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Ibhunga Lophando Ngenzulu-Lwazi Kantu

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



**HSRC**

*Social science that makes a difference*

# **2005 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. 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: 7,000 (3500 Questionnaire 1; 3500 Questionnaire 2)
- 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 two different versions of the questionnaire 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      | 1, 3, 5, 7, 9, 11, 13  | 7                     |
| Questionnaire 1      | 2, 4, 6, 8, 10, 12, 14 | 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.**



**\* 78200053 - 0252 - Q2 - 14 \***

### QUESTIONNAIRE NO - 0714

Each questionnaire has two unique numbers. The questionnaire number is numeric and is from 1-7000. 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 1-14 (since 14 interviews need to be done per EA)

|   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| Province                                    |   |   |   |   |   | 7 |
| Magisterial district                        |   |   |   |   | 8 | 2 |
| EA number                                   | 0 | 0 | 0 | 5 |   | 3 |
| Visiting point number                       |   |   | 2 | 5 |   | 2 |
| Questionnaire number (Q1, Q2)               |   |   |   |   |   | 2 |
| Total number of visiting points / EA (1-14) |   |   |   |   | 1 | 4 |

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.

***Upon Completion of the Interview***

You will be provided with a set of **consent forms**, which need to be completed upon successfully finishing each interview. While verbal consent will be secured from the respondent before beginning with the interview, a written consent form should be signed afterwards. This helps us ensure that the participant understood the objectives of the survey and agreed to participate, while assuring the respondent that the HSRC will treat the responses provided as strictly confidential.

This year, upon the advice of the HSRC Ethics Committee, we have introduced an Adolescent Consent Form. If the selected respondent is a 16 or 17 year-old, you will need to now get the consent of a parent/carer in addition to the consent of the respondent.

***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.**

### *Fieldwork Record of Interviews*

The team supervisors have been provided with a set of interview record forms. Once all 14 interviews have been completed in an area, the supervisor must complete the form, which records the questionnaire number, the questionnaire type, the name of the fieldworker that conducted the interview, the date of completion, whether the interview was successfully completed and, if not, the reason why. There is also space for specific notes for the supervisor to fill in, documenting anything that is important for the HSRC coordinators to know about the fieldwork in that area. This form needs to be completed and submitted to the relevant HSRC coordinator before the team moves on to the next area. This allows for return visits should the need arise.

#### **Example:**

| Questionnaire Number | Questionnaire Type<br>(Q1 or Q2) | Name of Fieldworker | Date of Completion | Interview completed<br>Yes, No or Partial | Vacant<br>Yes or No | Refusal<br>Yes or No | No-one Home<br>Yes or No | Not a house<br>Yes or No |
|----------------------|----------------------------------|---------------------|--------------------|---|---------------------|----------------------|--------------------------|--------------------------|
| 0701                 | Q2                               | Bongi               | 25 Aug 2004        | Yes                                       |                     |                      |                          |                          |
| 0702                 | Q1                               | Jabu                | 25 Aug 2004        | No  |                     | Yes                  |                          |                          |
| 0703                 | Q2                               | Themba              | 25 Aug 2004        | Yes                                       |                     |                      |                          |                          |
| 0704                 | Q1                               | Mandisa             | 25 Aug 2004        | Yes                                       |                     |                      |                          |                          |
| 0705                 | Q2                               | Mandisa             | 25 Aug 2004        | Yes                                       |                     |                      |                          |                          |
| 0706                 | Q1                               | Jabu                | 25 Aug 2004        | No  | Yes                 |                      |                          |                          |
| 0707                 | Q2                               | Bongi               | 25 Aug 2004        | Yes                                       |                     |                      |                          |                          |
| 0708                 | Q1                               | Themba              | 25 Aug 2004        | Yes                                       |                     |                      |                          |                          |
| 0709                 | Q2                               | Mandisa             | 26 Aug 2004        | Yes                                       |                     |                      |                          |                          |
| 0710                 | Q1                               | Bongi               | 25 Aug 2004        | Yes                                       |                     |                      |                          |                          |
| 0711                 | Q2                               | Jabu                | 25 Aug 2004        | Yes                                       |                     |                      |                          |                          |
| 0712                 | Q1                               | Themba              | 25 Aug 2004        | No  |                     |                      | Yes                      |                          |
| 0713                 | Q2                               | Bongi               | 26 Aug 2004        | Yes                                       |                     |                      |                          |                          |
| 0714                 | Q1                               | Jabu                | 26 Aug 2004        | Yes                                       |                     |                      |                          |                          |

## Layout of the Questionnaires

| SASAS Questionnaire Version 1:                             | SASAS Questionnaire Version 2:  |
|--|---|
| Cover & Respondent selection                               |   |
| Household Roster   |   |
| Democracy and Governance [41 items]                        | Democracy and Governance (long) [46 items]                                  |
| National Identity [9 items]                                |   |
| Public services (Education) [22 items]                     | Intergroup Relations [19 items]   |
| Public services (Health) [8 items]                         |   |
| Family Life [24 items]                                     | Soccer World Cup [17 items]   |
| Moral issues [6 items]                                     |   |
| Poverty and Social Exclusion [71 items]                    | Work Orientation (ISSP Module) [72 items]                                   |
| Crime [5 items]  |   |
| Voting [12 items]  |   |
| DWAF Client Water and Sanitation Questions [64 items]      |   |
| Demographics and other classificatory variables [52 items] | Demographics and other classificatory variables (incl. ISSP BVs) [64 items] |
| <b>TOTAL: [314 items]</b>                                  | <b>TOTAL: [314 items]</b>   |

## 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.

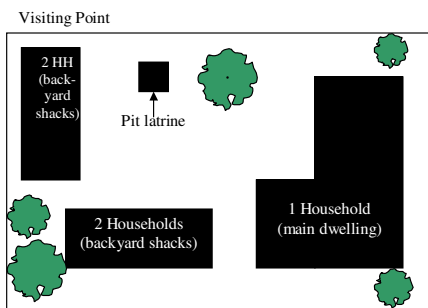
**8. Respondent Selection Procedure and Household Roster**

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

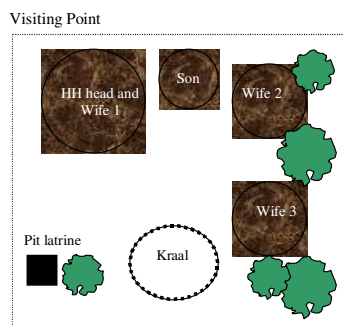
the respondent will be selected. The Respondent Selection Procedure contained on pages ii and iii of the questionnaire helps us determine exactly which individual residing at the visiting point needs to be interviewed. In most instances, the supervisor or sub-supervisor will conduct the selection of 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 |
|                                    | 17 |
|                                    | 18 |
|                                    | 19 |
|                                    | 20 |
|                                    | 21 |
|                                    | 22 |
|                                    | 23 |
|                                    | 24 |
|                                    | 25 |

|                        |
|------------------------|
| 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 four-digit questionnaire number from the cover page. So, if the questionnaire number is 9548, the number you require is 48. If the questionnaire number happens to be 6400, 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 0856 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: <b>Zodwa Mkhize</b>  |
| ADDRESS OF RESPONDENT:<br>..... <b>143 Imbali Street, KwaMashu Section D, Durban...</b><br>..... |
| TEL NO.: <b>031-548 3456 (home) 082 554 5644 (cell)</b>  |

**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. The current protocol is to first approach the local farmer association in the area. The association should be informed of the study, after which they should be able to assist you in identifying the farms and setting up appointments with the relevant farmers. 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 14 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.

**Precise place of employment**

In this instance, we require you to document where the respondent works. It is important for you to be as specific as possible. For example, if the respondent works in Braamfontein, under Suburb you would write 'Braamfontein' and 'Johannesburg' under City/town. Similarly, if the respondent works in a factory in Isithebe, you would write 'Isithebe' under Suburb and 'Mandeni' under City/town. If the respondent is unemployed, a student, pensioner, etc., then write 'NA' for not applicable in both the Suburb and City/town columns.

**SASAS QUESTIONNAIRE 1: 2004**

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<br>M=1<br>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<br><br>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 |                        |                   |            |                            |
|  |   | 12 |                        |                   |            |                            |
|  |   | 13 |                        |                   |            |                            |
|  |   | 14 |                        |                   |            |                            |
|  |   | 15 |                        |                   |            |                            |
|  |   | 16 |                        |                   |            |                            |
|  |   | 17 |                        |                   |            |                            |
|  |   | 18 |                        |                   |            |                            |
|  |   | 19 |                        |                   |            |                            |
|  |   | 20 |                        |                   |            |                            |
|  |   | 21 |                        |                   |            |                            |
|  |   | 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

#### **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. In the last 5 years, has life improved, stayed the same or gotten worse for... most people in South Africa?**

#### **3. In the last 5 years, 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.

#### **7-19. Indicate the extent to which you trust or distrust the following institutions in South Africa at present?**

Please ensure that one response is circled per line. Also note that Q.18-19 (traditional authorities/ leaders and political parties) are new this year.

#### **20-29. How satisfied or dissatisfied are you with the way that the government is handling the following matters in your neighbourhood?**

Please ensure that one response is circled per line. Also note that Q.29 (traditional providing social grants) is new this year.

### NATIONAL IDENTITY

#### **42-45. 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.

#### **48-50. 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.

## PUBLIC SERVICES

The purpose of this section is twofold. The first is to gauge attitudes towards education in South Africa. Secondly, we have included a series of health-related questions. These focus on four broad thematic issues, namely health status (Q.73), changes knowledge of people living with or having died of HIV/AIDS (q.74-75), and lastly the quality of health services (Q.76-80).

Please note that this year these education and health modules are only included in Questionnaire 1, rather than being in both versions of the questionnaire. Also, we have significantly reduced the number of questions on health.

## Education

### **70. Compulsory religious sessions/meetings have no place in school. [Showcard 3]**

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 and Behaviour

### **73. 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.

## FAMILY LIFE

This is a new module that has been introduced for the 2005 round of the survey. It consists of 24 items (Q.81-104), and focuses on attitudes towards different aspects of marriage and relationships, as well as gender roles.

### **94. If you are not currently married: How much you agree or disagree with the following statement? I would like to get married (or remarried) someday**

There are a number of things to notice with regard to this question. Firstly, there is a slight mistake in the way the question is written. Instead of "how much you agree...", the question should read "how much do you agree...". Please make sure that you include the word 'do' when you read out the question. Secondly, this question is only relevant to those respondents who are not currently married. This includes those who have never married, as well as those who are widowed or divorced. If the respondent is married, please circle code 9 (not applicable). Thirdly, in the last part of the statement "...married (or remarried) someday", the reason we include the "or remarried" is because we want to also find out whether those who are widowed or divorced wish to get married again.

### **97. Married people have more financial security than unmarried people?**

It is important to understand what we mean by "financial security". In the statement, we are asking the respondent whether he/she thinks that married people are more secure financially (i.e. they are better able to withstand or endure hard or difficult times) than unmarried people.

**98. Married people have more financial independence than unmarried people?**

“Financial independence” is different from “financial security”. In the statement, we are asking the respondent whether he/she thinks that married people are able to spend more on themselves or on their own individual needs than unmarried people.

**MORAL ISSUES**

In this section, we ask a series of six items (Q.105-110 in questionnaire 1; Q.92-97 in questionnaire 2) pertaining to important moral issues in South African society. These are common to both questionnaires, the focus being attitudes towards 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. We have reproduced the English and translated versions of the questions here so that you can look through the phrasing carefully.

Q105. Do you think it is wrong or not wrong if a man and a woman have sexual relations before marriage?

|  |
|--|
| Ngabe ucabanga ukuthi kulungile noma akulungile yini uma owesilisa nowesifazane beba nobudlelwane ngokocansi ngaphambi komshado? |
| Vha vhona zwo khakhea kana zwi songo khakhea uri munna na musadzi vha ite zwa vhudzekani phan5a ha musi vha tshi malana?         |
| A o nagana gore go phoso kgotsa ga go phoso fa rre le mme ba ka tsena mo kamanong ya tsa thobalano pele ba nyalana?              |

Q106. Do you think it is wrong or not wrong for a married person to have sexual relations with someone to whom he or she is not married?

|   |
|---|
| Ngabe ucabanga ukuthi kulungile noma akulungile yini ukuthi umuntu oshadile abe nobudlelwane ngokocansi nomuntu angashadanga naye?          |
| Vha vhona zwo khakhea kana zwi songo khakhea uri muthu o mal(w)aho avhe na vhushaka ha zwa vhudzekani na a songo malanaho naye?             |
| A o nagana gore go phoso kgotsa ga go phoso fa motho yo o nyetsenga ka tsena mo kamanong ya tsa thobalano le mongwe yoo a sa nyalanang nae? |

Q107. Do you think it is wrong or not wrong for two adults of the same sex to have sexual relations?

|  |
|--|
| Ngabe ucabanga ukuthi kulungile noma akukulungile yini ukuthi abantu abadala ababili ababulili bufanayo ukuthi babe nobudlelwane ngokocansi? |
| Vha vhona zwo khakhea kana zwi songo khakhea uri vhaaluwa vhavhili vha mbeu nthihi vha vhe na vhushaka ha zwa vhudzekani?                    |
| A o nagana gore go phoso kgotsa ga go phoso fa batho ba babedi ba ba godileng ba bobg bo le bongwe ba ka nna le kamano ya tsa thobalano?     |

**POVERTY****111. 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.

**112-114. 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, employment, as well as general satisfaction with life.

**115-118. To what extent do you agree or disagree with the following? [Showcard 3]**

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.

**119. 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.

Also note that we have accidentally not included a code for 'other'. If the respondent says something that does not fit into the code options provided, please write in the response alongside the box containing codes 1 to 98.

**120. 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.

## **DEFINITIONS OF POVERTY AND SOCIAL EXCLUSION**

This is a new module that has been developed together with the Centre for the Study of South African Social Policy (University of Oxford). The purpose of the module is to explore the concepts and definitions of poverty and social exclusion relevant to post-apartheid South Africa, based on the values and aspirations of South African people. The questions will be used to produce a set of indicators which will enable Poverty and Social Exclusion to be monitored, and inform social and economic policy in the country.

Over the last two years, CASASP have conducted over 50 qualitative focus group discussions with a range of people across the country to explore what are considered 'Socially Perceived Necessities'. The questions in the SASAS module have been designed based on the findings from this experience. Respondents are presented with a list of items, activities, and public provisions which they would then have to classify as essential, desirable or neither (non-important). Since poverty is a multi-dimensional phenomenon, the questions cover a number of different types of deprivation (not just lack of income): Material Deprivation; Employment Deprivation; the Living Environment (Housing and Neighbourhood); and Friends and Family. Those items, activities, and public provisions which are widely considered to be essentials by respondents will be used as the basis of a consensual definition of poverty and social exclusion for the country. The meaning of an "acceptable standard of living" varies from country to country, and over time. For this reason, it is therefore important that the definition of what an 'acceptable standard of living' is in South Africa be defined consensually by asking people what they consider acceptable or necessary. By doing

this, we are ensuring that the definitions of poverty that are used are ‘democratic’ and come from the general population rather than being imposed by ‘experts’.

Please read the introductory statements very carefully. The most important point to note is that we are asking respondents to tell us what they think is essential for everyone to have in order to enjoy an acceptable standard of living in South Africa today. Therefore we are not asking the respondent to talk about his or her own needs and desires, but rather what they think are the items, activities and public provisions that all South Africans need in order to meet an acceptable standard of living.

It is also important to understand the difference between ‘essential’ and ‘desirable’. Essential in this context refers to those items, activities and services that the respondent feels all South Africans require in order to secure an acceptable standard of living. “Desirable” refers to items, activities and services that the respondent feels it would be nice for all South Africans to have rather than being essential (i.e. luxury items rather than necessities). The term “neither” is used to describe those items, activities or services that the respondent feels are not important for South Africans to have (i.e. they are not essential and not desirable either).

It is important for you to remember that ‘Do not know’ is a relevant code for those cases where the respondent is not familiar with the item being described, especially in Q.121-157. For example, in certain rural areas, it is quite possible that the respondent may not have heard of DSTV (Q.130) or a DVD player (Q.144).

#### **121. A fridge**

Here we mean the standard combination fridge and freezer.

#### **123. Meat or fish or vegetarian equivalent every day**

It is important for us to clarify what we mean by this statement. It asks the respondent to tell us whether having meat or fish every day is essential, desirable or not important for all South Africans to have. However, many South Africans are vegetarian and do not eat meat at all. In order to accommodate them, we have included ‘vegetarian equivalent’ into the statement. The “vegetarian equivalent” could possibly include a soya product (e.g. soya mince, soya burger, etc.).

#### **125. Special meal at Christmas or equivalent festival**

“Equivalent festival” refers to special occasions for those belonging to another religion other than Christianity. For example, for the Hindu community, the equivalent festival would be Diwali.

#### **131. Some new (not second-hand or handed down) clothes**

“Handed down” clothes refers to situations where family or friends pass on clothes that they have already used for their own family. For example, the respondent’s sister might hand down baby clothes that the respondent can use for his or her child. Similarly, a friend of the respondent may hand down some clothes that they no longer want any more.

#### **139. People who are sick are able to afford all medicines prescribed by their doctor**

In this case, we would advise that you take a broad interpretation of the question. It would therefore include the ability to afford medicines prescribed by a traditional healer (inyanga). It could also include the ability to afford medicines prescribed at the hospital.

#### **146. Electric cooker**

Here the “electric cooker” refers only to an electric stove (hob and oven). It does not include an electric hotplate or an electric pan.

#### **147. A radio**

This does not include a hi-fi.

**157. A lock-up garage for vehicles**

Some respondents may feel this is essential even if they said that it is not essential to have a car. This is because lock-up garages fulfil a number of functions, such as a space to operate a small business out of or storage space. Therefore, what we are effectively talking about here is a lock-up garage irrespective of the purpose.

**162-166. To what extent do you agree or disagree with the following statements?**

These questions are to be asked of all respondents, even if they are unemployed. Even if the respondent is unemployed, he or she is likely to have an opinion on what the conditions of employment should be for all South Africans as part of an acceptable standard of living. Therefore these questions remain relevant.

**CRIME AND SAFETY**

This year we have changed the focus and content of the crime module. For the past two years, we have asked a set of questions on the experience of crimes (whether household members had been the victim of different forms of crime). For this round of the survey, we ask five questions on the fear of crime.

**182-184. How safe or unsafe do you feel...**

Please note the difference in the set of codes provided between Q.182 and Q.183-184. There is a logical explanation for this difference. Q.182 was asked in a 2001 survey by the HSRC, so we want to keep the codes the same to enable comparison across time. In contrast, the codes provided for Q.183-184 are consistent with other national and international crime surveys, which will allow us to compare our results with other surveys conducted in South Africa and other countries around the world.

**VOTING**

This year, we have included a set of questions relating to municipal elections as well as national elections. This is due to the forthcoming (late 2005 or early 2006) municipal elections in the country.

Please be careful with regard to the skip patterns in this section. They are quite complex. Also, please do not read out statements such as “If answered 14 in Q.189”. These are for your benefit only and are intended to help you with the skip patterns.

A new party has been established in the weeks before the 2005 fieldwork. It is called the “United Party of South Africa”. It may be mentioned in certain provinces, especially the Western Cape, so do not be surprised if your respondent states this as his/her answer to one or more of the voting questions. Please record it under the relevant ‘other’ code.

**WATER AND SANITATION****199. Where did your household get water from yesterday?**

This question asks what the most common water source (for all purposes) was for the respondent’s household yesterday, in order to determine (together with Q.200) whether there has been a change in source for reasons such as water interruptions or maintenance. Please note that households may say that they got water from different sources for different household purposes. For instance, they may have got water from a community tap for drinking purposes, but water from a river to wash clothes. In this situation, we ask that you record the highest level of service (in this case, water from the community tap).

**200. What is the most often used source of water by this household?**

While some households may use a more than one source of water to meet their needs, we are interested here in the most frequently used source. Also, sources of water may vary throughout the year, with some seasons being drier than others and forcing households to rely on different sources. Only one option must be circled.

**Pre-paid Water Meter**

You will notice that for codes 1-4, we distinguish between 'meter' and 'pre-paid meter'. A 'meter' in this case refers to a household's internal or yard water that records the amount of water that the

household is consuming. A 'pre-paid meter' in the context of an internal or yard/site connection operates like pre-paid electricity systems, where the household goes to a vending outlet and pays for an amount of water which is placed on a prepaid card. Once the amount has nearly run out, the household has to go to a vending outlet to pay for more water on the prepaid card. You are highly unlikely to get a situation where codes 2 and 4 are given as a response, since pre-paid water meters are very rare for internal or yard/site water connections. This prepaid system is most likely to occur in and around Cape Town, though it has also been introduced in parts of Ladysmith.

**201. Does the household get water from a source less than 200m away?**

This question will enable us to determine whether public or communal taps are less than 200m away from the visiting point/site or more than 200m away from the visiting point/site. This is an important distinction since the aim of many communal water projects is to provide taps 200 meters apart to ensure that communities receive an assured minimum supply of 25 litres per person per day of potable water. Please note that if the answer is 'not applicable' (code 9), then you must fill in code 9 for Q. 202-205.

**202. 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. Please note that if the answer is 'not applicable' (code 9) in Q.201, then you must fill in code 9 for this question.

**203. How long does it take members of this household to get to the water source?**

Please ask for the average time it takes an adult member of the household to get to the water source. Please note that if the answer is 'not applicable' (code 9) in Q.201, then you must fill in code 9 for this question.

**204. How long does the household member have to queue at the water source?**

This would include waiting time. It may mean the conventional interpretation of waiting in a queue to fill up containers at a communal tap. Nonetheless, in some rural areas, holes are dug in the sand, after which people have to wait for the water table to rise. Once this happens, the water containers are filled liter by liter. Therefore, we would include the time spent waiting for the water to rise in order for the household member to fill the container. Please note that if the answer is 'not applicable' (code 9) in Q.201, then you must fill in code 9 for this question.

**211. In which language is the bill?**

Please circle only one option. If the respondent says English and Xhosa, then please circle code 1 and not codes 8 and 13. If the respondent says English and Afrikaans, then write it under 'other' (code 14).

**214/215.**

This does not require a separate bill. If the services are specified on the water bill, please tick yes.

**216. In the past year, how often did you experience interruptions of longer than a day to your water service?**

Interruptions are any break of service for a number of reasons. This may relate to a break in service for the entire community or area, or by individual connection. Some of these are mentioned in the coding list in Q.218. Please note that under no circumstances must you prompt the respondent. If the respondent and his/her household moved to the visiting point during the past year, we are only interested in whether they experienced interruptions at this visiting point (not their previous place of residence).

**217. In the past 12 months, what was the longest interruption you experienced?**

Please note that in this question we refer to interruptions of any given duration, including those of less than one day. Therefore, it is possible that the respondent will answer 'never' (code 1) to Q.216 and code 1 (few hours or less) or code 2 (few hours to one day) in Q.217. Also, you will observe that a code has not been provided for 'never' in this question. This is a mistake, so should the respondent say that they have not experienced an interruption at all in the last 12 months, then we kindly request that you write 'never -8' in the space alongside the box containing codes 1-7. This will be captured when it comes back to the office. If the respondent and his/her household moved to the visiting point during the past year, we are only interested in whether they experienced interruptions at this visiting point (not their previous place of residence).

**218. If you experienced water interruptions in the past year: What do you think was the main reason for these water disruptions?**

Interruptions are any break of service for a number of reasons. This may relate to a break in service for the entire community or area, or by individual connection. This question aims in particular to determine what the main reason for the interruptions was. Please note that we only want one response code circled. Under no circumstances must you prompt the respondent – allow for spontaneous responses and code afterwards.

**219. If your household does not pay for water, what is the main reason for not paying?**

Please be extra careful with this question. We ask you to look back to Q.206 to see whether the household pays for its services or not. If the respondent says that the household does not pay for water, then this question needs to be asked. If the respondent said that the household does pay for water, then please cross out this question and Q.220-225 and skip to Q.226.

**220-225. Have you experienced the following as a consequence of non-payment for water services in the last 12 months?**

Over the last couple of years, there has been much publicity about non-payments for water services. This set of questions aims to determine whether the respondent and his/her family have been threatened with legal action, experienced legal action, had their water cut off, been evicted or experienced some other consequence because they did not pay for their water services in the last year. As with the previous question, this set of questions is only to be answered by those respondents that said that the household does not pay for water (code 2 in Q.206). If the respondent said that the

household does pay for water, then please cross out Q.220-225 and skip to Q.226. In Q.224, 'sheriff' refers to the sheriff of the court, who is contracted by the court to take possession of goods/assets from people when they do not pay for their services.

**228-231. Is the main source of water: Safe to drink? Clear? Good in taste? Free from odours?**

This set of questions is designed to provide an indication of the quality of the most common source of water used by the household for all purposes. This is achieved by asking about perceptions of whether the water can be safely consumed, is clean or opaque, has a strange taste or has an unusual smell.

**232. What type of toilet facility is available for this household?**

Please circle one response only. Respondents may not know whether their pit latrine toilet has a ventilation pipe or not. You may need to check this through observation.

**233. If the household has a bucket system how often is the waste removed?**

Only ask this question for those that mentioned that they use a bucket toilet (code 6) in Q.232.

**234. Where is this toilet facility located?**

The intention here is to distinguish between a toilet that is located inside the respondent's dwelling, one that is outside the dwelling but on the property, and lastly one that is off the property altogether. Please note that we are here referring to all toilets, irrespective of the type mentioned in Q.232. We are no longer referring exclusively to bucket toilets.

**239. After using the toilet (or alternative method), what do you use to clean yourself?**

This is an extremely sensitive question and the response codes are likely to cause embarrassment if read out. Therefore, we request that you do not read out the options. You may still have to probe to get to the answer required. In many Muslim households, the answer to this question may be 'water' as opposed to toilet paper. Please capture this response under 'other' (code 5).

**242. When you wash your hands is soap available?**

There is increasing interest amongst government and other concerned stakeholders about hygiene and sanitation in South Africa, especially following the cholera outbreak in KwaZulu-Natal in 2000. While improvements have been made in the provision of water over the last decade, the issue is whether sanitation and related hygienic practices lag behind. This question attempts to explore whether the availability of soap for washing hands is a problem for ordinary South Africans, as this has a bearing on health-related risk.

**243. Have you received any hygiene education?**

This refers to more formal education on hygiene. It does not include the informal education that respondents may have received from their parents. Instead, we mean receiving such education through the school system, from a public health facility or from community health workers, etc.

**244. How would you rate the condition of your toilet?**

Please do not read out the text in brackets. Only read out 'good', 'acceptable', 'poor' and 'very poor'. Only if the respondent asks for clarification on what these codes mean, then can you use the text in brackets to guide them.

**245. Do you pay for using this toilet facility?**

You need to be extra careful in this question. There is the potential for respondents to say 'no', because they have toilets in their houses. They may think of public toilet facilities that you have to pay for. However, even though the toilet may be in the house, the respondents may be paying for

sanitation/waste water removal, so in essence they would be paying for their toilet. If the respondent's household has a toilet that is connected to the sewerage works, then you record 'yes' (the respondent does pay for water). 'No' would imply no formal sewerage facility.

**246. If yes, whom do you pay to?**

For those that live in housing complexes and flats, they are likely to pay a levy to the body corporate. If the answer to this question is 'body corporate', please include this under code 3 (landlord). Note that we only want one option circled.

**251-262. How satisfied or dissatisfied are you with the following?**

Depending on the personal circumstances of the respondent's household, the responses to this set of questions could be interpreted as relating either to levels of satisfaction with access to the different services or levels of satisfaction with the quality of the service provided. For example, in a metropolitan area that already have access to basic services are likely to respond to the quality of the these services. In contrast, a rural household not receiving many basic services is likely to think in terms of whether or not they are satisfied with their levels of access to these services. We are aware of these differences and request that you allow the respondent to interpret the questions in which ever way they choose. Please also note that in these questions, we are referring to the household or the area in which the respondent lives. For example, Q259 (the provision of free basic services) means the provision of such services to the household/area.

**RESPONDENT CHARACTERISTICS**

**263. 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.

**265. 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

**267. 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.266 (current marital status).

**269. 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.

**270. 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.

**271. What language do you speak mostly at home?****272. 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).

**273. 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.

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

This question is similar to Q.273, 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.275.**

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.

**275. 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.276.

**276. Do you consider yourself as belonging to any religion?**

If the answer to this question is no, please skip to Q.279.

**277. 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). If the answer to Q.276 was no, please cross out this question and skip to Q.279.

**278. 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.276 was no, please cross out this question and skip to Q.279.

**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.

**280-281. 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.

**283. Do you have access to a computer?**

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

**285. 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.287. Only one response code should be circled.

**286. 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.

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

Please circle one response only.

**288- 308. Which of the following does your household have (in working order)?**

These questions are aimed at providing an understanding of some of the assets and services 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.297 would be 'no'. If, the household has two televisions and one is working but the other is not, then the answer to Q.297 would be 'yes'.

**309. 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.310 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.310.

**310. 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.309 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. If the household consists of the respondent and no-one else (i.e. a single person household), then we are effectively asking whether the respondent has gone hungry in the past year because of insufficient money to buy food.

**PERSONAL AND HOUSEHOLD INCOME**

**SHOWCARD G2**

**311. 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.**

**312. 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.311) and then the monthly income of the respondent himself/herself (Q.312). This is generally a sensitive issue, which is why we make use of income categories rather than asking for the specific amount. Last year we did not get a good response to these questions. If the respondent is unemployed and does not receive an income, please circle 'no income' rather than 'do not know'. Remind the respondent of the confidentiality of his/her responses. Please do not forget to use the showcard provided. Also, if there are any observations that you feel are important, we would encourage you to write a note on the questionnaire alongside the question.

**313. What monthly income level do you consider to be minimal for your household?**

This question is designed to identify the minimum amount of income that the respondent feels his or her family could survive on. The results from this question are used to help determine a subjective poverty line for the country, so it is important that the respondent specifies the basic minimum needed for the family to survive.

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

This is an important question that is included in most attitudinal surveys. If the respondent is having a bad day or some event in his/her life is affecting their mood, then this is likely to influence the way they respond to many of the questions asked. Therefore, by asking this question, we are able to try to take account of the way the respondents were feeling at the time of interviewing when analyzing and interpreting the survey results.

## 10. SASAS Questionnaire 2: Detailed Guidelines

### LOCAL GOVERNMENT

#### 46. 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.

If, in response to this question, the respondent says ‘do not know’, you will need to do some prompting before circling code 8. You must find out whether he or she does not know whether a ward committee exists in the neighbourhood (circle code 8), or if the person has alternatively never even heard of a ward committee (circle code 9). This is a very important difference.

### NATIONAL IDENTITY

#### 47-50. 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.

#### 53-55. 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.

### INTERGROUP RELATIONS

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.

#### 56-57. To what extent do you agree or disagree with the following statements?

Ask these questions as neutral statements. Note that Q.56 refers to the current situation, while Q.57 projects the question to a future situation.

#### 58. 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.

#### 59. 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 Q37-38 and ask about the basis upon which the person feels discriminated against.

**60-61. 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.

**62. 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.

**65-68. 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.

**69-71. 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.

**72-74. 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.72) and the preferential hiring of black workers (Q.73). The final statement (Q.74) 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.

## **SOCCER WORLD CUP**

The decision recently by FIFA to award South Africa the right to host the 2010 World Cup has shifted the spotlight onto the country's ability and readiness to cope with the demands of such an event. While the event may still be five years away, there is increasing speculation about issues of infrastructure and service delivery readiness. As host nation, much is expected of South Africa, and global attention has already started to focus on the opportunities and threats that come with such an ambitious undertaking, especially for a country recovering from spatial, racial and political fragmentation.

The main objective of the module, which consists of 17 questions, is to evaluate public perception on what difference hosting the event is likely to have at the country level, city/area level, neighbourhood level, as well as at the individual level. The module also analyses attitudes towards the current capabilities and state of readiness of South Africa.

**75. Have you heard that South Africa is going to host the FIFA Soccer World Cup?**

Please pay special attention to the skip pattern in this question. If the respondent says 'no', then you skip to the end of the module. Also, be careful not to mention that the event occurs in 2010, as the next question (Q.76) aims to test their knowledge about the year in which the event is to be hosted.

**76. In which year will the FIFA Soccer World Cup take place in South Africa**

If the respondent answers “2010”, please circle code 1 (correct answer. If he or she answers any other year, then please circle code 2 (incorrect answer).

**77-80. What do you think will be the main benefit...**

Please make sure that you understand the different geographies that we refer to in these four questions. It ranges from the national level all the way down to the individual level. The terms ‘city or area’ and ‘your neighbourhood’ can potentially be misunderstood by respondents. The reason for these particular terms is due to the fact the questions will be asked of both urban and rural respondents. Since there are not rural cities, we have to phrase the statement as your city or area. A rural area most probably refers to the municipality. The term ‘neighbourhood’ refers to the local area, street, village or even part of the village in which the respondent lives.

Please note that you are not to read out the codes provided. We only want one option circled per column here, so if the respondent lists a number of benefits in response to any of the four questions, please ask him or her to tell you which of the benefits mentioned is the most important.

If the answer provided by the respondent does not neatly fit into any of the codes provided, you will have to capture it as code 19 (other). Unfortunately there is only one line to capture the ‘other’ codes for all four questions (Q.77-80). We there suggest that you circle code 19 for the relevant question, and at the bottom of the page write down the respondent’s answer and the question number to which it corresponds (i.e. Q77, Q78, Q.79 or Q80).

**81. Will these benefits be lasting or short term?**

In this case, the question does not tell you whether the benefits being referred to are at the national, city/area, neighbourhood, or personal level. Please interpret this question as meaning (in the general sense) all the benefits mentioned by the respondent in Q.77-80.

**91. What do you think will be the main disadvantage of South Africa hosting the 2010 Soccer World Cup?**

Please note that you are not to read out the codes provided. We only want one option circled here, so if the respondent lists a number of disadvantages, please ask him or her to tell you which of the disadvantages mentioned is the most important.

Parking problems would be captured under code 2 (congestion / blocking of the roads).

**MORAL ISSUES**

In this section, we ask a series of six items (Q.92-97) pertaining to important moral issues in South African society. These are common to both questionnaires, the focus being attitudes towards 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. We have reproduced the English and translated versions of the questions here so that you can look through the phrasing carefully.

Q92. Do you think it is wrong or not wrong if a man and a woman have sexual relations before marriage?

Ngabe ucabanga ukuthi kulungile noma akulungile yini uma owesilisa nowesifazane beba nobudlelwane ngokocansi ngaphambi komshado?

|  |
|--|
| Vha vhona zwo khakhea kana zwi songo khakhea uri munna na musadzi vha ite zwa vhudzekani phan5a ha musi vha tshi malana? |
|--|

|   |
|---|
| A o nagana gore go phoso kgotsa ga go phoso fa rre le mme ba ka tsena mo kamanong ya tsa thobalano pele ba nyalana? |
|---|

Q.93. Do you think it is wrong or not wrong for a married person to have sexual relations with someone to whom he or she is not married?

|  |
|--|
| Ngabe ucabanga ukuthi kulungile noma akulungile yini ukuthi umuntu oshadile abe nobudlelwane ngokocansi nomuntu angashadanga naye? |
|--|

|   |
|---|
| Vha vhona zwo khakhea kana zwi songo khakhea uri muthu o mal(w)aho avhe na vhushaka ha zwa vhudzekani na a songo malanaho naye? |
|---|

|   |
|---|
| A o nagana gore go phoso kgotsa ga go phoso fa motho yo o nyetsenga ka tsena mo kamanong ya tsa thobalano le mongwe yoo a sa nyalanang nae? |
|---|

Q94. Do you think it is wrong or not wrong for two adults of the same sex to have sexual relations?

|  |
|--|
| Ngabe ucabanga ukuthi kulungile noma akukulungile yini ukuthi abantu abadala ababili ababulili bufanayo ukuthi babe nobudlelwane ngokocansi? |
|--|

|   |
|---|
| Vha vhona zwo khakhea kana zwi songo khakhea uri vhaaluwa vhavhili vha mbeu nthihi vha vhe na vhushaka ha zwa vhudzekani? |
|---|

|  |
|--|
| A o nagana gore go phoso kgotsa ga go phoso fa batho ba babedi ba ba godileng ba bobg bo le bongwe ba ka nna le kamano ya tsa thobalano? |
|--|

## ISSP 2005 MODULE – WORK ORIENTATION (Q.98-169)

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.

“Work orientation” was first fielded as a module by the ISSP in 1989 and thereafter in 1997. In 2005 it is being fielded for the third time, though it is the first time that South Africa is participating.

The module is designed to address three concerns associated with work activity at the end of the 20th century. The first component (q.98-119) has to do with the normative perceptions of work and its role in society. The purpose of “work and society” is to investigate the attitudes of the population at large (working and not-working) regarding the meaning of work activity and its importance relative to other life activities. The second component (q.120-155) is directed to the working population. We term this section attitudes and behaviour to work and collect data on work arrangements, employment conditions and job characteristics and relates these to various outcomes at the individual level. The third component (q.156-169) focuses on being out of employment. These questions are only asked to the unemployed and collect data on paths out of employment, interest in employment, and the nature and economic dependence when out of employment.

### 98-119. ROLE OF WORK IN SOCIETY

The first section of this module (q98-119) should be asked of all respondents. It addresses the issue of work and its role in society and specifically deals with:

- The meaning of work
- Work-life balance
- Work-related values
- Work and technology
- Criteria for rewarding work

### 120-155. ATTITUDES TO WORK AND WORK BEHAVIOUR

The second section of this module (q120-155) pertains to employed people and includes issues relating to:

- Job attributes
- Employment arrangement
- Use of human capital
- Social relations
- Job satisfaction
- Absenteeism
- Potential turnover
- Fear of dismissal

### **156-169. UNEMPLOYMENT**

The third section of the module deals with the unemployment (q156-169) and talks to issues of:

- Exit from employment
- Seeking employment
- Subsistence

Specific remarks:

#### **Q.98. Time in a paid job**

A paid job refers to a job that pays, regardless of salaried or self-employed.

#### **Q.99. Time doing household work**

Household work involves chores such as cleaning, cooking and washing.

#### **Q.105. How important is... job security?**

‘Job security’ speaks to the issue of having or not having a job in the future. It does not refer to whether or not there are security guards at the workplace to provide the employees with a sense of physical security.

#### **Q.107. How important is... good opportunities for advancement?**

‘Advancement’ is here taken to mean promotion.

#### **Q.110. How important is... a job that allows someone to help other people?**

This does not refer to jobs that have a direct benefit for society, such as nursing, teaching, community work, etc. (see Q.111). Instead, it refers to the mentorship of other people in the place that you work.

#### **Q.111. How important is... a job that is useful to society?**

This refers to jobs that have a direct benefit for society, such as nursing, teaching, community work, etc.

#### **Q.119. Are you currently working for pay?**

‘Currently working’ refers to both the self-employed and employees. Furthermore, it refers to any form of work, including informal work or work done on a commission basis (irregular pay). Finally, it should include persons on leave if they are in an employment relationship (e.g. those on maternity leave, sick leave or normal leave (holiday)).

Please pay careful attention to the skip pattern in this question. If the respondent is working for pay, please continue to answer Q.120-155. If the respondent is not currently working (unemployed, studying, housewife, etc), please skip to Q156.

**Q121-Q128: For each of these statements about your main job...**

A mistake has been made in the way the question has been written. Please change the question to read as follows: “For each of these statements about your main job, how much do you agree or disagree that it applies to your job”.

These questions refer to the respondent’s main job – if he or she has more than one job.

Q.121. My job is secure: ‘Job security’ speaks to the issue of having or not having a job in the future. It does not refer to whether or not there are security guards at the workplace to provide the employees with a sense of physical security

Q123. Opportunities for advancement: ‘advancement’ here refers to promotion.

Q.126. In my job I can help other people: This does not refer to the respondent’s perception of whether his/her job has a direct benefit for society, as may be the case with nursing, teaching, community work, etc. (see Q.127). Instead, it refers to whether the respondent feels that his/her job allows for the mentorship of other people in his/her workplace.

Q.127. My job is useful to society: This refers to the respondent’s perception of whether his/her job has a direct benefit for society, as may be the case with nursing, teaching, community work, etc.

**Q158. What was the main reason that your job ended?**

Retrenchment could possibly be captured under a couple of the provided codes. If the company that the respondent worked for closed down or went bankrupt, then code 5 would be circled. Alternatively, if the company that the respondent worked for downsized and retrenched a certain number of employees, this would be captured under code 6.

**Q162-Q168: Thinking about the last 12 months, have you done any of the following in order to find a job?**

A mistake has been made in the way the code for the third column (code 3) has been written. Please change the code to read as follows: “Yes, more than twice”.

**Q169. What is your main source of economic support?**

‘Economic support’ is not just financial support. It includes such things as food, clothing and accommodation.

**CRIME AND SAFETY**

This year we have changed the focus and content of the crime module. For the past two years, we have asked a set of questions on the experience of crimes (whether household members had been the victim of different forms of crime). For this round of the survey, we ask five questions on the fear of crime.

**170-172. How safe or unsafe do you feel...**

Please note the difference in the set of codes provided between Q.170 and Q171-172. There is a logical explanation for this difference. Q.170 was asked in a 2001 survey by the HSRC, so we want to keep the codes the same to enable comparison across time. In contrast, the codes provided for Q.171-172 are consistent with other national and international crime surveys, which will allow us to

compare our results with other surveys conducted in South Africa and other countries around the world.

## VOTING

This year, we have included a set of questions relating to municipal elections as well as national elections. This is due to the forthcoming (late 2005 or early 2006) municipal elections in the country.

Please be careful with regard to the skip patterns in this section. They are quite complex. Also, please do not read out statements such as “If answered 14 in Q.177”. These are for your benefit only and are intended to help you with the skip patterns.

A new party has been established in the weeks before the 2005 fieldwork. It is called the “United Party of South Africa”. It may be mentioned in certain provinces, especially the Western Cape, so do not be surprised if your respondent states this as his/her answer to one or more of the voting questions. Please record it under the relevant ‘other’ code.

## WATER AND SANITATION

### 187. Where did your household get water from yesterday?

This question asks what the most common water source (for all purposes) was for the respondent’s household yesterday, in order to determine (together with Q.188) whether there has been a change in source for reasons such as water interruptions or maintenance. Please note that households may say that they got water from different sources for different household purposes. For instance, they may have got water from a community tap for drinking purposes, but water from a river to wash clothes. In this situation, we ask that you record the highest level of service (in this case, water from the community tap).

### 188. What is the most often used source of water by this household?

While some households may use a more than one source of water to meet their needs, we are interested here in the most frequently used source. Also, sources of water may vary throughout the year, with some seasons being drier than others and forcing households to rely on different sources. Only one option must be circled.

Pre-paid Water Meter



You will notice that for codes 1-4, we distinguish between ‘meter’ and ‘pre-paid meter’. A ‘meter’ in this case refers to a household’s internal or yard water that records the amount of water that the

household is consuming. A ‘pre-paid meter’ in the context of an internal or yard/site connection operates like pre-paid electricity systems, where the household goes to a vending outlet and pays for an amount of water which is placed on a prepaid card. Once the amount has nearly run out, the household has to go to a vending outlet to pay for more water on the prepaid card. You are highly unlikely to get a situation where codes 2 and 4 are given as a response, since pre-paid water meters are very rare for internal or yard/site water connections. This prepaid system is most likely to occur in and around Cape Town, though it has also been introduced in parts of Ladysmith.

### 189. Does the household get water from a source less than 200m away?

This question will enable us to determine whether public or communal taps are less than 200m away from the visiting point/site or more than 200m away from the visiting point/site. This is an important distinction since the aim of many communal water projects is to provide taps 200 meters apart to ensure that communities receive an assured minimum supply of 25 litres per person per day of

potable water. Please note that if the answer is 'not applicable' (code 9), then you must fill in code 9 for Q. 190-193.

**190. 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 be allowed to accommodate the variety of ways that a respondent may answer this question. Please note that if the answer is 'not applicable' (code 9) in Q.189, then you must fill in code 9 for this question.

**191. How long does it take members of this household to get to the water source?**

Please ask for the average time it takes an adult member of the household to get to the water source. Please note that if the answer is 'not applicable' (code 9) in Q.189, then you must fill in code 9 for this question.

**192. How long does the household member have to queue at the water source?**

This would include waiting time. It may mean the conventional interpretation of waiting in a queue to fill up containers at a communal tap. Nonetheless, in some rural areas, holes are dug in the sand, after which people have to wait for the water table to rise. Once this happens, the water containers are filled liter by liter. Therefore, we would include the time spent waiting for the water to rise in order for the household member to fill the container. Please note that if the answer is 'not applicable' (code 9) in Q.189, then you must fill in code 9 for this question.

**199. In which language is the bill?**

Please circle only one option. If the respondent says English and Xhosa, then please circle code 1 and not codes 8 and 13. If the respondent says English and Afrikaans, then write it under 'other' (code 14).

**202/203.**

This does not require a separate bill. If the services are specified on the water bill, please tick yes.

**204. In the past year, how often did you experience interruptions of longer than a day to your water service?**

Interruptions are any break of service for a number of reasons. This may relate to a break in service for the entire community or area, or by individual connection. Some of these are mentioned in the coding list in Q.206. Please note that under no circumstances must you prompt the respondent. If the respondent and his/her household moved to the visiting point during the past year, we are only interested in whether they experienced interruptions at this visiting point (not their previous place of residence).

**205. In the past 12 months, what was the longest interruption you experienced?**

Please note that in this question we refer to interruptions of any given duration, including those of less than one day. Therefore, it is possible that the respondent will answer 'never' (code 1) to Q.216 and code 1 (few hours or less) or code 2 (few hours to one day) in Q.217. Also, you will observe that a code has not been provided for 'never' in this question. This is a mistake, so should the respondent say that they have not experienced an interruption at all in the last 12 months, then we kindly request that you write 'never -8' in the space alongside the box containing codes 1-7. This will be captured when it comes back to the office. If the respondent and his/her household moved to the visiting point

during the past year, we are only interested in whether they experienced interruptions at this visiting point (not their previous place of residence).

**206. If you experienced water interruptions in the past year: What do you think was the main reason for these water disruptions?**

Interruptions are any break of service for a number of reasons. This may relate to a break in service for the entire community or area, or by individual connection. This question aims in particular to determine what the main reason for the interruptions was. Please note that we only want one response code circled. Under no circumstances must you prompt the respondent – allow for spontaneous responses and code afterwards.

**207. If your household does not pay for water, what is the main reason for not paying?**

Please be extra careful with this question. We ask you to look back to Q.194 to see whether the household pays for its services or not. If the respondent says that the household does not pay for water, then this question needs to be asked. If the respondent said that the household does pay for water, then please cross out this question and Q.208-213 and skip to Q.214.

**208-213. Have you experienced the following as a consequence of non-payment for water services in the last 12 months?**

Over the last couple of years, there has been much publicity about non-payments for water services. This set of questions aims to determine whether the respondent and his/her family have been threatened with legal action, experienced legal action, had their water cut off, been evicted or experienced some other consequence because they did not pay for their water services in the last year. As with the previous question, this set of questions is only to be answered by those respondents that said that the household does not pay for water (code 2 in Q.194). If the respondent said that the household does pay for water, then please cross out Q.208-213 and skip to Q.214. In Q.212, ‘sheriff’ refers to the sheriff of the court, who is contracted by the court to take possession of goods/assets from people when they do not pay for their services.

**216-219. Is the main source of water: Safe to drink? Clear? Good in taste? Free from odours?**

This set of questions is designed to provide an indication of the quality of the most common source of water used by the household for all purposes. This is achieved by asking about perceptions of whether the water can be safely consumed, is clean or opaque, has a strange taste or has an unusual smell.

**220. What type of toilet facility is available for this household?**

Please circle one response only. Respondents may not know whether their pit latrine toilet has a ventilation pipe or not. You may need to check this through observation.

**221. If the household has a bucket system how often is the waste removed?**

Only ask this question for those that mentioned that they use a bucket toilet (code 6) in Q.220.

**222. Where is this toilet facility located?**

The intention here is to distinguish between a toilet that is located inside the respondent’s dwelling, one that is outside the dwelling but on the property, and lastly one that is off the property altogether. Please note that we are here referring to all toilets, irrespective of the type mentioned in Q.220. We are no longer referring exclusively to bucket toilets.

**227. After using the toilet (or alternative method), what do you use to clean yourself?**

This is an extremely sensitive question and the response codes are likely to cause embarrassment if read out. Therefore, we request that you do not read out the options. You may still have to probe to

get to the answer required. In many Muslim households, the answer to this question may be 'water' as opposed to toilet paper. Please capture this response under 'other' (code 5).

### **230. When you wash your hands is soap available?**

There is increasing interest amongst government and other concerned stakeholders about hygiene and sanitation in South Africa, especially following the cholera outbreak in KwaZulu-Natal in 2000. While improvements have been made in the provision of water over the last decade, the issue is whether sanitation and related hygienic practices lag behind. This question attempts to explore whether the availability of soap for washing hands is a problem for ordinary South Africans, as this has a bearing on health-related risk.

### **231. Have you received any hygiene education?**

This refers to more formal education on hygiene. It does not include the informal education that respondents may have received from their parents. Instead, we mean receiving such education through the school system, from a public health facility or from community health workers, etc.

### **232. How would you rate the condition of your toilet?**

Please do not read out the text in brackets. Only read out 'good', 'acceptable', 'poor' and 'very poor'. Only if the respondent asks for clarification on what these codes mean, then can you use the text in brackets to guide them.

### **233. Do you pay for using this toilet facility?**

You need to be extra careful in this question. There is the potential for respondents to say 'no', because they have toilets in their houses. They may think of public toilet facilities that you have to pay for. However, even though the toilet may be in the house, the respondents may be paying for sanitation/waste water removal, so in essence they would be paying for their toilet. If the respondent's household has a toilet that is connected to the sewerage works, then you record 'yes' (the respondent does pay for water). 'No' would imply no formal sewerage facility.

### **234. If yes, whom do you pay to?**

For those that live in housing complexes and flats, they are likely to pay a levy to the body corporate. If the answer to this question is 'body corporate', please include this under code 3 (landlord). Note that we only want one option circled.

### **239-250. How satisfied or dissatisfied are you with the following?**

Depending on the personal circumstances of the respondent's household, the responses to this set of questions could be interpreted as relating either to levels of satisfaction with access to the different services or levels of satisfaction with the quality of the service provided. For example, in a metropolitan area that already have access to basic services are likely to respond to the quality of the these services. In contrast, a rural household not receiving many basic services is likely to think in terms of whether or not they are satisfied with their levels of access to these services. We are aware of these differences and request that you allow the respondent to interpret the questions in which ever way they choose. Please also note that in these questions, we are referring to the household or the area in which the respondent lives. For example, Q247 (the provision of free basic services) means the provision of such services to the household/area.

## **RESPONDENT CHARACTERISTICS**

### **251. 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.

**253. 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.

|  |   |   |
|--|---|---|
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 years
**255. 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.254 (current marital status).

**257. How many years of full time schooling have you completed?**

This question is only included in Questionnaire 2 and is required as a standard background variable for the ISSP module

**258. 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.

**259. 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.

**260. What language do you speak mostly at home?****261. 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).

**262. 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.

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

This question is similar to Q.262, 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.264.**

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.

**264. 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.265.

**265. If your spouse or partner is employed, what is his/her current occupation?** [WRITE DOWN THE RESPONSE. IF NOT CURRENTLY EMPLOYED, ASK FOR MOST RECENT OCCUPATION]

We aim here to capture the current occupation of the respondent's spouse/partner. 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 occupation as possible. For example, instead of saying "work for government", you should probe and find out that the respondent's spouse/partner "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's spouse/partner is not currently employed, ask for his/her most recent occupation. If the spouse/partner has never had a job (e.g. still in school, always been a housewife), write **NA** in the space provided, and go to Q.266. This question is only included in this version of the questionnaire, as it is required as a standard background variable for the ISSP module

## **266-271.**

These questions are also unique to this version of the questionnaire, as they are required as standard background variables for the ISSP module.

**272. Do you consider yourself as belonging to any religion?**

If the answer to this question is no, please skip to Q.275.

**273. 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). If the answer to Q.272 was no, please cross out this question and skip to Q.275.

**274. 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.272 was no, please cross out this question and skip to Q.275.

**276. 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.

## 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.

### **278-279. 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.

### **282. Do you have access to a computer?**

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

### **283. 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.285. Only one response code should be circled.

### **284. 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.

### **285. Do you personally have a cell phone for personal or business use?**

Please circle one response only.

### **286- 306. Which of the following does your household have (in working order)?**

These questions are aimed at providing an understanding of some of the assets and services 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.295 would be 'no'. If, the household has two televisions and one is working but the other is not, then the answer to Q.295 would be 'yes'.

### **307. 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.308 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.308.

### **308. 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.307 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. If the household consists of the respondent and no-one

else (i.e. a single person household), then we are effectively asking whether the respondent has gone hungry in the past year because of insufficient money to buy food.

## **PERSONAL AND HOUSEHOLD INCOME**

### **SHOWCARD G2**

**309. 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.**

**310. 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.309) and then the monthly income of the respondent himself/herself (Q.310). This is generally a sensitive issue, which is why we make use of income categories rather than asking for the specific amount. Last year we did not get a good response to these questions. If the respondent is unemployed and does not receive an income, please circle 'no income' rather than 'do not know'. Remind the respondent of the confidentiality of his/her responses. Please do not forget to use the showcard provided. Also, if there are any observations that you feel are important, we would encourage you to write a note on the questionnaire alongside the question.

**311. What monthly income level do you consider to be minimal for your household?**

This question is designed to identify the minimum amount of income that the respondent feels his or her family could survive on. The results from this question are used to help determine a subjective poverty line for the country, so it is important that the respondent specifies the basic minimum needed for the family to survive.

**312. 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.

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

This is an important question that is included in most attitudinal surveys. If the respondent is having a bad day or some event in his/her life is affecting their mood, then this is likely to influence the way they respond to many of the questions asked. Therefore, by asking this question, we are able to try to take account of the way the respondents were feeling at the time of interviewing when analyzing and interpreting the survey results.