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**Surveys, Analyses, Modelling
and Mapping (SAMM)**



HSRC

Social science that makes a difference

2003 South African Social Attitudes Survey (SASAS)

Fieldworkers Manual

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1. Introduction

The South African Social Attitudes Survey (the SASAS) is a new survey being conducted by the Human Sciences Research Council (HSRC) that will collect information on people's attitudes, beliefs and behaviour patterns in all nine provinces. The SASAS is intended to be a time series, run every year. It is designed to measure contemporary social attitudes, values and behaviour patterns and how they change over time. Such findings are of interest to government departments anxious to have more information about people's own assessments of social and political issues in their country. Subjects covered in the questionnaire include attitudes towards democracy and governance, poverty and social identity, amongst many other things. We expect that the data gathered will be used extensively by national and provincial governments, policy analysts, think tanks, politicians, journalists and academics, as well as being of interest to the general public. The data are also contributions to social history, to allow analysts in the future to discover what people thought and felt about the major social issues of today. The SASAS will therefore provide a unique long-term account of the social fabric of modern South Africa, of how its changing political and institutional structures interact over time with changing social attitudes and values. With data from the SASAS, people will be able to make detailed comparisons between provinces (or groups) on a wide range of social issues.

In order to be able to accommodate a wider variety of topics in the survey, two versions of the principal survey instrument are to be administered simultaneously. In addition to the standard set of demographic and background variables, the two versions of the questionnaire will contain a harmonized Core Module that will remain relatively constant from round to round. The aim of this substantive SASAS core is to monitor change and continuity in a variety of socio-economic and socio-political and socio-demographic variables. The need to advocate parsimony in order to keep the average duration of the interview within acceptable limits means that a number of themes have to be accommodated within the survey over time on a rotational basis. The rotating element of the survey consists of at least 40 percent of the total items included in each of the two questionnaires, comprising two or more topic-specific modules in each round of interviewing. This component will be directed at measuring a range of policy and academic concerns and debates that require more detailed examination than the multi-topic core module would allow. Unlike the core module, which is common to both questionnaires, it is envisaged that identical rotating modules will *not* be included in the two survey instruments. Therefore, the questions contained in the core module (demographics and core thematic issues) will be asked of all 7000 respondents, while the remaining rotating modules will be asked of a half sample of approximately 3500 respondents each.

2. The Sample

The SASAS has been designed to yield a representative sample of 7000 adults aged 16 and older (with no upper age limit), regardless of their nationality or citizenship, in households geographically spread across the country's nine provinces. In addition, a representative sample of 4000 adults aged 16 and older was selected for the *Omnibus Survey* (Questionnaire 3), bringing the total sample size to 11000. The sample has been drawn from the Human Sciences Research Council's Master Sample, which is a sampling frame that consists of 1000 census enumerator areas (EAs). Enumerated areas are geographical boundaries that were created by Stats SA for the census studies. For the master sample 1000 EAs were chosen in such a way that it was representative of South Africa. The EAs chosen from the census sample frame were stratified by the socio-demographic domains of province, geographical sub-type and the four population groups. The master sample was developed in order to allow the HSRC to conduct longitudinal social surveys. More specifically, it was designed with the sampling demands of the SASAS time series in mind, together with other important social surveys, such as the AIDS behavioural survey (SABSSM), that will provide critical information for policy-making purposes. It is anticipated that the master sample will yield more accurate social survey data, enable trends to be monitored over time and improve information available for planning and policy purposes.

The 1000 EAs were photographed from the air and maps were produced for all of these areas. These maps were then loaded onto a Geographical Information Systems (GIS) package and each of the EAs was divided into a series of visiting points. These visiting points were then numbered using a serpentine (snake movement) method. The master sample was created in such a way that it made provision for 11 clusters per EA. This meant that each EA could be visited 11 times without fear that the same household would be visited. The master sample was first used for the HSRC National Aids study (SABSSM). For this study 1 of the 11 clusters was chosen. This selection was done in a total random way. For the purposes of SASAS, 2 clusters per EA will be chosen. This would mean that we have 2 clusters with 11 visiting points per EA – thus a total of 22 visiting points per EA. To ensure that this study is not compromised by the previous SABSSM study, the statistician decided that we should choose those 2 clusters that are the furthest away from the SABSSM visiting points. The approach adopted was that the team would determine the interval used between visiting points for the SABSSM study and this interval would be divided by 2. This would give the researchers the exact midpoint between the two selected SABSSM households and the team would then choose this midpoint as a visiting point and also the adjacent visiting point. Take the following example: For the SABSSM study, visiting point 2, 13, 24, 35, 46, 57,68,79,90,101, 112 were chosen. The interval is thus 11. Eleven will be divided by 2, which will equal 5.5. Visiting point number 2 will be the starting point and because the interval is 6, we will count six visiting points from visiting point number 2. The selected visiting point will then be visiting point number 7 and also the neighbour 8. Visiting point 7 and 8 would thus be chosen as a midpoint between 2 and 13. Since the starting point of the cluster for the SABSSM study was chosen randomly, this methodology is still acceptable since the starting point was random and now fixed intervals are chosen. This is acceptable since all clusters are representative of the whole EA. These selected visiting points were indicated on the maps with yellow dots and in the cases of farms pink dots.

Sample Characteristics:

- Coverage of sample: all 9 provinces
- Number of sampling points and addresses selected: 11,000 (3500 Questionnaire 1; 3500 Questionnaire 2; 4000 Questionnaire 3)
- Need to select one individual at the visiting point using the methodology described in section 8.
- It is critically important that the respondent be selected through strict random selection (by kish grid) to ensure representativeness of survey
- When carrying out the selection, include only eligible members at the visiting point (as defined in section 8)
- Once an individual has been selected, under no circumstances can they be substituted by another individual

Different types of areas defined primarily by the dominant dwelling type, population group and location in urban versus rural localities will be used to ensure that respondents from different types of communities throughout the country will have a chance of being selected for inclusion in the survey sample frame.

In each EA three questionnaires will be administered and this will be done by completing first Questionnaire 2 and then Questionnaire 1:

| Questionnaire number | Visiting point number | Questionnaires per EA |
|----------------------|-----------------------|-----------------------|
| Questionnaire 2 | 2,5,8,11,14,17,20 | 7 |
| Questionnaire 1 | 3,6,9,12,15,18,21 | 7 |

To make it easier for the field terms each questionnaire was pre-numbered and this number of the questionnaire corresponded with the visiting point number on the maps. The fieldworker would then exactly know which questionnaire to administer at which point.

Questionnaires have been translated in other languages but these questionnaires should not be filled in. ONLY ENGLISH QUESTIONNAIRES WITH A BAR CODE NUMBER (sticker) SHOULD BE COMPLETED.



* 30700004 - 006 - Q3 - 22 *

QUESTIONNAIRE NO - 00022

Each questionnaire has two unique numbers. The questionnaire number is numeric and is from 1-11000. The other number is also a unique bar coded number. This number indicates the province, magisterial district, EA number, visiting point number, questionnaire number and a number 1-22 (since 22 interviews needs to be done per EA)

| | | | | | |
|---|----------|----------|----------|----------|--------------|
| Province | | | | | 3 |
| Magisterial district | | | | | 0 7 |
| EA number | 0 | 0 | 0 | 0 | 4 |
| Visiting point number | | | | | 0 0 6 |
| Questionnaire number (Q1, Q2,) | | | | | 2 |
| Total number of visiting points / EA (1-22) | | | | | 2 2 |

Provinces are numbered as follows:

- 1 = Western Cape
- 2 = Eastern Cape
- 3 = Northern Cape
- 4 = Free State
- 5 = KwaZulu-Natal
- 6 = North West
- 7 = Gauteng
- 8 = Mpumalanga
- 9 = Limpopo

3. Overview of Procedures

In summary, the survey involves the following procedures:

- i) Notifying the relevant authority that you are working in the area;
- ii) Tracing all issued visiting points, making contact at all of them and completing the contact form on the cover page of the questionnaire for each;
- iii) Where there is more than one household at a visiting point, randomly select one adult aged 16 years or older from that visiting point as a respondent and interview his or her household;
- iv) Conduct an interview with the randomly selected adult [aged 16 or older].

More detail about the respondent selection procedure can be found in section 8.

4. Notifying the Relevant Authorities

It is useful to notify the relevant local authorities in the area where you will be working. It is reassuring for elderly or suspicious respondents to be told that the inkosi / induna / local councillor / local police know about you and the survey, and that they can check with them. You should complete a copy of the **Survey Notification Form** (giving details of the research organisation, interviewer number, area to be worked in, car registration number, start and end date of fieldwork etc.) that has been included in your supplies. Attach a copy of the **letter for respondents** to the form and hand it in to the police. Make a note of the name of the traditional leader / councillor / officer to whom you speak and the date of your call so that, in the event of any query or complaint, you are fully covered.

5. Contact Procedures

A **letter of introduction** will be given to you prior to the commencement of the fieldwork. The letter will contain information about what the SASAS is, why we want to speak to the respondents and who uses the results. The letter can be used whenever interviewers feel it would be valuable - for example leaving it with someone who they are going to call back on later, or giving it to people who want to know more about the study.

Please make sure that your supervisors or sub-supervisors have provided you with copies of the letters when you go out into the field, so that you can leave a copy behind with the selected respondent. It is important to do this in case the respondent wishes to contact one of the researchers after you have left.

Information that will be included in the Letter:

- Why does the study matter – why should they take part?
- Topics included in the questionnaire
- How we have obtained the respondent's name/address
- Why we cannot substitute them with another respondent
- Who funds the SASAS
- Confidentiality
- Who will use the information given?
- About how long will the interview take?

You must attempt to make contact with every selected respondent in your assignment. You must visit on at least 4 occasions, at different times of the day and spread across the fieldwork period before you classify the visiting point/individual as unproductive. At least one of these visits should be in the evening and one at the weekend.

In order to assist you in locating the selected visiting points, fieldwork kits will be issued to the supervisors. These kits include:

- Route descriptions, which will assist the team to navigate their way into the selected enumerator areas.
- Maps that, using aerial photographs as a base, identify the exact geographic location of the enumerator areas to be sampled throughout the country.
- More detailed maps that identify the exact visiting points within the EAs that were randomly selected by our office-based sampling team and where respondents will be interviewed.

In certain instances, it may be difficult to determine from the maps provided exactly which visiting point is to be selected, due to vegetation cover, change in the landscape since the aerial photos were taken (especially true of informal settlements), poorly identifiable access roads (particularly for farms) or some other reason. Recognising that this is likely to occur, provision has been made for the employment of Global Positioning Systems (GPS). The supervisors will be trained in the use of the

GPS units and, should difficult situations arise, will be ready to assist fieldworkers navigate into these areas and right up to the selected visiting points.

Response Rates

A high response rate is essential in order to ensure that the people interviewed in the survey accurately represent the national population. We have a target minimum response rate of 70%, so you need to think carefully about how you can maximise your own response rate. Please keep trying to contact all the issued visiting points until the end of the fieldwork period, and call back as often as you can, while you are still in the area (the requirement to make 3 calls is a minimum). If you sense a respondent may be about to refuse, it often helps if you withdraw, offering to call again at a more convenient time, before a formal refusal is actually given. Only by interviewing as many as possible of those selected for the sample can we be confident that the answers you get are representative of the views of everyone.

In addition, some other means to help achieve a good response rate are as follows:

- Call your supervisor before you return any incomplete or untraceable visiting points. By using the electronic GPS unit, which can be programmed with the exact geographical coordinates of the visiting points, we will help you get to 'hard to find' locations;
- Return the questionnaire with the completed cover page contact details for **other** deadwood addresses (vacant premises, etc.) to the supervisor / HSRC as soon as possible. We need to know what deadwood there is as early as possible in the fieldwork period;
- For refusals: complete the cover page contact details (entering Don't Know for any information that you do not have) and return it to the survey organisation. Depending on the circumstances, we may reissue it to try convert the person who refused;
- If you select a person for interview who proves hard to contact, breaks an appointment, etc., keep on trying to 'convert' him/her until the end of the fieldwork period, even if you have already made 3 calls. Then whenever you are in the neighbourhood try again, unless you have learned that the selected respondent will not be available until after the end of the fieldwork (due to holiday, illness, etc.) Complete the cover page contact details (entering Don't Know for any information that you do not have) and return them to the supervisor / HSRC at the end of your assignment.

Remember to show your Identity Card when you introduce yourself. You may want to give the person you initially contact a copy of the introductory letter. In any case, you should leave a copy of the letter with each respondent after the interview, in case he/she has any queries after you have left and wishes to contact the survey organisation.

Based upon the experience of the pilot survey, we expect the main interview will last, on average, about an hour. This is an average or mean time and so some of your interviews will take maybe 80 or even 90 minutes while others may only be 45 minutes. It all depends on the characteristics of the respondent and his/her household. For example, the questionnaire may take longer to finish for older respondents. Similarly, interviewing a respondent living in a household with 15 members will take longer to complete than a household with four, mainly because of the need to fill in a household roster. So please allow enough time between appointments.

Useful hints on how to introduce the survey:

- **Funding for the survey:** Comes from the grant that the Human Sciences Research Council receives from Parliament every year.
- Lots of different groups will **make use** of the information people provide, from governments, academics, politicians or the general public.
- **Why does this study matter?** We know what politicians and journalists think about the important issues facing South Africa today, but this study is about what the **public** think.
- When selling the survey do stress the **wide range of topics** covered in the interview – there is something for everyone.
- **How long will the interview take?** Around 1 hour.

6. General Fieldworker Guidelines*Confidentiality of information*

The Statistics Act 1976 (Act 66 of 1976) has a secrecy section which says that data on individuals must be treated as strictly confidential, and that personal information must under no circumstances be passed on to organisations or individuals who are not directly involved in the study. This is an important point. As a fieldworker, it is illegal for you to pass on any information that you receive about a household during an interview to any person who is not directly involved in the study. Furthermore, it is important that you make the respondent aware of the fact that all information collected during the interview will be treated as confidential. By this it is meant that no individuals or households will be identified by name or address in any of the reports we plan to write.

Your role and duties

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

Before the interview

Prior to the interview, you must:

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

During the interview

- Read this manual and be familiar with what it says.
- You must visit only the visiting points, households and individuals to which you are assigned. Your supervisor or sub-supervisor will give the names and specific locations of these

households and respondents to you. In the event that you fail to get any response from a particular household (e.g., no one is home), you must revisit that household at least 3 times. **There is no replacement of households or selected respondents.**

- If an individual respondent is unwilling to participate in the survey, you should make every effort to persuade him or her otherwise. Explain the purpose of the survey and the importance of his or her participation in it. If you still do not succeed in getting the respondent to co-operate, report this to your fieldwork supervisor, who will then attempt to talk to the respondent as well.
- It is up to you to make the interview a success. Therefore, your behaviour is very important. You should act in a friendly and professional manner at all times.
- At the start of an interview, introduce yourself, explain the purpose of the survey, and assure the respondent that all information given will be treated as strictly confidential.
- Carefully complete the questionnaire and do not leave out *any* information.
- When you are busy with an interview, never assume anything. Always ask the respondent to supply all information. This is a very important point - you should *never* make up or write down information that you think might be true. Always ask to be sure that the answer is correct.
- Complete the questionnaire in pencil. This will make it easier to correct for mistakes.
- As you conduct the interview, listen carefully to the answers given to each question, as these may help you later on in the interview. It will also help to create a feeling of trust and co-operation within the respondent, especially if they see you are genuinely listening to their answers.
- Before you leave the household, check each questionnaire carefully to make sure that it has been correctly completed. If the questionnaire is not fully completed, apologise for the inconvenience and get the relevant information that has been left out. If you are uncertain about anything relating to the questionnaire or the interview, you should discuss it with your fieldwork sub-supervisor or supervisor immediately.
- Once you are sure you have all the information you require, thank the respondent for their time and effort and leave. Of course, given the length of the survey it may not be possible to finish in one sitting and you must arrange for a time to return to finish the work.
- You are encouraged to write comments and notes in the questionnaire, especially when a family situation is confusing and requires further explanation or when you have problems with certain sections.

General Notes

- Please look out for instructions that we have left for you throughout the questionnaires. The most common of these are:
 - Instructions to use a specific showcard: e.g. **[Showcard 5]**
 - Instructions about the reading out of codes: e.g. ***Fieldworker: Do NOT read out options*** or ***Fieldworker: Read out options***.
- There are many skips (e.g. → Skip to Q.53) in the questionnaire intended to make it shorter when certain questions are irrelevant. These will be covered in detail in training but are not described in detail in this manual.
- When a household is very large and requires extra sheets for a section (especially the cover material) use the extra sheets provided to your supervisor and attach them into the questionnaire.
- A feature of such a wide-ranging questionnaire is that people are likely to be more interested in some questions than in others. The particular interviewing challenge posed is one of establishing

the right speed at which to ask the questions. Rushing the respondent clearly has to be avoided, but an over-deliberate approach would be equally wrong. It may be that some respondents want to give a great deal of thought to some of the issues, but we are seeking to capture present attitudes, not to conduct a philosophical discussion or a political debate! If some respondents have no particular viewpoint on a topic, or if they cannot answer the question as posed, a 'don't know' or 'other answer' code is acceptable; then you just move on to the next question.

- Throughout the questionnaire we will be using a number of general phrases that may cause the respondent to ask for further explanation. Examples might be "In your province" "in your area", or "in your neighbourhood". In these and many similar cases we do not wish to give the respondent any further explanation. The phrases used are intended as general ones. Simply read the question or statement out, and tell respondents that they should answer in terms of whatever they understand by the phrase. Please do not prompt respondents in such instances.
- There are some questions where people are asked to give information that may be regarded as sensitive. Some respondents may feel uneasy about giving information on their voting behaviour or income, for example. If so, this should be coded as 'refusal'. Some questions have explicit refusal codes. At other questions where this option is not available, a refusal can be entered by writing '**RA**'. This indicates that this should be coded as 'refused to answer'. **Do not** just leave the question blank, or enter any other code. We need to know when respondents refuse directly to answer particular questions.
- Similarly, there are some questions where people are asked to give information on a topic on which they have no particular viewpoint. If so, this should be coded as 'do not know'. Some questions have explicit 'do not know' codes, but where this option is not available, a do not know response can be recorded by writing '**DK**'. **Do not** just leave the question blank, or enter any other code.
- In summary then, please use the following standardized codes for refusals, do not know responses and non-applicable questions in situations where appropriate codes have not been supplied:

| | |
|--------------------|----|
| Do not know: | DK |
| Refused to answer: | RA |
| Not Applicable: | NA |
- Similarly, there are some questions where people are asked to give information on a topic on which they have no particular viewpoint. If so, this should be coded as 'do not know'. Some questions have explicit 'do not know' codes, but where this option is not available, a do not know response can be recorded by writing '**DK**'. **Do not** just leave the question blank, or enter any other code.
- At questions where an 'other' answer code has been provided, the other answer should be recorded word for word. Unless specifically stated, 'other answer' should be coded only when one of the pre-coded answers will not fit after probing.
- At questions where there is no specific provision for 'other answer', none is anticipated. However, if they do occur, answers should be written clearly on the questionnaire. For such questions, in which no specific 'other answer' space is provided, first repeat the question with the appropriate emphasis before accepting an 'other answer'.
- The interview questionnaire is divided into blocks of question topics. Sometimes these are introduced by (e.g.) "And now some questions on ..." but often they are not. Respondents do not need to be made aware of the various blocks or sections of the questionnaire during the course of the interview; the questionnaire is designed to be administered as a single unit with a reasonably smooth transition between groups of questions and different topics.

- If a respondent does break off the interview part way through (this happens very rarely), you should establish whether they would be prepared to continue at a later time, and code the outcome as appropriate on the questionnaire's cover page contact details.
- **It is important that supervisors and/or sub-supervisors ensure that fieldworkers are matched to their respondents in terms of gender, race and (as far as possible) language group.**

Layout of the Questionnaires

| SASAS Questionnaire Version 1: | SASAS Questionnaire Version 2: |
|---|---|
| <ul style="list-style-type: none"> • Cover & Respondent selection • Household Roster • Democracy (31) • Identity (29) • Public services (65) • Moral issues (5) | <ul style="list-style-type: none"> • Cover & Respondent selection • Household Roster • Democracy (31) • Identity (29) • Public services (65) • Moral issues (5) |
| <ul style="list-style-type: none"> • Poverty (50) • Generational and Gender Attitudes and Family/ Household Violence (52) | <ul style="list-style-type: none"> • Communication (21) • ISSP Module – National Identity (52) • Democracy II (14) |
| <ul style="list-style-type: none"> • Crime (14) • Voting (22) • Demographics and other classificatory variables (51) • Nature of families & family authority (5) | <ul style="list-style-type: none"> • Crime (14) • Voting (22) • Demographics and other classificatory variables (53) • Nature of families & family authority (5) |
| Total items: 324 | Total items: 311 |

Legend: Common to both versions of the questionnaire
 Questions that are unique to one version of the questionnaire

Note: The figures in brackets refer to the numbered items in the questionnaires.

7. Definitions

Citizenship

The country to which a person belongs by legal right is that person's *country of citizenship*. That country may or may not be one's country of birth. A person may be a citizen of more than one country. The fact that a person holds a resident's permit – whether temporary or permanent – of a country does not make one a citizen of that country.

Enumeration area (EA)

An *enumeration area (EA)* (interchangeably called an *enumerator area*) is the smallest geographical unit usually allocated to a single enumerator during census enumeration. In other words, it constituted a small piece of land for an enumerator to cover in order to administer a questionnaire during Censuses conducted by Statistics South Africa. The size of the majority of EAs varies between 100 and 250 *visiting points*. Size is influenced by terrain and other topological conditions, as well as by literacy levels of the population, socio-political and administrative boundaries and the population density of the area. For example, a difficult terrain is likely to have fewer visiting points than a formal urban area. This would also be the case where literacy levels are low. Size would also vary with population density, with higher density areas having more visiting points than lower density areas.

Flat/block of flats/apartments

A *flat* or an *apartment* referred to a dwelling within a block of flats. A *block of flats* is a structure, usually multistoried, consisting of a number of dwellings, sharing the same residential address, and usually sharing a common entrance, foyer or staircase.

Head of household

A *head of household* is the person that the household regards as such, and is usually the person who assumes responsibility for decision-making in the household. The head could be either male or female. There can be more than one head of a household.

Hostel

A *hostel* is a collective form of accommodation specifically built during the apartheid era for mine, factory, power station, municipal or other employees. Accommodation in hostels may be in single rooms or in dormitories. People who live in hostels are, in general, migrant workers; they often live in the hostels as individuals and not as members of households. However, in recent years, some families have started moving into hostels. A hostel was regarded as a special dwelling that required an enumeration procedure which was different from that used for households.

Household: In common with the definition used by Statistics South Africa, the SASAS defines a *household* as consisting of a single person or a group of persons who: (a) eat together and who share resources and (b) who normally reside at least four nights a week at the specific visiting point.

Informal dwelling

Dwelling structures which are not erected according to approved architectural plans or on planned sites in municipal or local authority areas, or are on unproclaimed land in both urban and non-urban areas, or are in makeshift structures in relatively high density concentrations in rural areas, are regarded as *informal dwellings*.

Informal settlement

An *informal settlement* refers to an area consisting mainly of informal dwellings.

Showcards

Showcards are visual cues that have proven very useful surveying tools to enhance respondent comprehension and to speed up the administration of complex questions. They are particularly useful for respondents with more limited literacy.

Visiting point

A *visiting point* is a physical address or a dwelling where a household or a group of households can be found. It can be a house, shack, vacant stand, hotel, a room in a hostel, shop, house under construction, hut, tent, or a block of flats or apartments. There may be more than one household at one visiting point. In each enumerator area for the SASAS, a total of 22 visiting points have been pre-selected by the HSRC's SASAS sampling team. Each visiting point has been clearly marked on the EA maps and assigned an unique visiting point number. Seven of these visiting points will be interviewed using Questionnaire Version 1, a further seven using Questionnaire Version 1, and the remaining eight visiting points using Questionnaire Version 3.

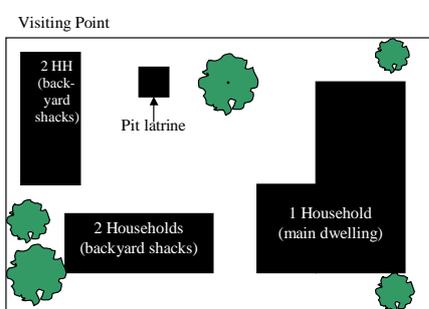
8. Respondent Selection Procedure and Household Roster

The 2003 survey randomly samples respondents aged 16 and older from across South Africa. In the survey, we begin with maps and other information that helps us locate the visiting point from which

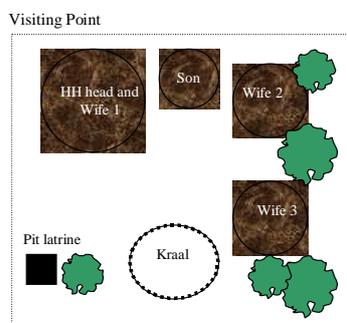
the respondent will be selected. The Respondent Selection Procedure contained on pages ii and iii of the questionnaire helps us determine exactly which individual residing at the visiting point needs to be interviewed. In most instances, the supervisor or sub-supervisor will conduct the selection of the respondents to be interviewed at the relevant visiting points. However, there may be some cases where you, the fieldworker, are required to make the selection by yourself. It is therefore extremely important that you have a good understanding of how the selection occurs.

There are effectively five basic steps in the respondent selection procedure. These are as follows:

- (1) When you arrive at the designated visiting point, you need to introduce yourself and explain the purpose of the survey to an adult member living at the visiting point. You should then ask this person how many households there are at the visiting point. This is not an easy task and care must be taken to ensure that the person you are speaking to understands exactly what we mean when we talk of 'household'. [DIAGRAMMATIC EXAMPLES – rural household with polygamous relations]. The number of households at the visiting point should then be entered into the blocks provided. [EXAMPLE 1] same physical dwelling



In this visiting point diagram, we observe that there is a main dwelling and four dwelling units (two structures) at the back of the property that are being rented out to tenants. The tenants are not related, cook separately and live 5 days a week at the visiting point. In this instance, there are five households at the visiting point - one in the main dwelling and four in the backyard shacks.



The situation in this second rural visiting point diagram is slightly different. We observe that there is a main hut for the household head and his first wife. Their eldest son lives in an adjacent hut with his wife. There are two other huts at the visiting point, belonging to the household head's second and third wives. In determining how many households there are at the visiting point, you would need to find out about whether the persons eat together and share resources. The number of households could range from 1 to 4 depending on the responses.

- (2) Having done this, you now need to ask for the number of persons at the visiting point/on the stand who are 16 years and older and were resident at least 15 days in the last month. In certain situations, there may be a number of dwellings and households at the visiting point, making it difficult for the respondent to remember everyone off the top of his or her memory. Think for example of Soweto, where a visiting point may consist of one or two dwellings and a series of backyard shacks. To overcome this problem of selective recall, you should keep probing with questions such as "is that all?" or "is there anyone else?". You could also, with permission of the person you are talking to, walk around the visiting point and for each dwelling make certain that the relevant persons have been included in the answer given. The final answer should be recorded in the space provided. [EXAMPLE 1]
- (3) The names of all of the individuals aged 16 years and older and resident at least 15 days in the last month must then be listed in the table. The number of persons 16 years and older at the

visiting point should correspond with the number of people listed in the table. It is critical that *all* the persons meeting the criteria are listed, as this has a direct influence on the individual that is ultimately selected as your respondent. [EXAMPLE 1]

EXAMPLE 1:

Number of households at visiting point 0 | 3

Number of persons 16 years and older at visiting point 0 | 9

Please list all persons at the visiting point/on the stand who are 16 years and older and were resident 15 out of the past 30 days. Once this is completed, use the Kish grid on next page to determine which person is to be interviewed.

| Names of Persons Aged 16 and Older | |
|------------------------------------|----|
| Themba | 01 |
| Thandi | 02 |
| Khosi | 03 |
| Jabu | 04 |
| Nokukhanya | 05 |
| Zithembiso | 06 |
| Musa | 07 |
| Zodwa | 08 |
| Nhlanhla | 09 |
| | 10 |
| | 11 |
| | 12 |
| | 13 |
| | 14 |
| | 15 |
| | 16 |
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| | 18 |
| | 19 |
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| |
|------------------------|
| NAME OF RESPONDENT: |
| ADDRESS OF RESPONDENT: |
| |
| |
| TEL NO.: |

(4) Once you have completed the list of names, you need to move onto page iii, which you will see contains a grid of numbers, commonly referred to as a Kish grid. The grid is a tool that was developed to allow for the random selection of respondents. There are two pieces of information that you need in order to be able to make your selection. Firstly, you need the last two digits of the five-digit questionnaire number from the cover page. So, if the questionnaire number is 09548, the number you require is 48. If the questionnaire number happens to be 06400, then the number would be 100. These numbers are listed 1-100 in the first four *columns* of the grid. The second piece of information you require is the total number of persons at the visiting point aged 16 years and older and resident at least 15 days in the last month. This number forms the first *row* of numbers in the grid. The number at the intersection of the relevant column and row in the grid is the person number of the respondent as found in the table of names on page ii. This would be the person that you would subsequently go and interview. It is important that you *circle the numbers* in the grid, as shown in Example 2.

EXAMPLE 2:

Assuming that the questionnaire number is 00856 and the number of persons is 09 (as in Example 1), then the respondent's person number is 8. Going back to the table in Example 1, we can see that the respondent that would be selected for interviewing would be Zodwa.

GRID TO SELECT RESPONDENT

| NUMBER OF QUESTIONNAIRE | NUMBER OF PERSONS FROM WHICH RESPONDENT MUST BE DRAWN | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-------------------------|---|----|-----|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | | | |
| 1 | 26 | 51 | 76 | 1 | 1 | 1 | 3 | 2 | 4 | 1 | 3 | 5 | 8 | 6 | 5 | 12 | 10 | 1 | 6 | 8 | 7 | 19 | 19 | 13 | 21 | 13 | 24 | 25 |
| 2 | 27 | 52 | 77 | 1 | 2 | 3 | 4 | 3 | 1 | 2 | 2 | 3 | 4 | 8 | 3 | 7 | 2 | 5 | 14 | 4 | 15 | 4 | 8 | 6 | 16 | 14 | 22 | 19 |
| 3 | 28 | 53 | 78 | 1 | 1 | 2 | 1 | 4 | 2 | 7 | 6 | 9 | 3 | 5 | 11 | 2 | 1 | 3 | 11 | 7 | 10 | 16 | 16 | 10 | 5 | 2 | 2 | 3 |
| 4 | 29 | 54 | 79 | 1 | 2 | 3 | 2 | 1 | 3 | 5 | 8 | 6 | 2 | 4 | 2 | 4 | 8 | 11 | 10 | 16 | 6 | 9 | 10 | 15 | 11 | 12 | 11 | 18 |
| 5 | 30 | 55 | 80 | 1 | 1 | 1 | 4 | 5 | 6 | 3 | 5 | 7 | 5 | 9 | 8 | 14 | 3 | 2 | 13 | 5 | 18 | 1 | 4 | 1 | 20 | 11 | 5 | 24 |
| 6 | 31 | 56 | 81 | 1 | 2 | 2 | 2 | 3 | 5 | 8 | 7 | 8 | 7 | 1 | 4 | 9 | 14 | 8 | 2 | 17 | 17 | 14 | 12 | 14 | 22 | 10 | 3 | 14 |
| 7 | 32 | 57 | 82 | 1 | 2 | 1 | 1 | 4 | 1 | 4 | 1 | 4 | 6 | 3 | 6 | 5 | 7 | 13 | 9 | 2 | 3 | 13 | 14 | 8 | 2 | 7 | 20 | 4 |
| 8 | 33 | 58 | 83 | 1 | 1 | 2 | 3 | 2 | 5 | 1 | 4 | 2 | 1 | 7 | 10 | 6 | 5 | 4 | 15 | 10 | 5 | 2 | 13 | 4 | 17 | 5 | 17 | 8 |
| 9 | 34 | 59 | 84 | 1 | 1 | 3 | 2 | 5 | 6 | 2 | 2 | 1 | 9 | 10 | 1 | 10 | 4 | 6 | 6 | 1 | 9 | 10 | 1 | 5 | 6 | 9 | 1 | 12 |
| 10 | 35 | 60 | 85 | 1 | 2 | 2 | 4 | 1 | 3 | 3 | 6 | 9 | 10 | 11 | 12 | 3 | 9 | 15 | 7 | 8 | 11 | 6 | 3 | 9 | 4 | 3 | 10 | 1 |
| 11 | 36 | 61 | 86 | 1 | 1 | 1 | 3 | 1 | 4 | 5 | 3 | 1 | 6 | 2 | 9 | 13 | 11 | 14 | 4 | 11 | 4 | 15 | 15 | 17 | 1 | 1 | 23 | 2 |
| 12 | 37 | 62 | 87 | 1 | 2 | 3 | 1 | 3 | 2 | 7 | 5 | 6 | 5 | 7 | 7 | 8 | 6 | 10 | 3 | 3 | 1 | 12 | 20 | 7 | 13 | 22 | 12 | 16 |
| 13 | 38 | 63 | 88 | 1 | 1 | 2 | 1 | 5 | 3 | 6 | 4 | 3 | 4 | 6 | 2 | 11 | 13 | 12 | 1 | 15 | 8 | 7 | 2 | 12 | 15 | 21 | 13 | 7 |
| 14 | 39 | 64 | 89 | 1 | 2 | 3 | 2 | 4 | 1 | 4 | 7 | 8 | 2 | 5 | 6 | 11 | 12 | 9 | 16 | 13 | 16 | 11 | 18 | 18 | 14 | 16 | 18 | 23 |
| 15 | 40 | 65 | 90 | 1 | 2 | 1 | 4 | 2 | 4 | 3 | 8 | 7 | 7 | 11 | 1 | 3 | 5 | 7 | 12 | 14 | 13 | 8 | 17 | 20 | 19 | 20 | 19 | 11 |
| 16 | 41 | 66 | 91 | 1 | 1 | 3 | 3 | 1 | 6 | 5 | 1 | 5 | 9 | 10 | 3 | 2 | 11 | 13 | 8 | 12 | 12 | 5 | 6 | 21 | 8 | 8 | 4 | 15 |
| 17 | 42 | 67 | 92 | 1 | 1 | 2 | 2 | 3 | 4 | 2 | 6 | 2 | 3 | 2 | 12 | 5 | 2 | 10 | 13 | 5 | 8 | 18 | 9 | 16 | 10 | 17 | 16 | 20 |
| 18 | 43 | 68 | 93 | 1 | 2 | 1 | 4 | 2 | 6 | 4 | 1 | 4 | 8 | 9 | 10 | 7 | 9 | 3 | 12 | 12 | 9 | 7 | 20 | 19 | 9 | 19 | 21 | 13 |
| 19 | 44 | 69 | 94 | 1 | 2 | 2 | 1 | 3 | 5 | 2 | 8 | 9 | 10 | 4 | 9 | 8 | 13 | 1 | 1 | 14 | 10 | 19 | 10 | 11 | 18 | 15 | 7 | 6 |
| 20 | 45 | 70 | 95 | 1 | 1 | 3 | 2 | 5 | 4 | 1 | 3 | 8 | 1 | 3 | 8 | 6 | 6 | 9 | 5 | 7 | 13 | 4 | 15 | 1 | 7 | 22 | 15 | 21 |
| 21 | 46 | 71 | 96 | 1 | 1 | 1 | 2 | 5 | 1 | 7 | 2 | 3 | 2 | 1 | 11 | 4 | 7 | 5 | 3 | 2 | 1 | 3 | 12 | 18 | 5 | 19 | 14 | 9 |
| 22 | 47 | 72 | 97 | 1 | 2 | 1 | 3 | 1 | 3 | 2 | 6 | 2 | 1 | 8 | 7 | 1 | 4 | 2 | 11 | 8 | 2 | 17 | 4 | 17 | 21 | 16 | 3 | 5 |
| 23 | 48 | 73 | 98 | 1 | 2 | 3 | 4 | 2 | 2 | 6 | 7 | 7 | 8 | 3 | 4 | 9 | 3 | 6 | 2 | 11 | 11 | 16 | 2 | 8 | 11 | 23 | 6 | 22 |
| 24 | 49 | 74 | 99 | 1 | 1 | 2 | 1 | 4 | 6 | 3 | 5 | 5 | 3 | 1 | 5 | 13 | 1 | 14 | 8 | 14 | 6 | 15 | 9 | 14 | 3 | 6 | 9 | 17 |
| 25 | 50 | 75 | 100 | 1 | 1 | 2 | 3 | 3 | 2 | 4 | 6 | 4 | 7 | 5 | 3 | 12 | 12 | 12 | 4 | 6 | 2 | 17 | 11 | 2 | 12 | 4 | 8 | 10 |

- (5) Once the respondent has been selected using the Kish grid, go back to page ii and write down the name, address and phone number(s) of this individual in the box provided [EXAMPLE 3]. This information will be used for the purpose of conducting backchecks. The respondent should be informed that these details will be treated as strictly confidential. He or she will not be identified by name or address in any of the datasets or reports we plan to write.

EXAMPLE 3:

| | |
|--|----|
| | 19 |
| | 20 |
| | 21 |
| | 22 |
| | 23 |
| | 24 |
| | 25 |

| |
|--|
| NAME OF RESPONDENT: Zodwa Mkhize |
| ADDRESS OF RESPONDENT: 143 Imbali Street, KwaMashu Section D, Durban... |
| TEL NO.: 031-548 3456 (home) 082 554 5644 (cell) |

Special Cases: Hostels, Flats and Farms

There are three primary situations where the respondent selection procedure is likely to deviate from the steps outlined above. These are in relation to the selection of respondents living in hostels, flats and on farms. This section will provide brief descriptions of the procedure you need to follow in these instances.

Flats

If a flat were chosen as a visiting point, it would be indicated on the Excel spreadsheet included in the fieldworker pack. Where a flat was chosen, the note like the following would appear on the Excel spreadsheet: "CHOOSE ANY ONE EXCEPT SURINA N017, INTERVAL 9". In this case, the fieldworker should go to SURINA No.17 (DO NOT CHOOSE SURINA NO 17) and then count 9 flats forward or backwards (the interval specified on the spreadsheet). This would then imply that SURINA NO 26 or SURINA NO 8 would be selected. Units within the flat are thus treated as a household. Indicate on your questionnaire the number of the flat that you choose.

Hostels

Hostels make up an entire EA. In other words if you get hostels in an EA, it would mean that the entire EA consists entirely of hostels. A unit within the hostel is treated as a household. These units might differ. In some instances a bed was chosen as a unit (household) or in other instances a dormitory. Hostels will be treated exactly the same as flats. You would be given a reference number and an interval. Find the reference point - depending on the type of hostel this might be a bed number, a dormitory number or a unit number. You would only be able to determine what the units are once you are inside the hostel. Use your reference point and count your interval, either forward or backwards. Treat that unit the same as you would treat a household. Record on your questionnaire the number of the hostel unit that you choose.

Farms

When a farm EA needs to be visited permission needs to be sought from the farm owner. If this is not done it could give rise to a potentially dangerous situation. Farms are treated differently from all other selected visiting points. If a farm EA is selected you will notice on the map that the visiting points are pink. The following methodology needs to be followed. The GPS co-ordinates are given for each farm gate and this could be used to navigate the fieldworker to the farm. Report to the farm owner and state the reason for the visit. For each farm EA 11 visiting points will be indicated on your map with a pink dot. Do not visit these visiting points. Use this as a reference point and choose all but these visiting points. The way you choose your 22 visiting points is random and spread and you should therefore drive around the farm, identify potential visiting points and then choose some points. Try and scatter the visiting points as far as possible from each other. In some cases you might only find eight or even less households. In this case try to get as many visiting points as possible and then complete the rest of the questionnaires by coding a 06 on the front of the questionnaire- under heading response. Mark on the map which household was interviewed.

Household Roster

The purpose of the household roster section is to identify and collect basic demographic information on all individuals who are resident members of the household in which the respondent selected in the previous section resides. Resident household members are those who have (i) lived in the household's physical dwelling for at least 15 out of the 30 days prior to the survey; (ii) share food from a common source with other household members when they are resident in the dwelling; and, (iii) share in, and contribute to a common resource pool with other household members.

If the selection procedure happens to choose a person that is a tenant living in a backyard shack on the visiting point, we need to go to that individual and ask about his or her household. In this instance, it is highly improbable that the individuals of the main dwelling on the visiting point will be included on the roster. The cases of a granny flat or a polygamous family structure in a rural area represent more difficult situations to assess.

Number of persons in this household

Number of persons 16 years and older in this household

Here it is again important to emphasise that "this household" refers to the household of the selected respondent. As a consequence, the figures reported will probably not tally with those previously listed in the table of persons as part of the respondent selection procedure.

Household Schedule: Write in from oldest (top) to youngest (bottom)

In order to ensure that the respondent does not forget to mention any resident household members, please ask him or her to mention the people's names from the oldest to the youngest. Please remember to probe with questions such as "Is there anyone else?". In the unlikely event that there are more than 25 resident members in the household, please speak to your sub-supervisor or supervisor. They will be provided with separate household roster pages, which you will have to insert at the appropriate place in the questionnaire.

Do not forget to do as the note in the left hand margin instructs and circle the number next to the name of the person that the respondent designates as the household head.

Current Age in Completed Years

In some instances, the respondent may struggle to provide the exact age of certain individual household members, especially those that are elderly. In this circumstance, do not spend a lot of time seeking out the exact age of the person. It can be time consuming to determine whether or not an elderly person is actually 74 or 76. Try and get a best approximation of the age. If the respondent can only guess, write down the answer and circle it.

Relationship to Respondent

For the survey, we wish to categorise all household members based on their relationship (spouse, son, mother, etc.) to the identified survey respondent, and not the "household head" as is common in many household surveys. Relationship codes all refer to biological relationships, not social ones. An uncle is thus meant to be the brother of one of the head's biological parents, not just a respected family friend. While most of the relationship codes are self-explanatory, a few require additional explanation:

Other relation - This would include, amongst other possible options, uncles, aunts, nephews and nieces, and cousins.

Non-relation - This includes domestic workers, other resident employees, visitors and others who meet the criteria for membership in the household.

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Number of persons in this household

0 6

Number of persons 16 years and older in this household

0 3

INTERVIEWER: PLEASE CIRCLE APPROPRIATE CODES

| Household schedule | Write in from oldest (top) to youngest (bottom) | Age in completed years | Sex M=1 F=2 | Race Group | Relationship to respondent | |
|--|---|------------------------|----------------|------------|----------------------------|---|
| Please list all persons in the household who eat from the same cooking pot and who were resident 15 out of the past 30 days Note: Circle the number next to the name of the household head. | Nhlanhla | 01 | 65 | 2 | 1 | 8 |
| | Musa | 02 | 46 | 1 | 1 | 2 |
| | Zodwa | 03 | 44 | 2 | 1 | 1 |
| | Khangelani | 04 | 15 | 1 | 1 | 3 |
| | Apostle | 05 | 12 | 1 | 1 | 3 |
| | Mbali | 06 | 9 | 2 | 1 | 3 |
| | | 07 | | | | |
| | | 08 | | | | |
| | | 09 | | | | |
| | | 10 | | | | |
| | | 11 | | | | |
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| | | 22 | | | | |
| | | 23 | | | | |
| | | 24 | | | | |
| | | 25 | | | | |

| Race Group codes |
|-------------------|
| 1 = African/Black |
| 2 = Coloured |
| 3 = Indian/Asian |
| 4 = White |
| 5 = Other |

| Relationship to respondent codes |
|----------------------------------|
| 1 = Respondent |
| 2 = Wife or husband or partner |
| 3 = Son or daughter |
| 4 = Father or mother |
| 5 = Brother or sister |
| 6 = Grandchild |
| 7 = Grandparent |
| 8 = Mother- or father-in-law |
| 9 = Son- or daughter-in-law |
| 10 = Brother- or sister-in-law |
| 11 = Other relation |
| 12 = Non-relation |

9. SASAS Questionnaire 1: Detailed Guidelines

DEMOCRACY AND GOVERNANCE

The purpose of this section is to...

1. Please tell me what you think are the 3 most important challenges facing South Africa today?

The intention behind this question is to get the respondent to identify what he or she believes to be the most important challenges in the country at the time of interviewing. Please note that you must not read out the list of codes, since we want the results to be spontaneous. This does mean that the responses provided may not exactly coincide with the options listed. For instance, if the respondent were to say “child abuse” or “rape”, they would be classified under *Crime and Safety*. Similarly, a response such as “access to antiretroviral drugs” would be placed under *HIV/AIDS*. If you are really unsure how to classify a response, you may write down the exact response under *Other (specify)*. However, we must emphasise that this practice should be kept to a minimum and expect that you will try your best to categorise responses. Since the three most important challenges are requested, three codes should ideally be circled. If the respondent only mentions one or two challenges, you must then ask about a third challenge by posing a question such as “what else?” or “are there any other important challenges you can think of?”. If the respondent lists more than three challenges, record only the first three that were mentioned.

2. Since the 1999 General Election, has life improved, stayed the same or gotten worse for... most people in South Africa?

3. Since the 1999 General Election, has life improved, stayed the same or gotten worse for... people like you?

The reason why we distinguish between “most people in South Africa” and “people like you” in these two questions is to accommodate cases where the attitude of respondents towards the situation for the majority of the South African population differs from the perception of their own situations. For example, a successful African businesswoman could say that things have gotten worse for most people in South Africa (perhaps due to HIV/AIDS, unemployment, etc), but for people like her life has improved. In cases where the respondent cannot tell the difference between “most people in South Africa” and “people like you”, then the responses to the two questions are likely to be the same. These comments are equally applicable to Questions 4 and 5, which ask about attitudes to life over the next five years.

7-10. Let's think about government in the provinces. To what extent do you agree or disagree with the following statements? [Showcard 2]

The pilot survey revealed that some respondents were not very clear on what exactly a “province” was. In this situation we do not wish to give the respondent any further explanation. Simply read the statements out, and tell respondents that they should answer in terms of whatever they understand by the phrase.

22. Do you have a ward committee in your neighbourhood?

Although you must not prompt a response from the respondent for this question, at the same time it is important that you have an understanding of what a “ward committee” is. Most municipal areas are divided into wards for the purposes of local government elections. In line with the Municipal Services Act (1998), ward committees may be established by a metro or local municipal council as part of a participatory system of local government. Therefore, the aim of a ward committee is to facilitate community participation in local government matters. More specifically, these committees are considered a means of improving communication between municipal councils and local communities, as well as play a role in identifying community needs so that municipal programmes can effectively accommodate local circumstances.

NATIONAL IDENTITY

This module touches on issues of group identity and personal identify. It deals with issues of values, proximity of groupings, stereotyping, xenophobia and compares issues of liking and closeness between groups. The formation of groups within a society is not a unique phenomenon. Within all societies people form smaller groups for various reasons. Some groups might like each other more while other groups might dislike each other due to various reasons. Some groups are also stereotyped within society and broad perceptions are formed regarding certain groups of people. The purpose of this module is to determine how South Africans perceive themselves. Do South Africans perceive themselves as one united nation or do they still see themselves in terms of polarized units. Is the issue of race still important in decisions of identity or are issues such as status and financial positioning becoming more important? The issue of xenophobia is also addressed in this module. Do South Africans generally welcome people from other countries to South Africa or are they very protective of their national assets and only want South Africans to benefit.

Due to the sensitive nature of the questions it is imperative that the respondent and the fieldworker are matched in terms of their racial profile. Even if the respondents answers these questions in a way that is totally in opposition to your own view- a neutral stance should be held at all costs. If the respondent seems to hold the same views than your own still keep a neutral perspective, not encouraging a certain viewpoint.

32-33. To what extent do you agree or disagree with the following statements?

Ask these questions as neutral statements. Note that Q.32 refers to the current situation, while Q.33 projects the question to a future situation.

34. How about you? Are there any racial groups in South Africa that you do not trust or like?

This is potentially a very sensitive question and the fieldworker needs to create a climate to ensure that the respondent feels comfortable to answer in as unrestricted and free a manner as possible.

35. If the answer is yes, which race groups in South Africa do you not trust or like?

If the respondent stated that there is a racial group in South Africa that they do not trust or like, they need to mention the group. Please note that you are not to read out the list but rather code the answers the respondent provides. The respondent can indicate a dislike for more than one group. If the group mentioned is not in the list, circle option 22 and specify the group.

36-39. To what extent do you feel attached to the following types of people?

The intention of these questions is to determine what preference people have in terms of grouping themselves. The questions are aimed at determining whether language, race, financial status or neighborhood issues are important to the respondent's own identity.

40. Would you describe yourself as being a member of a group that is discriminated against in this country?

The intention of this question is to determine whether the respondent feels he or she is discriminated against. This discrimination is based on the perception of the person and again the fieldworker needs to remain neutral and not prompt a response. If the person does not feel discriminated against or is unsure the fieldworker will skip the next question. If the person feels discriminated against, the fieldworker then needs to continue to Q41-42 and ask about the basis upon which the person feels discriminated against.

41-42. On what grounds is your group discriminated against? PROBE: 'What other grounds'? (Circle two options – one per column)

These options are not to be read out and the fieldworker thus needs to code the spontaneous response of the respondent. Please note that there is only place for 2 options, so the first two reasons mentioned

by the respondent should be coded. Should there be other reasons for discrimination please note other and specify.

43. Please indicate which of the following statements applies to you? I generally welcome to South Africa...

This question is deliberately vague and stated general since the researcher wants to determine a general sense of xenophobia. If respondent asks which immigrants you refer to the fieldworker should remain vague and state the question in a general sense. This question does not refer to any particular group of immigrants and relates to the broad issue of immigrants.

44. Which, if any, group would you least want to come and live in South Africa? (Choose one group only)

This question probes the issue of stereotyping and the respondent is asked to state which group they would least want to live in South Africa. They will give a spontaneous response - the fieldworker is not to read out the options - and then the response of the individual needs to be coded. If the respondent mentions more than one group, please try and determine which group they like least and code as appropriate. The code "Africans" refers to people from Africa, "Europeans" refer to people from Europe (Eastern as well as Western), "Americans" refer to people from the United States of America (USA), "Indians" refers to people from India and "Asians" refer to people from Pakistan, China, Japan, etc. "Australians" are people from Australia and "returning South Africans" generally refers to people that were in exile or emigrated for other reasons and who are now returning back to South Africa. If the respondents mention another group, please specify.

45-47. Thinking of the group you just mentioned, how much do you agree or disagree with the following statements?

These questions seek to understand why the respondent might feel threatened by the group mentioned, and touch specifically on threats in terms of job opportunities, crime and cultural/lifestyle.

48. South Africa used to have apartheid by law between white, black, coloured and Indian/Asian. Since 1994, do you think that race relations in the country have improved, remained the same, or deteriorated?

The question aims at determining whether race relations have improved or not since 1994, when the first democratic election in South Africa was held.

51-54. Here are some statements about racism in South Africa. Please tell me how much you agree or disagree with each.

These questions probe the respondents as to their perceptions of how racist different population groups are in South Africa.

55-57. Here are a few things that the government in South Africa might do to deal with the problems of black South Africans. To what extent do you agree or disagree that government should ...

Please note that these questions are asked with specific reference to Black South Africans. This series of statements is intended to understand public perception regarding certain policies relating to the empowerment of Black South Africans.

58-60. Some people think black South Africans have been discriminated against, and government should help them while others are against special treatment for Blacks. To what extent do you agree or disagree that there should be...?

This set of statements looks at the issue of the promotion and advancement of Black South Africans and asks about racial sports quotas (e.g., rules for how many black players should be in our national cricket team)(Q.58) and the preferential hiring of black workers (Q.59). The final statement (Q.60) is

gender-related and not race-related and the respondent should state if he/she thinks that women should receive preference in terms of job opportunities relative to men.

PUBLIC SERVICES

The purpose of this section is twofold.

Secondly, we have included a series of health-related questions. These focus on four broad thematic issues, namely health status (Q.89-95), changes in health-related behaviour (Q.96-111), attitudes and stigma towards people living with HIV/AIDS (q.112-120), and lastly the quality of health services (Q.121-125).

Education

74-77. What do you think should be the main language of instruction in...?

A mistake has accidentally been made in terms of the coding of the fourth option column (Do not know). Instead of a '3', all the values in that column should read '4'. Please change all the '3' values to '4' values, otherwise the people that capture the data back at the HSRC office are likely to make mistakes.

84. If you were in a position to make decisions about the spending of extra money on the local high schools around here, which one of these would be your top priority?

If there is not a high school in the area you are conducting the interview, ask the question in relation to the nearest high school, i.e. the high school that the majority of local schoolchildren attend. Please note that we are looking only for one response to this question. If the respondent mentions more than one option, please ask him or her to specify the most important priority.

85. Compulsory religious sessions/meetings have no place in school. [Showcard 2]

It is very important that you understand exactly what we mean by compulsory religious sessions or meetings. In essence, we are referring to occasions when the school community (learners and educators) gather for religious observances (such as worship, prayer, religious singing, and devotional scripture reading). We are not talking about religious instruction (instruction in a particular faith or belief with the aim of instilling devotion to that faith or belief) or religion in education (that part of the national curriculum that makes learners aware of the diversity of religion in South Africa).

Health Status, HIV/AIDS and Health Behaviour

89. How would you rate your health at present?

The objective of this question is to measure the respondent's health status. Since many respondents may not be able to afford or have easy access to health care, we rely on the respondent to tell us about their own health (self-reported) rather than relying on assessments made by trained medical personnel.

90-95. Have you ever been diagnosed by a health professional to have any of the following five diseases?

In common with many surveys, we here ask the respondent to report on specific medical conditions that may have been diagnosed by a nurse, doctor or other health professional. This set of questions will only work well in places where the respondent has regular contact with health care facilities (clinics, hospitals, etc.), which is not the case in poor areas. It is for this reason (to get a sense of the health status of those without regular access to health care) that that we have also included Q.89.

MORAL ISSUES

In this section, we ask a series of five questions (Q.126-130) pertaining to important moral issues in South African society. These are as follows: pre-marital sex, same-sex relationships, abortion and the death penalty. By including these questions each year, we will be able to determine whether South

African attitudes are becoming increasingly more liberal or conservative on moral issues or alternatively whether they fluctuate over time.

Please note that these are quite sensitive questions and, while you undoubtedly have your own views on these matters, it is critically important that you do not influence the respondent's responses. Try and remain as unemotional as possible, without smiling or frowning, etc.

POVERTY

131-134. In the last year (i.e. since July 2002), did any of the following happen to you because of a shortage of money?

These questions are all related to the issue of debt. More specifically, they attempt to determine whether, in the past year, the respondent was faced with a situation in which he or she was forced to borrow or go into debt, in addition to give us a sense of how well they may or may not be coping with such debt.

137-143. In deciding how much people ought to earn, how important should each of these things be in your opinion? [Showcard 3]

This series of statements is intended to gain an understanding of the criteria that the respondents believe are important in determining how much income a person should get.

144. To get all the way to the top of business in South Africa today, you have to be corrupt. To what extent do you agree or disagree with this statement? [Showcard 2]

This question is related to the previous set of statements (Q.137-143) in that it focuses on the factors are important to getting ahead in the workplace – in this case whether or not a person is corrupt.

157. Would you say that you and your family are...

This question is a subjective measure of poverty, according to which the respondent classifies his or her own family on a scale ranging from wealthy to very poor. This stands in contrast with the more quantitative measures that are commonly used to determine whether a household's poverty status, such as the household's monthly income or expenditure. Please note that you are to read out the response options for this question.

158-162. How satisfied are you about the following? [Showcard 1]

These statements are broadly aimed at gaining an understanding of the respondent's self-assessed or subjective well-being. It touches on issues such as income, housing situation, employment, as well as general satisfaction with life.

163-168. To what extent do you agree or disagree with the following? [Showcard 2]

This set of statements now focuses on whether the respondent feels that the household has enough food and income to meet its needs, as well as perceptions about income inequality in South Africa, and government's responsibility in terms of ensuring people's needs are met as well as creating employment.

169-176. Please say, for each of the following, how important it is in your life. [Showcard 3]

The reason for this question is to explore what factors the respondents perceive as being important in their lives or for their well-being. We ask about a range of economic issues such as income or work, as well as non-economic issues such as religion, family, or health.

177. When you compare your, or your household's, income with others, who do you compare mostly with? [circle one option only]

This question is intended to provide some insight into whom respondents tend to compare themselves mostly with in terms of their household's income – it may be relatives, neighbours, colleagues from work, and so on. Note that we are only looking for one response, namely whom they most often compare themselves with. Please remember not to read out options, but allow for spontaneous responses.

178. Taking all things together, would you say you are: [Showcard 4]

The motivation for this question is again to find out about the respondent's subjective well-being.

179. If your answer to Q.178 is 'not happy' or 'not at all happy', what is the main reason?

This question will allow us to explore whether the respondent's unhappiness is due to economic or non-economic reasons. Please note that you are not to read out the options, but instead let the respondent reply spontaneously to the question, after which you will circle the appropriate code.

180. How does your household income compare with other households in your village / neighbourhood?

This question attempts to understand how the respondent views the situation of his or her household relative to other households in the village/neighbourhood in which they live.

GENERATIONAL AND GENDER ATTITUDES AND DOMESTIC VIOLENCE

181. What is your current marital status?

Unlike SASAS Questionnaire 2, which includes the marital status of the respondent as a background variable, for Questionnaire 1 we have placed it at the beginning of this section on generational and gender attitudes and interpersonal violence. This is intentional, since many of the questions in this section address issues that require the fieldworker to know the marital status of the respondent in order to ensure that the correct skip patterns are followed.

182. Do you live together with a partner?

In many standard questionnaires, cohabitation (living with a partner) is included in the set of codes for marital status. In this instance, we have separated marital status from cohabitation status. Please note that this question is applicable to all respondents except those that mentioned they were married in Q.181.

183-187. To what extent do you agree or disagree with the following statements?

This set of statements has been included so that we can gain insight into the attitudes of the respondents towards raising children. The items are applicable to all respondents, even those that do not have children themselves. The important thing to remember is that, even though the respondent may not have children, he or she is still likely to have views on how children should be raised.

188. Who usually makes/made the decisions about how to bring up your children?

This question also relates to attitudes to rearing children. However, this time the question is only applicable to those that are involved in raising children, either directly or indirectly. This can be a slightly tricky question, so you must be really careful. If a respondent has children of his/her own, then the question is applicable. The question is also applicable to respondents that take care of children in their household, even if they are not their own children. For example the respondent could be looking after the children of a sibling or even after his/her own young brothers and sisters. The important issue here is that the respondent either has children or is involved in caring for children in the household. These are the criteria for determining whether the question is asked of the respondent or not. You may have to ask questions up front such as: "Do you have children of your own" and "do you look after or care for any children in the household?". If the respondent does not have any

children or look after children in the household, circle code 6 and then you should skip to Q.189. Please note that you must not read out the options for this question – allow spontaneous responses.

189-195. To what extent do you agree or disagree with the following statements [Showcard 2]

This set of seven statements assesses the attitudes of the respondents towards discipline in raising children. These statements are applicable to all respondents, irrespective of whether they have or look after children.

196. When was the last time you or your partner smacked one of the children in your family once with a hand?

This and the next few questions are potentially very difficult. The question tries to get a sense of how common it is for parents or caregivers to smack children with their hand. Please note that respondents with the following characteristics should answer this question:

- The respondent has children of his/her own;
- The respondent does not have children of his/her own, but looks after or cares for other children in the household (e.g., children of a relative or his/her young siblings);

Since you will have asked the respondent questions such as “do you have children of your own?” and “do you look after or care for any children in the household?” in Q.188, you should already know which respondents have the characteristics mentioned above. For those that meet these criteria, we need to find out when they themselves or their partner/spouse last smacked one of the children.

If the respondent does not have any children or look after children in the household, circle code 7 and then you should skip to Q.198. Please note that you must not read out the options for this question – allow spontaneous responses.

197. If it happened in the last week, how old was the child _____

If, in Q.197, the respondent answered that one of the children were smacked in the past week, you must try and find out how old the child that was smacked is (in years). If he/she answered anything else to Q.197, then this question is not applicable and you must follow the skip instructions provided.

198. When was the last time you or your partner beat one of the children in your family with a strap, a belt, a stick or a similar object?

This question is very similar to Q.196. The only difference is that we are here asking about children smacked with a strap, belt, stick or similar object instead of with a hand. As with Q.196, respondents with the following characteristics should answer this question:

- The respondent has children of his/her own;
- The respondent does not have children of his/her own, but looks after or cares for other children in the household (e.g., children of relative or his/her young siblings);

For those that meet these criteria, we need to find out when they themselves or their partner/spouse last smacked one of the children.

If the respondent does not have any children or look after children in the household, circle code 7 and then you should skip to Q.200. Please note that you must not read out the options for this question – allow spontaneous responses.

199. If it happened in the last week, how old was the child _____

If, in Q.198, the respondent answered that one of the children were smacked with such an object in the past week, you must try and find out how old the child that was smacked is (in years). If he/she answered anything else to Q.198, then this question is not applicable and you must follow the skip instructions provided.

Questions 200-213 focus on the attitudes of the respondents towards gender roles, especially with respect to household work, decision-making and employment.

200. How often do you and your spouse/partner argue about the sharing of household work?

This question aims to find out to what extent couples argue about responsibility for household work. This should be asked of all respondents that are either:

- Married, or
- Not married but have a partner

If the respondent is single (not married and without a partner), then this question is not applicable and you must circle code 7 and then follow the skip instructions provided. Please note that you must read out the options for this question.

201-206. When you and your spouse/partner make decisions about the following, who has the final say?

This set of statements has been included to determine who has ultimate authority to make certain types of decisions – the respondent, his/her partner or spouse, both of them, or someone else. This should be asked of all respondents that are either:

- Married, or
- Not married but have a partner

If the respondent is single (not married and without a partner), then this question is not applicable and you must write **NA**, which means not applicable, and then skip to Q.207. Please note that you must not read out the options for this question – allow spontaneous responses.

207-213. To what extent do you agree or disagree with the following statements?

This set of items should be asked of all respondents, irrespective of their marital status.

Interpersonal Violence

214-231. No matter how well a couple gets along there are times when they disagree, get annoyed with each other, fight because they are in a bad mood or tired. Couples have many different ways of trying to settle their differences. Please circle how many times you did each of the following things in the past year, and how many times your partner did them to you in the past year.

This set of items is probably among the most sensitive and difficult to ask of all the sections in the questionnaire. It focuses on the way in which couples deal with differences of opinion. The six responses we aim to capture in this section tend towards the more physical and violent. These are as follows: (1) throwing something that could hurt, (2) twisting hair or arm, (3) pushing or shoving, (4) using a knife or gun, (5) punching or hitting with something that could hurt, and lastly (6) slamming against a wall.

You will observe that we firstly ask the respondent how often he/she did the thing to their partner, after which we ask how often the partner did it to the respondent. Please note that we are interested in the number of times the type of behaviour happened in the last year. If the respondent or his/her partner did not do one of these things in the past year but it has happened before that, then code '7' should be circled.

This section should be asked of all respondents that are either:

- Married, or
- Not married but have a partner (boyfriend/girlfriend/fiancé/fiancée) irrespective of whether they live together or not.

If the respondent is single (not married and without a partner), then this question is not applicable and you must write **NA**, which means not applicable, and then skip to Q.233.

232. Fieldworker: Record whether this section was self-completed by the respondent or whether it was completed by means of face-to-face interview.

Given the sensitivity of this section, and the difficulty of reliable responses in situations where the respondent is not alone with the fieldworker in the interview (partner or other person is present), the preferred option is to allow the respondent to fill in this section by himself/herself. In this instance, you would fully explain the section to the respondent, telling him or her what they need to do and how to correctly fill in their responses. **The translated version of the questionnaire should be placed in front of the respondent so that he/she can read the instructions and questions in his/her own language. However, the responses to the questions must be captured on the English version of the questionnaire with the barcoded ID on the front cover.**

However, there may be complicating circumstances that prevent the respondent from filling in the section by himself/herself, such as situations where the respondent is illiterate. In this context, you would be required to complete the section by means of face-to-face interview. **WHAT IF OTHER PERSONS IN ROOM – ASK TO LEAVE? IF THEY REFUSE? SHOULD WE DISPENSE WITH THE SELF-COMPLETION OPTION?**

Document the mode of interviewing you end up using (self-completed by respondent or face-to-face interview) by circling the appropriate code.

RESPONDENT CHARACTERISTICS

269. Sex of respondent [fieldworker observation]

Please record whether the respondent is a male or female. This should not be asked as a question, but rather completed based on your own observation.

270. Age of respondent in completed years (copy from contact sheet)

Please record the age of the respondent in years in the space provided. Note that the age should already have been captured in the household roster on page 1 of the questionnaire. Refer back to the roster and copy the age down here.

| | | | |
|--|---|---|-------|
| | 4 | 4 | years |
|--|---|---|-------|

271. What is the highest level of education that you have ever completed?

272. What is the highest level of education that your mother ever completed?

273. What is the highest level of education that your father ever completed?

For this set of questions, you will first ask the respondent what is the highest level of education that they have completed and circle the appropriate code in the table. Please note that a mistake was made in the printing process and instead of number the column 271, it reads '0'. Do not worry about this, but make sure you capture the respondent's response in this column. Having recorded the response, then proceed to ask the respondent about the highest education level his/her mother completed and circle the corresponding code in the column numbered '272'. Finally, do the same for the highest education level that his/her father completed, this time recording the response in the column numbered '273'.

274. Are you a citizen of South Africa?

If you or the respondent are unsure of what is meant by 'citizen', please refer to the definition of 'citizenship' provided in section 7.

275. Are you registered as a voter of South Africa?

The first common Voter's Roll (list of all people that successfully applied to be registered as voters for an election) in South Africa was compiled by the Independent Electoral Commission (IEC) for the 1999 Elections. A bar-coded identification document or temporary certificate issued by the Department of Home Affairs is required to register.

276. What language do you speak mostly at home?**277. What is your mother tongue?**

The coding list of languages for these two questions includes the 11 official languages as well as other languages that are spoken in South Africa. If there is a language mentioned not on the coding list, please specify under the 'other' category (code 15).

278. What is your current employment status? (WHICH OF THE FOLLOWING BEST DESCRIBES YOUR PRESENT WORK SITUATION?)

This question aims at understanding what the general status of the respondent is in relation to the labour market. It must be asked of all respondents, regardless of whether they are employed or not. Please read out the coding list. In situations where the respondent feels that more than one option applies to him/her (e.g. student/learner and self-employed part time), the respondent should be asked which of the options best describes his/her situation. Only one option must be circled.

279. If you are married or have a partner, what is his/her employment status?

This question is similar to Q.278, except here we are concerned with the employment status of the respondent's spouse or partner. This question should therefore only be asked of respondents that are either:

- Married, or
- Not married but have a partner (boyfriend/girlfriend/fiancé/fiancée) irrespective of whether they live together or not.

If the respondent is single (not married and without a partner), then this question is not applicable and you must write NA, which means not applicable, and then skip to Q.280.

Please read out the coding list. In situations where the respondent feels that more than one option applies to his/her spouse or partner, the respondent should be asked which option best describes the spouse's/partner's situation. Only one option must be circled.

280. What is your current occupation? [WRITE DOWN THE RESPONSE. IF NOT CURRENTLY EMPLOYED, ASK FOR MOST RECENT OCCUPATION]

For this question, we want to capture what the respondent's current occupation is, i.e. what is their job. No codes have been provided for this question, as the responses will be coded when the questionnaire returns to the HSRC office. Since this is the case, it is very important that you write down as much detail about the respondent's occupation as possible. For example, instead of saying "work for government", you should probe and find out that the respondent "works as a cleaner for the Department of Health in Ulundi". Similarly, instead of writing "teacher", you would need to probe to find out that the person is a "headmistress with a degree working at a primary school in Qolorha".

If the respondent is not currently employed, ask for his/her most recent occupation. Please note that this question is applicable to retired persons, even if his/her last job was 20 years ago. This question is only not applicable in instances where the person has never had a job (e.g. still in school, always been a housewife). For these cases you must write **NA** in the space provided, which means not applicable, and go to Q.281.

281. If you are married or have a partner, what is his/her occupation? [WRITE DOWN THE RESPONSE. IF NOT CURRENTLY EMPLOYED, ASK FOR MOST RECENT OCCUPATION]

This question is similar to Q.280, except here we are concerned with the current occupation of the respondent's spouse or partner. Again, no codes have been provided for this question, as the responses will be coded when the questionnaire returns to the HSRC office. In this case, we also want you to write down as much detail about the occupation of the respondent's spouse/partner as possible. If the respondent's spouse/partner is not currently employed, ask for his/her most recent occupation. Please note that this question is applicable to retired persons, even if his/her last job was 20 years ago. This question is only not applicable in instances where the person has never had a job

(e.g. still in school, always been a housewife). For these cases you must write **NA** in the space provided, which means not applicable, and go to Q.282.

This question should therefore only be asked of respondents that are either:

- Married, or
- Not married but have a partner (boyfriend/girlfriend/fiancé/fiancée) irrespective of whether they live together or not.

If the respondent is single (not married and without a partner), then this question is not applicable and you must write NA, which means not applicable, and then go to Q.282.

282. Think back to when you were 14. What was your father's occupation? [WRITE DOWN THE RESPONSE]

283. Think back to when you were 14. What was your mother's occupation? [WRITE DOWN THE RESPONSE]

In these two questions, we want the respondent to try and remember back to when they were 14 years of age and to tell us what the occupation of the father and mother was at the time. As with Q.190-291, no codes have been provided and you must write down as much detail about the occupation of the parents as the respondent can remember.

284. Do you consider yourself as belonging to any religion?

If the answer to this question is no, please skip to Q.286.

285. If answer is yes, which one? Please specify denomination

Do not read out options. Allow respondent to specify which denomination he/she belongs to and circle the corresponding code. If the denomination is not listed on the coding list, then write it down under the "other (specify)" option (code 28).

286. Apart from special occasions such as weddings, funerals and baptisms, how often do you attend services or meetings connected with your religion?

If the answer to Q.284 was no, please circle code 10 (not applicable) and skip to Q.286.

HOUSEHOLD CHARACTERISTICS

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

287-288. Interviewer: Record one main material used for the roof and walls of the dwelling. [PERSONAL OBSERVATION]

Please record the main material used for the roof of the main dwelling of the respondent's household. These items should be asked as questions, and do not necessarily assume the answer to this question based on what you see around you. Rely on the respondent to give you the correct answer. While some houses may have walls made of more than one material, this question is concerned with the material that makes up the majority of the walls. Therefore, only one code should be circled for each question. If there are a number of dwellings belonging to the respondent's household, then make sure that the answers to these questions refers to the main dwelling, which may not necessarily be the dwelling in which the interview is taking place.

290. On average, how much water does your household use each day for all purposes?

This is a slightly more difficult question. There are a number of things that you should note. Firstly, we are talking about an average amount that the household as a whole uses per day. Obviously there are times when a household uses more water and times when it uses very little water. We want you to

get the respondent to give you an average daily value. Secondly, the options recorded are specified in litres, buckets and drums, which should allow you to accommodate the variety of ways that a respondent may answer this question. Thirdly, option 7 is only for those that do not know offhand how much they consume on average, but can provide you with monthly municipal water bills. These bills differ from the other options in that they will be monthly rather than daily figures and will usually talk about kilolitres (kl), which are 1000 litre units.

296. What kind of toilet does this household use?

Please circle one response only.

298. Do you have access to a computer?

Please read out options. Only one response code should be circled.

299. Do you have access to the Internet?

Please read out options. If the answer to this question is “no” or “do not know what the internet is”, please circle code 6 and skip to Q.301. Only one response code should be circled.

300. If you have access to the Internet, what do you use it for?

Please note that, for this question, more than one response is possible.

301. Do you personally have a cell phone for personal or business use?

Please circle one response only.

302- 309. Which of the following items, in working order, does your household have?

These questions are aimed at providing an understanding of some of the assets that the respondent’s household may have. Please remember that we are only interested in items that are in working order. Therefore, if the household has one television, but it is not working at the moment and needs repairs, then the answer to Q.305 would be ‘no’. If, the household has two televisions and one is working but the other is not, then the answer to Q.305 would be ‘yes’.

310-313. Do you have the following in your home?

Following on from the previous set of questions, the items here include other types of services and assets, such as access to services (grid electricity and hot running water), a domestic worker and a car in working order.

314. In the past year, was there ever a time when children under 7 years of age in your household went hungry because there was not enough money to buy food?

This question, together with Q.315 aim at finding out how widespread hunger (food insecurity) is in South Africa. In this particular question, we want to know if children aged seven or younger in the respondent’s household have experienced hunger in the past year because there was not enough money to buy food to meet their needs. Please note that in cases where there are no children aged seven or younger, you must circle code 4 (not applicable) and proceed to Q.315.

315. In the past year, was there ever a time when other members of the household went hungry because there was not enough money to buy food?

The main difference between this question and Q.314 is that we here want to know if any other members in the respondent’s household experienced hunger in the past year because there was not enough money to buy food to meet their needs.

PERSONAL AND HOUSEHOLD INCOME

SHOWCARD G2

316. Please give me the letter that best describes the TOTAL MONTHLY HOUSEHOLD INCOME of all the people in your household before tax and other deductions. Please include all sources of income i.e. salaries, pensions, income from investment, etc.

317. Please give me the letter that best describes your PERSONAL TOTAL MONTHLY INCOME before tax and other deductions. Please include all sources of income i.e. salaries, pensions, income from investment, etc.

These two questions attempt to ascertain the monthly income of the respondent's household (Q.316) and then the monthly income of the respondent himself/herself (Q.317). This is generally a sensitive issue, which is why we make use of income categories rather than asking for the specific amount. Please do not forget to use the showcard provided.

NATURE OF FAMILIES AND FAMILY AUTHORITY

In developing the SASAS, it was decided that it would be important on an annual basis to include a small set of questions that effectively represent experimental methodological or conceptual tests. For the baseline survey, it was decided that the emphasis should be on trying to advance our understanding of the relationship between household and family, especially since the definitional meanings of households and families in Southern Africa is not uncontested. The specific themes covered by the five items included in this section begin to probe the nature of families and family authority. It is hoped that the information that comes from the responses will assist in advancing our conceptual understanding of such issues and also make a contribution towards the identification of more appropriate definitions and questions for future survey work in this area.

319. Who do you consider to be part of your 'family'? [multiple response]

Please note that more than one response is allowed for this question. It is very important that you do not read out the options. Allow the respondent to answer spontaneously and do not prompt. If the respondent asks whether you are talking about 'immediate' or more 'extended' family, please say that they must decide who they consider to be family.

Other relation - This would include other relatives not included in the coding list, e.g. great grandfather or brother of grandmother, stepmother or father; adopted child, etc..

Non-relation - This includes friends, domestic workers, other resident employees, visitors and others who are not related to the respondent.

320. Why do you say that these people are 'family'? [multiple response]

Again, it is important to note that more than one response is allowed for this question and you should therefore not read out the options.

321. Is there one person who holds the final position of authority in your 'family'?

We are looking for one response to this question. Please do not read out the options. The respondent needs to tell us who, in general, has the final position of authority within their family. The answer should be in terms of that individual's relationship to the respondent (e.g. respondent himself/herself, father, mother, grandparent, etc.). If after probing he/she cannot specify one specific person, then circle code 24 (no specific person of authority) and skip to Q.324.

322. If yes, what is the primary basis of their authority? [multiple response]

This question is applicable to those respondents that were able to specify one person has final authority in his/her family. Here we wish to know on what basis that individual has authority over the family. It may be because that person provides financial support to the household, due to age/seniority or even because he/she oversees family events and rituals. More than one response is allowed for this

question. Please do not read out the options. If the respondent's answer does not correspond to any of the codes provided, then circle code 6 and write down what he/she said.

323. If this person could no longer fulfil this role, who, if anyone, would this position?

Finally, we are interested in understanding who would take up this position of authority if the individual could no longer perform the role for whatever reason (illness, etc.). Please do not read out the options. If the answer provided does not correspond to any code in the list please write down what the respondent says.

324. Now consider today and the last few days. Would you say that you are...?

This is a common question in attitudes surveys that attempts to understand what mood the respondent is in on the day of interviewing, since this will undoubtedly have an effect on the responses that he/she has provided.

10. SASAS Questionnaire 2: Detailed Guidelines for Differing Modules

COMMUNICATIONS

131. What is your single main source of community news?

Here, we want to find out what the respondent uses as the single main source of community news. In other words, from where does the respondent mainly get the news? Community news, as opposed to national or international news, is news related to the local community or to the respondent's immediate local environment. Therefore, we are asking what type of medium (note: only the main or most important one) the respondent uses to obtain information about what is happening around him/her. If the respondent answers NONE, please record this under the 'other' code.

132. What is your single source of national news?

In this question, we want to find out what the respondent uses as a single main source of national news. National news, as opposed to community or international news, is news related to the wider country (e.g. South Africa) rather than the local or community level. Again, we are looking for only a single mention of the medium that the respondent mainly uses to obtain information on national news. If the respondent answers NONE, please record this under the 'other' code.

133. What is you single main source of international news?

In this question, we want to find out what the respondent uses as a single main source of international news. International news, as opposed to community and national news, is news related to the world (e.g. Iraq, United States, etc.) at large. Therefore, we are asking what type of medium (note: Only the main or most important one) the respondent uses to obtain information about the world at large. Please note that the three questions (Q131-133) are similar except for the fact that we are asking respondents about their main source of community, national and international news. If the respondent answers NONE (i.e., do not get international news), please record this under the 'other' code.

134. Do you prefer locally or foreign-made entertainment programmes on television?

This question refers to whether the respondent prefers entertainment programmes that have been produced locally (i.e. in South Africa) or those that have been produced outside the country (foreign). Please give examples of such programmes, both local and overseas. For example, locally made *entertainment* programmes may be soap operas like *Isidingo*, *Generations*, *7nde Laan*, or other entertainment programmes like music videos, game shows (e.g. *Lotto*, ABSA's '*Mokotla Watshetele*' and '*Who wants to be a millionaire?*'), television dramas like '*Song for Katryn*', '*Behind the Badge*', '*Muvhango*', '*Emzini Wezinsizwa*' and others. Made-for television movies (Note: unlike dramas, which can go on for a while (sequel), movies normally have a single storyline which has a beginning and end) like '*Vanilla-Ice*', '*The Gods must be Crazy*' and others. So-called '*edutainment*'

programmes like 'Soul City' and 'Soul buddyz' are also included because their main thrust is entertainment. However, current, factual or actuality programmes like 'Current Affairs', 'Carte Blanche' or 'Special Assignment' should be **excluded** from entertainment programmes because they have a more serious content. The same could be said about documentaries like '50-50' or 'Going nowhere slowly', or the 'Felicia-Mabuza Suttle Show'.

For foreign-made entertainment programmes, we may refer to foreign produced entertainment programmes like 'The Bold and the Beautiful', 'Days of our Lives' and 'Dallas'. There may also be foreign-made entertainment television dramas like 'NYPD blues', sitcoms like 'Martin', 'Sex and the City', 'Frasier' and others. Also, shows like 'Ricky Lake' and 'Jerry Springer show' will also be regarded as entertainment, though some regard it as gross. However, current, factual or actuality foreign-made programmes like 'National Geographic', 'Oprah', and 'Crossing over with David' will be excluded from foreign-entertainment programmes.

135: Do you prefer local or foreign news programmes on television?

Here the emphasis is on the **news** programmes. Another emphasis is whether respondents prefer local or foreign news programmes on television. By local news programmes, we mean South African made news programmes, normally with local presenters who speak a variety of the eleven South African languages. The news content is mostly of South African origin. This definition will cover news from E-TV, SABC 1, 2 and 3 news.

In contrast, foreign or foreign made news programmes are those programmes, which have clearly been made outside South Africa. Except for English, the presenters mostly speak other languages other than the eleven official South African languages. The news content, though occasionally covering South Africa, is largely international. This definition fits most foreign-made news programmes like CNN, BBC News, Al Jaraar News (The arab news network) and other news mostly covered on DSTV.

136-140. Do you think there is too much of the following on television or are you not bothered?

For this set of questions, respondents must give their attitudes or opinions on whether they believe television shows have too much sex, violence, nudity, swearing and blasphemy as well as prejudice or alternatively whether they are not bothered by these things.

For our purposes, sex has to do with any scenes depicted on television that has a person/s engaged in acts of a sexual nature, ranging from kissing to physical copulation. This definition is wide enough to cover anything that the respondent perceives as sexual, including cultural definitions of what is or is not sexual. Therefore, telephone sex where verbal suggestive remarks are made will be covered in this context.

The same goes for violence, which may include either physical (e.g. people depicted coming to blows with each other), verbal (e.g. people threatening to do physical harm to one another) and incidental violence (e.g. people involved in an accident).

On the question of nudity, we want to know the extent to which the respondent thinks there is too much scant clothing that is shown on television or not. Again, this description is wide enough to cover cultural nuances ranging from a person wearing a bikini, male underwear, to short skirts or trousers right up to complete nakedness.

By swearing and blasphemy, we mean any television scene that depicts people either using swear words that the respondent feels are clearly personally or morally unacceptable or using words that demean a Person or Persons, an object or objects considered sacred or sacrosanct by the respondents. Therefore, saying something against God or gods, pictures or images considered by respondents to be superior beings will fall into this category.

By prejudice, we mean intolerance displayed by television scenes of people's, other than one's own, views, beliefs and opinions. These may range from religion, sexual preference, race, age, and gender.

141. Have you read at least one whole/complete book in the last month?

The rationale for this question is to find out whether the respondent reads actively or not. We want to determine the level of reading among the respondents since there are arguments that people do not read as much as they used to due to the influence of television and other media which take up much of their time. However, some people think that the other media encourage people to read bound copies of book, both fictional and non-fictional.

142. Do you think there are too many American-made programmes on television or are you not bothered?

Here we want to find out whether the respondent thinks there are too many television programmes made in America or not. The respondent may know what American-made programmes are or not. Please do not prompt him/her. By American-made programmes we mean those programmes whose make and content is clearly American. These programmes can clearly be distinguished from locally-made programmes, as shown by the opening and end credits where both the producer and director are either American or based in America, using mostly American studios as production facilities.

143-146. In the past week have you...?

These questions aim simply to find out whether the respondent has used a cellphone, either to make an outgoing call, receive a call, send or receive a text message or not.

Please note that the respondent does not have to own a cellphone to do all these activities. Therefore, the **Do not know** or **Do not have a cellphone** category is not applicable.

147. If you do not have a cellphone, is it because you cannot afford one or do not want one?

This question has to do whether a respondent who does not have a cellphone does not have it either because he/she cannot afford it or because he/she does not want one. The idea is that some people simply do not want cellphones for reasons other than affordability. We want to distinguish them from those who do want cellphones but simply cannot afford them.

148-149. Could you estimate how many hours on an average working day (that is , from Monday to Friday) you spend watching TV or listening to the radio?

Here we want to find out, on an average day, how much time the respondent spends either watching TV or listening to the radio or doing both activities. Therefore, there are two questions contained on the table, question 148 and question 149, which deal with TV and radio respectively. The respondent has to indicate or estimate how many hours on average (viewing/listening may be high some weeks and low in others, but you need the respondent to give you the average number of hours) watching TV or listening to the radio.

150. Could you estimate how many hours on an average working day (that is, from Monday to Friday) you spend reading a daily newspaper?

Could you estimate how many hours on an average working day (that is, from Monday to Friday) you spend reading a daily newspaper? In the same way, the respondent has to estimate the number of hours he/she spends reading a daily newspaper (e.g. The Star, The Sowetan, Pretoria News, Daily Despatch, etc.) on an average working day. The working day is different from a weekend which is Saturday and Sunday.

151. Could you estimate how many hours on an average working day (that is, from Monday to Friday) you spend using the internet?

Could you estimate how many hours on an average working day (that is, from Monday to Friday) you spend using the Internet? Again, the respondent has to estimate the number of hours she spends using

the Internet (i.e. visiting websites for information). The Internet is simply a network of text, pictures and images which are stored electronically and which can be accessed by clicking the computer mouse button.

ISSP 2003 MODULE - NATIONAL IDENTITY (II)

This module forms part of the International Social Surveys Programme (ISSP), which fields a module on a specific theme each year in approximately 36 other countries. For standardization reasons these questions must be asked exactly as stated and no expansions or examples are allowed. This module addresses issues regarding national identity and determines positioning of nationality in terms of other countries. The module also tries to determine if identity is stronger on a local level or at a national level.

152-154. We are all part of different groups. Some are more important to us than others when we think of ourselves. In general, which in the following list is most important to you in describing who you are? And the second most important? And the third most important?

This first set of questions in the module is directed at the individual and it aims to determine how the individual identifies himself/herself. Does the individual identify himself/herself in terms of a occupation or race, gender age etc. Each option needs to be read out and the fieldworker should mark three options. Option one is the one that is most important to the person, option two second most important and option three third most important.

155-158. How attached do you feel to... (Please, circle one box on each line)

This set of questions tries to establish whether the respondent feels loyalty more at a local level, provincial level national level or, even more broadly, at a continent level.

159-166: Some people say that the following things are important for being truly South African. Others say they are not important. How important do you think each of the following is...

These questions determine what South Africans consider important issues for classification as a South African. This question wants to find out what role citizenship, religion, language or ancestry plays in defining what it means to be truly South African.

167-173. How much do you agree or disagree with the following statements? (Please, circle one box on each line)

These questions determine loyalty to the country and force the respondent to compare South Africa to other countries. The respondent is asked to compare and rate South Africa compared to other countries in the world.

174-183. How proud are you of South Africa in each of the following? (Please, circle one box on each line)

The respondent is asked to state how pride they are of certain sectors or issues in South Africa. The respondent needs to rate pride for issues of democracy, economy, social security system etc.

184-193. How much do you agree or disagree with the following statements? (Please, circle one box on each line)

These questions relate to the issue of local versus global. The respondents are asked how protective they are of local issues and if global influences should be allowed to influence local dimensions.

194-195. How much do you agree or disagree with the following statements? (Please, circle one box on each line)

These two questions determine if the respondents would prefer one dominant culture, language an tradition of if the respondents feels that the society should protect the rights of smaller groupings within the country.

196. At the time of your birth, were both, one or neither of your parents citizens of South Africa (or TBVC)?

This question seeks some information regarding the respondent's ancestry and if the parents were citizens of South Africa.

197-200. How much do you agree or disagree with the following statements? (Please, circle one box on each line)

These questions touches on issues of xenophobia and the aim of these questions are to determine how protective the individual is over his/her "territory".

201. How proud are you of being South African? (Please, circle one box)?

This question touches the issue of pride in the country and is stated in general. There is no reference to specific issues and the respondents are asked to make a general assessment.

202. Which of these two statements comes closer to your own view?

This question tries to determine if the respondent feels united with other people of his/her country or if the person would rather prefer a system of segregation.

203. How close do you feel to your ethnic group?

The respondents can interpret ethnic group in their own way and they should comment how close they feel towards a group.