-time work.

Multiple “yes”es are allowed. However, if the person does answer “yes” more than once, check that they are not saying “yes” twice in respect of a single activity. If two “yes”es are for the same activity, ask the respondent which description fits it best and circle “no” for the second description. Ask this question of all respondents, whatever their age. Do not assume anything.

If you have circled one or more “yes”es for this question, skip to Q2.15.

2.12 Do you have a job, business or other economic activity that you will definitely return to?

This question checks whether, even though the respondent did not work in the last seven days, they actually have some type of work. If the answer is “yes”, skip to Q2.15.

2.13 Do you want to do any of the activities that I asked you about?

This question checks whether the respondent wants to engage in economic activity. Use the show card from question 2.11 if necessary to remind the respondent of the different types of economic activity.

2.14 If the work or activity were available, when would you be able to start?

Do not read out the options. Listen to the respondent’s answer and then circle the appropriate option.

2.15 In the last four weeks have you taken any action to look for any of the types of work or start a business?

This question asks about looking for work of any kind and by any method/s in the last four weeks. The question is asked both of people who have said that they worked in the last seven days (“yes” in Q2.11) and of those who did not work. The only people who skip this question are those who say, in Q2.13, that they do not want to do any of the activities. For those who had work in the last seven days, we are asking if they looked for any other work in the last four weeks. If the respondent answers “yes” to this question, skip the following question.

2.16 What was your main reason for not looking for work?

Read out the options and ask the respondent which category best describes them. If they do not fit into any of the first six categories, circle 7 and write in the reason.

2.17 (If worked in the last seven days) What kind of work did you do in the last seven days? (If not working in last seven days) What kind of work did you do in your last work activity?

Choose the correct phrasing for the question depending on whether the respondent answered “yes” to Q2.11. If the person did more than one work activity in the last seven days, answer this question and the following questions about the activity on which they spent the most hours. Write as much detail as possible about the person’s occupation or job title as this helps the coders in head office to work out the correct occupation. If the person did not work in the last seven days, describe the occupation that they last did. Describe the last occupation, even if the person has not worked for very many years. If the respondent has never worked in an economic activity, write “NEVER WORKED” in the block and skip to Q2.23.

2.18 What were your main tasks or duties in this work activity?

This question is used by head office, together with Q2.17, in coding occupation. Again, write as much detail as possible about the person’s tasks and duties at work.

2.19 What are/were the main goods and services produced by you (if self-employed) or your place of work? What are/were the main functions?

This question is used in coding the industry. Write as much detail as possible to help the coders in head office. Describe the activities of the workplace as a whole. For example, the respondent may be working as a nurse or secretary in a clothing factory. You must then describe the main goods and services as producing clothes, *not* as providing health services or secretarial services. It is only in one-person enterprises that the occupation and industry will usually be the same. Include the name of the place of work, for example the name of the factory, educational institution, government department.

2.20 Were you:

Read out all the options and ask the respondent which is the best description. Subsistence work on the family plot should be categorised as 3. Employers should be categorised as 4. If the person did more than one work activity, ask this and the following questions in respect of the activity in which they spent the most hours.

2.21 How many other people besides you worked regularly in this business?

If the respondent does not know the exact number, ask him/her to estimate. If the business has several branches, the respondent should answer about the branch where/she works. Remind the respondent to include both him/herself and the employer where appropriate.

2.22 Would you call this business formal or informal?

Use the translation sheet to find the correct words to use for formal and informal. Ask this question to all respondents, even if you think you know the answer from their previous description of the activity. Do not explain the meaning unless the respondent asks. If the respondent says s/he does not know the meaning of informal, read out the following:

Formal sector employment is where the employer (institution, business or private individual) is registered to perform the activity. Informal sector employment is where the employer is not registered.

2.23 What is your personal main source of income or support to meet your daily needs?

Do not read out the options for this question. Instead listen to the respondent's answer and then choose the appropriate category. Circle only one number. If you are unclear about the respondent's answer, ask him/her to explain more until you are clear. If it does not fit into any of the categories 1-9, circle 10 and write in the description. Many children and some adults will not have any source of personal income or support. However, before accepting 'none' as an answer, prompt whether the respondent has not forgotten some small amount.

- *Wage/salary/piecework pay/commission* includes all payments to employees, even if they are doing casual work or odd jobs. It includes payments in kind unless the person is working for their own family.
- *Earnings from own business or farm* includes all earnings, even if the person is only selling fruit and vegetables on an occasional basis.
- *State grants* includes all types of payments from the government, but does not include retirement pensions paid to people who used to work for government.
- *Private pensions* usually are paid by previous employers, whether private or government, but some people also arrange pension or retirement payments on their own.
- *Unemployment insurance* is paid when people lose their work, and sometimes when they have a baby.
- *Investments* include stocks and shares, as well as other investments.
- *Money from other household members*, including spouse, is money that is given to the respondent by someone else who is living in the household.
- *Remittances from people outside the household* is money that is sent by people who are not living in the household at present, for example people who are working in another town.
- *Private maintenance* is money paid, usually by an ex-husband or absent father.

2.24 What is your usual total monthly personal income from all sources:

Use the show card for this question. Any person who has answered 1-10 in Q2.23 must not answer 1 (no personal income) for this question. Count only money – do *not* include the value of income in kind such as food or housing. Don't rush the respondent to give the answer to this question. Encourage him or her to think first. Avoid refusals.

2.25 Do you usually wear a watch or have a clock with you?

Ask this question - do not rely on what you see. Even if the person is wearing a watch on the day of the interview, they may not usually do so.

2.26 Language in which interview was conducted:

You do not need to ask this question. You can fill it in yourself because you will have been using this language. If you have been using a mixture of languages, mark the language you used most.

2.27 Did you use an interpreter during the interview?

You do not need to ask this question. You can fill it in yourself because you will know whether you needed an interpreter to help communicate with the respondent.

2.28 Were any other people present during the interview?

You do not need to ask this question, as you will have seen the other people if they were present. Circle 1 (yes) even if another person was only present for part of the interview, and even if the other person was a child.

5.3 Sections 3 and 5: Diaries

3.1 Date of day for which activities recorded:

Write the date of the day on which the diary starts. This should be the day before you are conducting the interview. Write the full year, with four digits.

3.2 Day of the week for which activities recorded:

Again, this will be the day on which the diary starts, and should be the day before you are conducting the interview.

3.3 What were you doing yesterday morning between 4 o'clock and half past four?

This and the following three questions are repeated 48 times – for each of the half hour periods in the day. You must start at 4am the previous morning and work through the day half-hour by half-hour. Fill in the description of each activity while with the respondent. Add the activity codes in the evening after the interview is finished.

If the respondent is literate and seems interested, let them see the diary while you are filling it in so that they can check you are recording correctly. For other parts of the questionnaire, do not let the respondent see the questions and what you are recording.

Some of the things to check for when asking about activities are:

- If the person says that they did something *until 6h00*, it means that the activity stopped at 6h00 and you must ask them what they did from 6h00 to 6h30.
- Do not record activities that take up time that is so short it is not noticeable. For example, “*arriving*” at a place is not an activity. If the respondent names this as an activity, ask whether s/he arrived at the beginning, middle or end of that half-hour and what s/he did before and after arriving.
- Especially for people who have regular routines (such as schoolchildren, or people in formal jobs), check that they are telling you *what they did yesterday*, not *what they usually do*.
- If the respondent does not mention *eating* at times corresponding roughly with breakfast, lunch and supper, check that they have not forgotten to mention this activity. If they mention cooking, but don't talk about eating, check if it is true that they did not eat.
- If the respondent says that one activity took *much longer than you would expect* – perhaps two hours dressing – check that they did not do some other activity in the same time period.

- If the respondent mentions *going somewhere, but does not mention travel*, check how far away the place is and how long it took to get there. If the person mentions travel in one direction (e.g. going to a place), but not in the other direction, check why both directions were not mentioned.
- When a person mentions *travel, ask about the purpose – why* they were travelling. The purpose is usually what they were planning to do at the end of the journey. There are several travel codes and you need to know why the person was travelling to be able to choose the correct code.

3.4 What else were you doing during that period?

You must fill in at least one activity for every half hour. You do not need to fill in the second and third lines of activity for a half hour if there are no further activities in that period. This question is the prompt about whether there was more than one activity in a half hour. If there are more than three activities, ask the respondent which activities took up the most time in that half hour and write those in the lines.

3.5 Did you do the activities at the same time, or one after the other?

Questions 3.5 and 3.6 give the answers for the additional columns (whether the activity was done at the same time as another activity, and the two location codes) for each activity. There must be *at least* one same time answer, one location code 1 and one location code 2 for every half hour of the day.

If you mark 1 (yes) for question 3.5 for one activity in any half hour, there must be at least one other activity also marked as 1 (yes) for same time period. If two activities occur at the same time, the location codes for the activities should be the same.

3.6 Where were you when you did the activity?

Question 3.6 will give you the answer for the two location codes. The codes are repeated on the last page of this manual so that you can refer to them easily.

Location code 1	
1	Own dwelling
2	Someone else's dwelling
3	Field, farm or other agricultural workplace
4	Other workplace outside private dwelling
5	Educational establishment
6	Public area i.e. not in a private dwelling, workplace or educational establishment
7	Travelling or waiting to travel
8	Other (specify)

Location code 2	
1	Inside
2	Outside
3	Travelling on foot
4	Travelling by private transport (car, van, motorcycle)
5	Travelling by taxi (kombi or other)
6	Travelling by train
7	Travelling by bus
8	Travelling by bicycle
9	Travelling by other means (specify)

The two location codes work together. If location code 1 is 3 (travelling or waiting to travel), then location code 2 must be between 3 and 9 to show the mode (how) the person was travelling. If the person was waiting to travel, location code 2 will show what type of travel they were waiting for.

Sometimes two different location codes will seem to apply to a particular activity. For example, a teacher can be said to be working in an “other workplace outside private dwelling” (code 4) as well as to be working in an “educational establishment” (code 5). When two codes apply, you must choose the one that is higher on the list. So for the teacher you would choose code 4. For a domestic worker you would usually choose code 2, someone else’s dwelling. Where someone is working on a plot which is attached to their dwelling, you should usually code this as 3 – field, farm or other agricultural workplace i.e. the field is not considered part of the dwelling.

The inside (1) and outside (2) choices for location code 2 show whether the person was under a roof (inside) or not (outside). For example, if the person is in the yard of the neighbour’s dwelling, location code 1 will be “2” and location code 2 will be “2”.

3.7 Did you spend any time during the day looking after children?

People often forget to mention child care. This question is to check whether the respondent remembered to mention all child care activities. Ask this question of everybody. It must be asked whether or not they have already mentioned some child care activity and whether or not they have children.

If the person answers “yes”, and that they have not mentioned all the child care activity, ask them when they did child care and write the new child care activity into the diary. Put an asterisk next to the activity to remind yourself that this was only mentioned after asking this question. When you code, all child care activities which were mentioned while you were going through the diary half hour by half hour get codes with “1” in the third digit. All child care activities which are mentioned after this prompt, get “2” in the third digit.

There are several different codes under category 5 for care of a child who is a member of the household. Care of a child (or adult) who is not a member of the household falls under category 6, and gets one of the codes 671 to 673. If the respondent was caring for a child or adult who is a member of the household at the same time as caring for one who is not a member, use the codes in category 5.

3.8 Was yesterday a typical day for you?

If the respondent answers 'no', that it was not a typical day, ask for the reason and choose the option that matches. You must not read out, or suggest the reason, even if you think you know. We want the respondent's feelings about the day, not yours. If none of the options 2-9 match the respondent's reason, mark 10 and write in the reason.

3.9 Which activity during the day did you enjoy most?

Write in the description of the activity, as described in the diary. You will fill in the code in the evening. If the respondent says 'None', code it 998. If the respondent says 'All', code it 997. Check that the activity was mentioned in the diary. If the respondent names an activity which is not included in the diary, ask when they did that activity. If the most enjoyable activity is part of another activity, for example, answering telephones at work, write the full description but code it in the same way as you coded the diary activity. If the most enjoyable activity is not part of another activity, add the activity to the diary in the correct half hour.

3.10 Which activity during the day did you enjoy least?

Write in the description of the activity, as described in the diary. You will fill in the code in the evening. If the respondent says 'None', code it 998. If the respondent says 'All', code it 997. Check that the activity was mentioned in the diary. If the respondent names an activity which is not included in the diary, ask when they did that activity. If the least enjoyable activity is part of another activity, write the full description but code it in the same way as you coded the diary activity. If the least enjoyable activity is not part of another activity, add the activity to the diary in the correct half-hour.

3.11 Overall, how did you feel about the day you just described?

Read out the options and circle one.

3.12 Language in which interview was conducted:

You do not need to ask this question. You can fill it in yourself because you will have been using this language. If you have been using a mixture of languages, mark the language you used most.

3.13 Did you use an interpreter during the interview?

You do not need to ask this question. You can fill it in yourself because you will know whether you needed an interpreter to help communicate with the respondent.

3.14 Were any other people present during the interview?

You do not need to ask this question, as you will have seen the other people if they were present. Circle 1 (yes) even if another person was only present for part of the interview, and even if the other person was a child.

6 CODING

The coding of occupation (Q2.17 and Q2.18) and industry (Q2.19) will be done in head office. Your task with these questions is to make sure that you record enough information to enable the head office coders to do the work.

6.1 How the activity codes work

You are yourself responsible for the coding of all activities. You should do this the evening of the interview, so that it is fresh in your memory and you still have a chance to go back to the respondent if you have problems in finding an appropriate code.

Mark all activity codes about which you are unsure with a hash (#) in the right hand margin next to that half-hour and explain your difficulty at the back of the questionnaire.

You have two lists to assist you with the coding.

- The coding list gives all activities in the order of the numeric code. The activities are divided into ten different categories, with subcategories in each. For example category 1 is about employment or work activities for establishments and category 7 is about learning activities.
- The coding index is a list of common activities listed in alphabetical order of the doing verb. Where one verb has a number of different meanings which must be coded differently, the index gives further information about each of the meanings after the main verb. For example, the coding index distinguishes between “wash/self”, “wash/child” and “wash/clothes”. Where further information is needed for coding, the index has ASK instead of a code and indicates what further information is needed.

The coding index gives the usual code for a particular activity. In a few cases you may have a good reason for giving a different code for that activity. This can happen, in particular, when you need to show that the activity was part of a particular form of income-earning. For example, household maintenance activities must be coded as 120 if they are done by a domestic worker rather than a household member.

The coding list is divided into ten broad categories. The first three categories refer to different types of work. The first category is for work activities for establishments. The second and third categories are for work activities which is not for establishments.

An *establishment* is defined as a fixed structure (for example, a shop, office, factory, mine) in which production of goods and services is carried out on a regular basis. It includes commercial farms. It includes private households when they are employing domestic workers. Usually establishments will have regular employees working in them, while non-establishment work (categories 2 and 3) does not involve regular employees.

You must write down three digits for each activity. For the tenth category, the left-most digit is a “0”. You must write in this digit. The left-most digit shows the main category and the middle digit shows the sub-category. In a few cases there is also a third digit showing a sub-sub-category.

If you have recorded an activity which is not valid, for example “arrived”, write code “000” in the activity code column.

6.2 Waiting

The third digit is also used to indicate *waiting*. If the respondent says that they spent time waiting, you must ask what activity they were waiting for and then use the code for that activity with an 8 in the third digit place. For example, waiting for a taxi to go to work would be 188. Where the respondent is waiting for an activity which already has a three-digit code, the coding list shows a special waiting code. For example, waiting in a pension queue is 448.

6.3 Travel

When coding travel, remember that most travel happens in a circle – the person starts from one place (for example, home), goes to another (for example, work or school) and later goes back again. Travel is coded according to the purpose. Usually the return journey must be coded according to the purpose of the round trip. So, for example, travel back from work will be coded 180. If the respondent stops on the way to work to drop off a child at the creche, the journey from home to the creche is 580, the journey from the creche to work is 180, the journey back from work to creche is 180 and the journey from creche to home is 580. If the respondent does not stop at the creche on the way home, the full journey home is coded 180 because the respondent will have spent longer at work than at the creche so work can be taken as the main purpose of the travel circle.

If the person is travelling or waiting to travel, the location code 1 is 7. For location code 2, you must then choose from codes 3 to 9. If the person is waiting to travel, location code 2 is the mode of travel for which they are waiting for. If they use several different modes for a journey – for example, they walk to the bus stop and then take a bus – code two different travel activities, with the appropriate location code 2 for each.

Travelling (for example, walking) in connection with fetching fuel or water is regarded as part of the fetching. It is not a separate activity. You must code this travelling as 236 (for fuel) or 250 (for water).

6.4 Child care

All child care activities have two codes. The code with “1” as the third digit is for activity that is mentioned spontaneously – while you are going through the diary day. The code with “2” as the third digit is for activity that is only mentioned after you ask question **3.7** or question **5.7** about whether they spent any time during the day looking after children. The activities that you have added after questions 3.3 and 5.3 should have an asterisk next to them to remind you, when coding, that they get the special code.

CODING LIST

1. Employment for establishments

Time used for:

- 111 Wage and salary employment other than domestic work
- 112 Outworkers/home-based work for an establishment
- 113 Domestic and personal services produced by domestic work
- 114 Unpaid employment in establishment
- 115 Work as employer/self-employed for an establishment
- 130 Working in apprenticeship, internship and related positions
- 140 Short breaks and interruptions from work
- 150 Seeking employment and related activities
- 180 Travel to/from work and seeking employment in establishments
- 190 Employment in establishments not elsewhere classified

2. Primary production activities not for establishments

Time used for:

- 210 Crop farming and market/kitchen gardening: planting, weeding, harvesting, picking, etc.
- 220 Tending animals and fish farming
- 230 Hunting, fishing, gathering of wild products and forestry
- 236 Collecting fuel, firewood or dung
- 240 Digging, stone cutting, splitting and carving
- 250 Collecting water
- 260 Purchase of goods for and sale of outputs arising from these activities
- 280 Travel related to primary production activities (not for establishments)
- 290 Primary production activities (not for establishments) not elsewhere classified

3. Services for income and other production of goods not for establishments¹

Time used for:

- 310 Food processing and preservation activities: grain processing, butchering, preserving, curing
- 320 Preparing and selling food and beverage preparation, baking, confectionery and related activities
- 330 Making and selling textile, leather and related craft: weaving, knitting, sewing, shoemaking, tanning, products of wood
- 340 Building and extensions of dwelling: laying bricks, plastering, thatch, roofing, maintaining and repairing buildings; cutting glass, plumbing, painting, carpentering, electric wiring
- 350 Petty trading, street/door-to-door vending, shoe-cleaning and other services performed in non-fixed or mobile locations
- 360 Fitting, installing, tool setting, maintaining and repairing tools and machinery

¹ In each activity buying of inputs and selling the products are included, and may be disaggregated at the third digit level.

- 370 Provision of services for income such as computer services, transport, hairdressing, cosmetic treatment, baby-sitting, massages, prostitution
- 380 Travel related to services for income and other production of goods (not for establishments)
- 390 Services for income and other production of goods (not for establishments) not elsewhere classified

4. Household maintenance, management and shopping for own household

Time used for:

- 410 Cooking, making drinks, setting and serving tables, washing up
- 420 Cleaning and upkeep of dwelling and surroundings
- 430 Care of textiles: sorting, mending, washing, ironing and ordering clothes and linen
- 440 Shopping for personal and household goods
- 441 Accessing government service, such as collecting pension, going to post office
- 448 Waiting to access government service
- 450 Household management: planning, supervising, paying bills, etc.
- 460 Do-it-yourself home improvements and maintenance, installation, servicing and repair of personal and household goods
- 470 Pet care
- 480 Travel related to household maintenance, management and shopping
- 490 Household maintenance, management and shopping not elsewhere classified
- 491 Chopping wood, lighting fire and heating water not for immediate cooking purposes

5. Care for children, the sick, elderly and disabled for own household

Time used for:

- 511 Physical care of children: washing, dressing, feeding – mentioned spontaneously
- 512 Physical care of children: washing, dressing, feeding – not mentioned spontaneously
- 521 Teaching, training and instruction of household's children – mentioned spontaneously
- 522 Teaching, training and instruction of household's children – not mentioned spontaneously
- 531 Accompanying children to places: school, sports, lessons, etc. – mentioned spontaneously
- 532 Accompanying children to places: school, sports, lessons, etc. – not mentioned spontaneously
- 540 Physical care of the sick, disabled, elderly household members: washing, dressing, feeding, helping
- 550 Accompanying adults to receive personal care services: such as hairdresser's, therapy sessions, etc.
- 561 Supervising children and adults needing care – mentioned spontaneously
- 562 Supervising children and adults needing care – not mentioned spontaneously
- 580 Travel related to care of children, the sick, elderly and disabled in the household
- 590 Care of children, the sick, elderly and disabled in the household not elsewhere classified

6. Community services and help to other households

Time used for:

- 610 Community organised construction and repairs: buildings, roads, dams, wells, etc.
- 620 Community organised work: cooking for collective celebrations, etc.
- 630 Volunteering with or for an organisation
- 650 Participation in meetings of local and informal groups/caste, tribes, professional associations, union, political and similar organisations
- 660 Involvement in civic and related responsibilities: voting, rallies, etc.
- 671 Caring for non-household children – mentioned spontaneously
- 672 Caring for non-household children – not mentioned spontaneously
- 673 Caring for non-household adults
- 674 Other informal help to other households
- 680 Travel related to community services
- 690 Community services not elsewhere classified

7. Learning

Time used for:

- 710 School, technikon, college or university attendance
- 720 Homework, studies and course review
- 730 Additional study, non-formal education and courses during free time
- 740 Work-related training
- 780 Travel related to learning
- 790 Learning not elsewhere classified

8. Social and Cultural Activities

Time used for:

- 810 Participating in cultural activities, weddings, funerals, births, and other celebrations
- 820 Participating in religious activities: religious services, practices, rehearsals, etc.
- 831 Socialising with family
- 832 Socialising with non-family
- 833 Socialising with both family and non-family
- 840 Arts, making music, hobbies and related courses
- 850 Indoor and outdoor sports participation and related courses
- 860 Games and other pastime activities
- 870 Spectator to sports, exhibitions/museums, cinema/theatre/concerts and other performances and events
- 880 Travel related to social, cultural and recreational activities
- 890 Social, cultural and recreational activities not elsewhere classified

9. Mass media use

Time used for:

- 910 Reading
- 920 Watching television and video
- 930 Listening to music/radio
- 940 Accessing information by computer
- 950 Visiting library

980 Travel related to mass media use and entertainment
990 Mass media use and entertainment not elsewhere classified

0. Personal care and self-maintenance

Time used for:

010 Sleep and related activities
020 Eating and drinking
030 Personal hygiene and health
041 Receiving medical and personal care from professionals (including traditional healer)
042 Receiving medical and personal care from household members
043 Receiving medical and personal care from non-household non-professionals
048 Waiting for medical and personal care
050 Doing nothing, rest and relaxation
060 Individual religious practices and meditation
080 Travel related to personal care and self-maintenance
090 Personal care and self-maintenance not elsewhere classified

CODING INDEX

ASK Arrive (This is instantaneous action. Ask what rest of period spent on)
730 Attend/art class as part of school curriculum
840 Attend/art class as extra-mural activity
820 Attend/church
041 Attend/clinic
870 Attend/concert
740 Attend/course of work-related training
660 Attend/court case
810 Attend/funeral
650 Attend/meeting
820 Attend/religious service
710 Attend/school
810 Attend/wedding
710 Attend/university, technikon or college
410 Bake/for household use
320 Bake/for income-earning purposes
511 Bath/child from household, mentioned during diary
512 Bath/child from household, only mentioned after prompt question
671 Bath/child not from household, mentioned during diary
672 Bath/child not from household, only mentioned after prompt question
540 Bath/other adult from household
673 Bath/other adult not from household
030 Bath/self
042 Be looked after by household member
410 Boil water/for cooking, drinking, making tea or coffee
491 Boil water/not for cooking
540 Braid hair of other person/not to earn income
370 Braid hair/to earn income
030 Braid hair/own
111 Bring back livestock from fields/as paid worker on commercial farm
220 Bring back livestock from fields/household's farming activities
030 Brush teeth
440 Buy goods/for home or personal use
260 Buy goods/for home production
ASK Buy goods/to resell or to use in paid work – code according to type of work
511 Change nappy/of household baby, mentioned during diary
512 Change nappy/of household baby, only mentioned after prompt question
831 Chat/with family only
832 Chat/with non-family only
833 Chat/with both family and non-family
410 Check if pots ready
111 Check livestock/as paid worker on commercial farm
220 Check livestock/household's farming activities
820 Choir practice/religious
840 Choir practice/not religious
236 Chop wood/part of collecting fuel
491 Chop wood/not part of collecting fuel
310 Clean/chickens for selling uncooked
320 Clean/chickens for selling after cooking

511 Clean/child from household, mentioned during diary
 512 Clean/child from household, only mentioned after prompt question
 671 Clean/child not from household, mentioned during diary
 672 Clean/child not from household, only mentioned after prompt question
 410 Clean/food for cooking
 420 Clean/yard or garden
 113 Clean/house paid as domestic worker
 420 Clean/house unpaid
 330 Close/stall where sell clothes sewn by self
 320 Close/stall where sell prepared food
 350 Close/stall where sell other things
 236 Collect/cowdung
 630 Collect/door to door for charity
 230 Collect/imifino (wild spinach)
 441 Collect/pension (from government)
 236 Collect/wood
 310 Collect/work equipment for food processing
 320 Collect/work equipment for food stall
 330 Collect/work equipment for clothes stall
 350 Collect/work equipment for other stall
 360 Collect/work equipment for repair work (not wage or salary work)
 030 Comb hair
 620 Cook/for community celebration or funeral
 113 Cook/paid work as domestic worker
 410 Cook/unpaid in own home
 113 Cut, make and trim (CMT)
 370 Cut hair/to earn income
 832 Dance/as part of socialising
 840 Dance/dancing lesson
 ASK Deliver goods to customers – classify according to type of work
 410 Dish up food
 511 Dress/child from household, mentioned during diary
 512 Dress/child from household, only mentioned after prompt question
 671 Dress/child not from household, mentioned during diary
 672 Dress/child not from household, only mentioned after prompt question
 030 Dress/self
 020 Drink – if part of socialising, for example in shebeen, add codes for socialising
 ASK Drive - classify according to purpose of travel
 020 Eat
 831 Entertain visitors/only family
 832 Entertain visitors/ only non-family
 833 Entertain visitors/family and non-family
 111 Feed animals/as part of wage or salary work
 220 Feed animals/as part of household farming activity
 470 Feed animals/pets
 511 Feed child/from household – mentioned during diary
 512 Feed child/from household – only mentioned after prompt question
 671 Feed child/not from household – mentioned during diary
 671 Feed child/not from household – only mentioned after prompt question
 580 Fetch child member of household from somewhere
 671 Fetch child non-member of household from somewhere

250 Fetch water
 236 Fetch wood
 111 Fix equipment/as part of work for wage or salary
 360 Fix equipment/to earn income, not for wage or salary
 832 Friend visits
 210 Garden/for household consumption or income-earning purposes
 420 Garden/for leisure
 030 Get dressed
 ASK Go back home – classify according to purpose of journey
 880 Go to meet someone
 440 Go to shop/shopping time
 480 Go to shop/travel time
 010 Go to sleep
 ASK Go to taxi rank; station – classify according to purpose of journey
 030 Go to toilet
 180 Go to work/wage or salary work
 380 Go to work/self employment
 831 Greet/family
 832 Greet/non-family
 833 Greet/family and non-family
 030 Groom self
 850 Gym
 430 Hang washing to dry
 041 Have a haircut
 410 Heat water/as part of cooking
 491 Heat water/non-cooking purposes
 521 Help/child of household with homework, mentioned during diary
 522 Help/child of household with homework, only mentioned after prompt question
 671 Help/child not of household with homework, mentioned during diary
 672 Help/child not of household with homework, only mentioned after prompt question
 674 Help/neighbour with task
 720 Do homework
 430 Iron
 410 Lay table
 050 Lie in bed/not sleeping – omit this code if other simultaneous activity
 410 Light fire/as part of cooking
 491 Light fire/non-cooking purposes
 930 Listen/to music
 930 Listen/to radio
 540 Look after adult/of household, active care
 561 Look after adult/of household, not active care, keeping an eye only
 673 Look after adult/not of household
 511 Look after child/of household, active care, mentioned during diary
 512 Look after child/of household, active care, only mentioned after prompt question
 561 Look after child/of household, not active, keep an eye only – mentioned during diary
 562 Look after child/of household, not active, keep an eye only – only mentioned after prompt question
 671 Look after child/not of household – mentioned during diary
 672 Look after child/not of household – only mentioned after prompt question
 111 Look after livestock/as part of wage or salary work
 220 Look after livestock/as part of household farming activity

150 Look for work
 420 Make bed
 330 Make clay pots
 410 Make fire/as part of cooking
 491 Make fire/non-cooking purposes
 430 Mend clothes
 511 Nurse baby/of household, mentioned during diary
 512 Nurse baby/of household, mentioned only after prompt
 430 Pack away clothes
 420 Pack away dishes
 ASK Pack away work tools/equipment – code according to type of work activity
 410 Pack dishes away
 450 Pay electricity account
 860 Play
 850 Play/sport
 860 Play/TV game
 430 Polish shoes
 060 Pray/alone
 820 Pray/as part of group
 410 Prepare food
 ASK Prepare for bed – ask what activities involved
 320 Prepare goods for selling/food or drink prepared by self
 330 Prepare goods for selling/clothes made by self
 350 Prepare goods for selling/not food, drink or clothes made by self
 430 Put washing on the line
 448 Queue for pension
 820 Read bible
 910 Read book
 910 Read newspaper
 050 Relax/alone – omit code if doing anything else simultaneously
 831 Relax/together with family only
 832 Relax/together with non-family only
 833 Relax/together with family and non-family
 111 Repair house/as part of wage or salary work
 340 Repair house/as income-earning activity
 460 Repair house/as part of self-employment work
 050 Rest – omit code if doing anything else simultaneously
 ASK Return – code according to purpose of journey
 720 Revise schoolwork
 850 Ride bicycle/not for travel purposes
 111 Sell/as part of wage or salary work
 350 Sell/food or drink prepared by others
 320 Sell/food or drink prepared by self
 350 Sell/clothes made by others
 330 Sell/clothes made by self
 350 Sell/door-to-door
 410 Serve food
112 Sew/as home-based worker for an establishment
 330 Sew/for own use
 330 Sew/for selling
 440 Shop

030 Shower
 220 Slaughter livestock/for own use
111 Slaughter livestock/for selling, commercial farm or abattoir (wage work)
 220 Slaughter livestock/for selling, household farm
 010 Sleep
 090 Smoke
 410 Soak samp; beans
 831 Speak with relative on phone
 831 Spend time with/family only
 832 Spend time with/non-family only
 833 Spend time with/family and non-family
 710 Study/at educational institution
 720 Study/at home, homework
 730 Study/at home, not related to school, technikon, college or university attendance
 940 Surf the internet
 120 Sweep room/paid work as domestic worker
 420 Sweep room/unpaid work in own home
 420 Sweep yard
 550 Take older person to clinic
 832 Talk with friends
 140 Tea break/at work
 420 Tidy/room
 350 Trade/in street
 ASK Travel – consult coding list for travel code in category related to purpose of travel
 030 Undress/self
 950 Visit/library
 832 Visit/non-relative
 831 Visit/relative
 ASK Wait – add 8 in third digit of code of activity for which waiting
 850 Walk/for pleasure or exercise
 ASK Walk/to go somewhere – code according to purpose of travel
 511 Wash/baby of household, mentioned during diary
 512 Wash/baby of household, only mentioned after prompt
 460 Wash/car
 430 Wash/clothes
 410 Wash/dishes
 430 Wash/laundry
 511 Wash/nappies of household baby, mentioned during diary
 512 Wash/nappies of household baby, mentioned only after prompt
 030 Wash/self
 870 Watch/live sport
 920 Watch/TV
 920 Watch/video
 410 Watch/pots
 210 Water plants/part of market gardening
 420 Water plants/decorative plants
 130 Work/as apprentice or intern
 610 Work/on public works programme
 113 Work/as domestic worker
 115 Work/for profit (as employer/self-employed) in an establishment
 111 Work/for wage or salary in establishment other than paid domestic work

ASK Work/for own pocket and not for establishment – code in category 3 according to product or service
ASK Work/for own or household use – code in category 2 according to type of activity
114 Work/unpaid in establishment

7 REFERENCE PAGE

7.1 Selection grid

Use this grid to choose the persons to interview in each household. Cross out each block as you use it.

Persons 10 yrs +	HH1	HH2	HH3	HH4	HH5	HH6	HH7	HH8	HH9	HH10
1	1	1	1	1	1	1	1	1	1	1
2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2
3	1 2	1 3	2 3	2 3	1 3	2 3	1 2	2 3	1 3	2 3
4	2 4	1 3	1 3	2 4	1 3	2 4	1 3	2 4	1 3	2 4
5	3 5	1 4	1 3	2 4	1 5	2 4	2 4	4 5	1 2	2 4
6	5 6	4 6	1 2	1 2	1 5	4 6	1 5	3 5	4 6	1 3
7	2 6	4 6	2 5	5 7	2 4	4 7	5 7	1 4	2 6	1 4
8	1 5	1 3	6 8	2 5	1 4	5 6	2 3	5 7	6 8	2 8
9	4 9	1 3	4 9	1 5	2 7	2 9	2 3	4 5	7 8	2 6
10	3 9	1 6	2 3	4 9	1 3	8 10	5 6	3 7	2 5	8 9

7.2 Location codes

Location code 1	
1	Own dwelling
2	Someone else's dwelling
3	Field, farm or other agricultural workplace
4	Other workplace outside private dwelling
5	Educational establishment
6	Public area i.e. not in a private dwelling, workplace or educational establishment
7	Travelling or waiting to travel
8	Other (specify)

Location code 2	
1	Inside
2	Outside
3	Travelling on foot
4	Travelling by private transport (car, van, motorcyle)
5	Travelling by taxi (kombi or other)
6	Travelling by train
7	Travelling by bus
8	Travelling by bicycle
9	Travelling by other means (specify)