

CENSUS 2001

ENUMERATOR'S MANUAL

Statistics South Africa

Census 2001: Enumerator's Manual

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ABOUT THIS MANUAL

This is the Enumerator's Manual for the South African Census 2001. It has two main purposes: it acts as a training manual and as a reference manual. In it you the enumerator will find everything you need to know to do your work in the field. You will use it while you are training and you will carry it in the field for reference. Among the appendices in particular you will find reference material you may need in the field.

Exercises and practice activities occur throughout the manual. Answers to exercises will be found in Appendix 8.

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MODULE 1 INTRODUCTION

Objectives:

By the end of this module learners will be able to:

- Understand what a census is
- Understand their role and duties of an enumerator
- Explain the importance of confidentiality of information
- Understand certain important terms
- Understand the use of the three questionnaires

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1.1 What is a Census?

A population census is a count of the country's population, where various demographic, social and economic facts are gathered about the people who live in the country and their housing conditions.

The purpose of Census 2001 is to provide institutions and agencies with information which is essential for policy development, planning and decision-making. It is therefore of utmost importance that everyone in South Africa participates.

In this country a population Census is conducted every five years. The last census was carried out in October 1996. This census is an official statistical study of the population, aimed at measuring certain important variables describing South African life circumstances and how they have changed over the last five years.

1.2 Census personnel

There are several levels of work for the Census

Head Office (HO)

The head office of Statistics South Africa (Pretoria) is responsible for planning, co-ordination, monitoring, evaluation and provision of infrastructure for the Census 2001 project.

Provincial Managers

Provincial Managers are responsible for all Stats SA activities in the province. They are also accountable and responsible for census activities in the province.

Provincial Census Manager

The Provincial Census Manager is in charge of the administration and management of the census project at a provincial level.

Regional Census Manager

The Regional Census Manager is in charge of the overall administration and management of the census project at a regional level. There will be between 6 and 16 regional offices per province, depending on the population and needs of the particular province.

Regional Logistics Officer

The regional logistics officer, one per regional office, is required to provide administrative support to Regional Census Managers, Fieldwork Co-ordinators, Clerks, Supervisors and Enumerators by ensuring that all census materials required for the successful completion of the census 2001 project are available to those who need them. They report to the Regional Census Manager.

Regional Personnel Officer

The regional human resources officer, one per regional office, is responsible for recruitment, appointments, payments, and termination of employment. S/he must approve replacement of enumerators. S/he reports to the Regional Census Manager.

Fieldwork Co-ordinator

The fieldwork co-ordinators are there to help the Supervisors do their work efficiently, to assist them in case of difficulty, to undertake certain checks designed to ensure that their work is accurate and to help with administration. S/he is the immediate level that the

supervisor can call upon for assistance. S/he reports to the RCM. There should be one fieldwork co-ordinator for every approximately 20 supervisors.

Database and Scanning Clerk

The Database and Scanning Clerk is responsible for all the computer-related work at regional office level.

Census Monitoring Teams

During training, listing and enumeration monitoring teams from head office will visit provinces to assist and monitor training, listing and enumeration. They will introduce themselves and explain the reasons for their visit.

Supervisor

A Supervisor is a team leader of approximately 5 enumerators. He/she works very closely with the fieldwork co-ordinator. She/he has to:

- Assist the FWC or regional trainer during training of enumerators;
- Settle all difficulties the enumerators might report to him/her including non-contacts and refusals;
- Check that all material is available for enumerators;
- Check that all dwellings (listed or not) in the EA have been visited by the enumerator;
- Check every completed questionnaire for completeness and accuracy;
- Establish good working relationships with military, civil, tribal and other authorities and establishments to ensure that the work goes smoothly;
- Carry out control visits in each EA.

Enumerator

The enumerator is the lowest **but most important** level of the census structure. There will be between 80 000 and 100 000 enumerators in the country. It is the enumerators who interact with the public and obtain the census data.

Your main task as **an enumerator** is to interview all households and individuals in the EA allocated to you, using the appropriate questionnaire, and complete the record of your work in the 09 book.

1.3 Confidentiality of information

As an employee of Stats SA you will be legally bound, by signing the understanding of confidentiality, never to disclose information you have gathered in the course of your duties to anyone unauthorised by Stats SA. This understanding also continues to apply after your employment has ceased.

All information gathered is for statistical use only. It is important that the respondent (the person that is interviewed) is made fully aware of the fact that all information collected will remain entirely confidential. There is no manner in which any data on individuals can be traced back to them, because the data are all fed together into a computer in coded form, which makes the tracing of information to an individual impossible.

The questionnaire makes provision to fill in a person's name and surname, but this is only to make the completion of the questionnaire easier. It is also used for quality control measures. Names will never be processed.

In accordance with the confidentiality section of the Statistics Act (Act no. 6 of 1999), data on individuals must be treated as strictly confidential and personal information will thus under no circumstances be furnished to any other person or organisation.

The enumerator must also remember that it is illegal to give any information that he/she has received from the respondents to anybody who is not directly involved in the Census.

The Statistics Act of 1999 provides for a fine of up to R10 000 or imprisonment for up to six months or both for any enumerator who is found guilty of communicating to any unauthorised person any information collected under the Act.

Maintaining the security and confidentiality of census forms includes:

- personally carrying out your duties and not allowing anyone other than the supervisor to see partially completed or completed forms;
- keeping forms locked in your car (in the boot if you have one, or concealed if you have a car without a boot), or in the satchel provided;
- carrying the forms in your satchel, not in your hand, when going to the field;
- locking the forms in a cupboard or secure room away from family members, friends and visitors at home;
- locking your home securely when you are out;
- handing back completed forms to your Supervisor as soon as possible and on a regular basis.

Keep any personal information passed on to you by householders or gained from your own observations confidential. Do not talk to other householders or your family or friends about any person you meet during your census work.

If a friend or relative accompanies you in his vehicle while you are working at night, note the following:

- Ensure that your companion does not see any completed census forms. To do otherwise would be a breach of your understanding of confidentiality.
- Ensure that your companion does not accompany you to the door. Only you have the proper authorisation to approach householders.
- Do not repeat to your companion anything said to you by a householder or make any comment about the householder or housing.
- Your companion may not sit in while you are conducting an interview.

Remember that confidentiality means that census information is for statistical use only!

In your contracts an oath more or less like the example on the next page will be included, and you are expected to sign it before you begin your work. This will assist the head office as proof that you agree to be bound by the contract and the oath you have taken. Should you breach the contract, legal action will be taken against you.



OATH OF TEMPORARY STAFF MEMBER

Census 2001 – South Africa

I, _____, an employee of

Statistics South Africa, assigned to assist in conducting the census, do solemnly swear (or affirm) that I will not disclose any information contained in the forms, questionnaires, or statements obtained for or prepared by Statistics South Africa, to any person or persons.

The Statistics Act (Act no 6 of 1999) provides for penalties for unlawful disclosure of a fine not more than R10 000.00 or imprisonment for up to six months or both.

Signature of Appointee

Subscribed and sworn (or affirmed) before me on the _____ day of _____ in the year of

Signature of immediate supervisor or other person senior to you

Title

1.4 Concepts and definitions

This section contains definitions of some key terms with explanations of relevant census procedures.

Enumeration	Enumeration is the process of counting all the members of a given population and collecting demographic and other information about each person. This counting takes place by means of administering a questionnaire to all households in the country.
Enumeration area	An enumeration area (EA) is the smallest geographical unit (piece of land) into which the country is divided for census or survey enumeration, of a size able to be enumerated by one census fieldworker (<i>enumerator</i>) in the allocated period. EAs typically contain between 100 and 250 households.
Enumeration phase	Stage of the population census process that involves counting the people. During this phase enumerators visit every household to administer questionnaires.
Enumerator's Summary Book (09 book)	<p>The <i>Enumerator's Summary Book</i>, or <i>09 book</i>, is a register of census mapping and listing information pertaining to a particular EA. The summary book identifies an EA by province, local municipality, main place name and sub place name. Maps and/or aerial photographs of the area are provided.</p> <p>The book contains a list of each address or structure found in the EA, plus its location and identifying features. During enumeration you will use this book to record which households you have enumerated, and to enter other key information such as total households and people counted. The book becomes a summary of your work.</p>
Census night	<p>The night before the census date, that is, the night between 9 October and 10 October. The decisive point of time for being included in the census or not is the midnight before the proclaimed census date.</p> <p>Everyone who is in the country at midnight on census night is to be counted. Persons who die after that hour are to be counted because they were alive at midnight. Babies born after that midnight are not to be counted.</p>
De facto census	A <i>de facto</i> census is a census in which people are enumerated according to where they stay on census night. The South African population census is a <i>de facto</i> census. In other words, we do not enumerate people where they usually stay if they are elsewhere on census night.

Household	<p>A household is a group of people who live together, and provide themselves jointly with food or other essentials for living, or a single person who lives alone. For a <i>de facto</i> census only people in the household on census night are counted as part of the household.</p> <p>Notice that a household is not necessarily the same as a family.</p>
Household head	<p>In the first instance, the head of household is the person that the household regards as such. If necessary, the head can be defined as the main decision-maker, or alternatively, the person who owns or rents the dwelling, or the person who is the main breadwinner. The head can be either male or female.</p> <p>If two people are equal decision-makers, the older of the two should be named as head of the household. In a household of totally unrelated persons, the oldest should be named as the household head.</p> <p>Only a person present in the household on census night or returning there the next day can be entered in the questionnaire as head of the household.</p>
Acting head of the household	<p>The person who assumes decision-making responsibility in the absence of the head of the household. If the person who would normally be considered the head of the household is away on census night and does not return the following day, another person must be designated as acting head of the household.</p>
Domestic worker	<p>Person employed to work in the household e.g. as a maid, cook, gardener, driver or nanny. A domestic worker who lives on the property of the employer, either in the same house or in separate domestic quarters, is known as a live-in domestic worker. Such a person is not considered part of the household of the employer but forms his/her own household. This will apply even in cases where the domestic worker has most of his/her meals with the employer. Domestic workers usually have families and responsibilities of their own elsewhere and are thus considered as separate households.</p> <p>If, however, a domestic worker lives in the same house as the employer e.g. in a spare bedroom, does not get a formal salary in cash, and shares meals and other resources with the household, then s/he should be treated as part of the main household. These cases are rare; in most cases such people are relatives of the family.</p>
Proxy	<p>A person who answers on behalf of another person (who is e.g. absent or ill). The term is used chiefly in connection with information obtained e.g. from a neighbour when a household refuses to cooperate.</p>
Dwelling	<p>Any structure intended or used for human habitation. It may be a house, a hut, a flat, etc.</p>

Housing unit	<p>A unit of accommodation for a household, which may consist of one structure, or more than one structure, or part of a structure. (Examples of each are a house, a group of huts, and a flat.) It may be vacant, or occupied by one or more than one household.</p> <p>A housing unit has a separate entrance from outside or from a common space, as in a block of flats.</p> <p>Premises not intended for use as living quarters, but used for human habitation at the time of the census, such as a barn, warehouse, etc., are also classified as housing units for census purposes.</p> <p>NB The term housing unit is a demographic term used when you need to be precise for certain purposes. It is contrasted with collective living quarters – i.e. all living quarters are either housing units or collective living quarters.</p>
Collective living quarters	<p>Living quarters where certain facilities are shared by groups of individuals or households. They can be divided into: (a) hotels, motels, guest houses, etc. (b) workers hostels and student residences; and (c) <i>institutions</i>.</p> <p>People living in residential hotels, boarding houses, and hostels will be enumerated using the household questionnaire (Questionnaire A). The inmates of institutions and tourist hotels will be enumerated using the questionnaire for individuals (Questionnaire B).</p>
Institution	<p>An institution is a particular type of collective living quarters, for people with a common characteristic who are living under a common regime. The following are institutions: hospital/clinic, frail care centre, childcare institution/ orphanage, home for the disabled, boarding school hostel, initiation school, convents and monasteries, defence force barracks, camps and ships, prison, refugee camps, shelters for the homeless.</p>
Institution number	<p>A sequential number given to each institution found in an EA. The number is allocated during listing and also put on the map of the EA.</p>
Record number	<p>A unique number usually from 001–600 within each EA. Each housing unit or other place to be visited for purposes of enumeration is listed against a separate record number in the 09 book. Each record number is on a separate line or row.</p>
Listing	<p>The process of identifying and recording each housing unit and other structure to be visited for purposes of enumeration in each EA. The list is compiled in the 09 book.</p>
Respondent	<p>Person who answers questions in an interview.</p>

1.5 The questionnaires

The census *questionnaires* are the forms used to count the people in the areas to be enumerated and to collect information about them.

There are three types of questionnaire:

Questionnaire A – Households

This questionnaire is used for all households and individuals in housing units, and in collective living quarters that are not institutions. It collects information about each person in the household, and information about the household as a whole, including services.

Questionnaire B – Individuals

This questionnaire is used for persons living in institutions and persons staying in tourist hotels, as well as for the homeless. It contains most of the questions in the first part of Questionnaire A, but no questions about services.

Questionnaire C – Institutions

One questionnaire C, which asks questions on housing and services, is completed for each institution or tourist hotel, with the co-operation of the manager. In addition all persons enumerated on questionnaire B are listed on this questionnaire.

Questionnaires B and C always go together.

1.6 Your role and duties

Your role

As an enumerator, you will be in direct contact with the public. You will be representing Stats SA. You must therefore act in a professional way at all times, as the public will consider you as being officially part of this *government agency*. Remember that the way you act will affect the accuracy of the information as well as the public perception about Stats SA and the Census. Be willing to listen, be positive and friendly.

Your duties

Your main task is to conduct interviews with all the households and individuals who were in your enumeration area on Census night, and to complete the 09 book, which is a record of your EA and of your work.

You are required to:

1. Ensure that you have all your fieldwork materials.
2. Assisted by your supervisor, identify/check the boundaries of the EA allocated to you. Make sure you understand the route.
3. In the event where there is no route planned, plan the *route* to cover all the dwellings to be visited, from one end of your EA to the other end.
4. Identify any dwellings not on the list and add them to the list.
5. Visit each of the dwellings, and administer questionnaires.

6. In case of failure to get a response from a particular household (non-contact), leave a non-contact form and visit the household at least 3 times, at different times of the day, making the maximum effort to locate a respondent.
7. If a household or individual refuses to be interviewed or to complete a form, report it to your supervisor, and meanwhile obtain minimum proxy information from a neighbour if possible.
8. Carefully complete the *cover page* of the questionnaire, taking care not to leave out any information. Leave barcode stickers.
9. Check each completed questionnaire and make sure that you have followed the instructions for its completion.
10. Keep in regular contact with your Supervisor, and report to him or her.
11. Submit all completed questionnaires to your Supervisor on a regular basis.
12. Check that all questionnaires are complete, consistent and legible. You will be required to correct questionnaires which are not properly completed, and to *revisit* households to correct omissions and errors.
13. Ensure that all questionnaires and other materials are kept safe and confidential at all times.
14. Complete the 09 book (summary book) for each place visited.
15. Enter the totals for your EA in the 09 book when you have finished all interviews.
16. Perform any other duties that may be assigned to you by the Supervisor or by other staff in the Regional office.

1.7 Materials

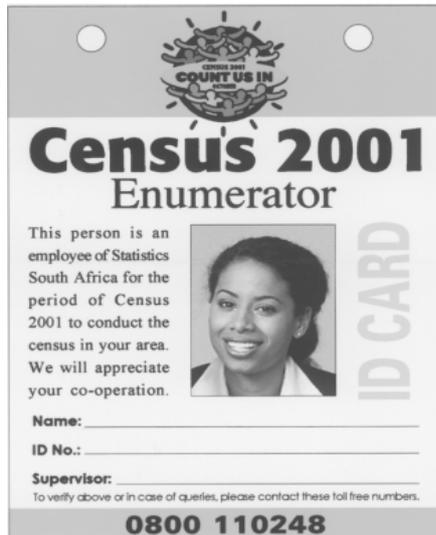
You will be issued with the following materials in your Enumerator Box:

Questionnaire A	3 x 50
EA Questionnaire (inner) box	1
Refusal sheets	30
Non-contact letter	30
Translations	10
Information sheets	30
Publicity sheet	30
Introduction letters	30
Pens	1
Pencils	3
Erasers	1
Sharpener	1
ID Card	1
ID Card string	1
Cap	1
Over-shirt	1
Condoms	4
Aids information sheet	1
Satchel	1
Envelopes for self-enumerated questionnaires	10

1.8 Identification

- Wear your ID card at all times. The ID has some security features that will help the public to be sure that you are a valid employee of Stats SA.
- Always present your identification card for inspection by householders (in particular, be sure to give elderly people ample time to look at it).

Your ID card will look like this:



- The ID card will have plastic lamination on the right hand side. Before you stick that plastic, please write:
 - your name
 - your ID number from your personal ID book
 - the name of your supervisor.
- Insert your photo.
- Remove the paper that covers the plastic on the right hand side and cover the card.
- Use the string provided in the enumerator's box to tie the card.
- Always hang your ID around your neck when you are carrying out official duties.

- Return your identification card to your supervisor when you finish your Census job. If you lose your identification card you must report it at once to the Police and your Supervisor.
- Your identification card is an item that you must account for, this means that you have personal responsibility for taking care of it. If this does not happen you will be required to pay for a new one.
- You will also be issued with a census cap and an over-shirt. Please wear the cap and the over-shirt at all times. This will also help to identify you in the field.
- Always carry your satchel with you as it helps to make you more visible. The police have been advised that during Census one way to identify enumerators will be by the bright yellow satchel, over-shirt and cap.

Activity for Module 1

1. What is a Census?

2. What is the purpose of Census 2001?

3. When will the Census take place?

MODULE 2 THE 09 BOOK, MAP READING AND ENSURING COVERAGE OF YOUR EA

Objectives

By the end of this module trainees will understand:

- The purpose of each column in the 09 book
- How to relate the map(s) to what they encounter on the ground
- How to check the boundaries of their EA and decide on a route
- How to check and update the list of dwellings in their EA

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2.1 The 09 book

The *Enumerator's Summary Book*, or *09 book*, is a register of census mapping and listing information pertaining to a particular EA. During enumeration you will use this book to record which households you have enumerated, and to enter other key information such as total households and people counted. The book becomes a summary of your work.

2.1.1 Contents of the 09 book

This section should be read in conjunction with your particular 09 book if it is already available.

Cover page

This contains an orientation map of the area, space to write the names of the enumerator and supervisor, the geography of the EA (province, municipality, main place name and sub place name) and a map legend. The map is to indicate the general location of the EA. The particular EA is outlined in red, and amendments may have been added in blue pencil.

The map shows the EA type: tribal settlement, farms, small holdings, urban settlement, informal settlement, state parks, industrial area, institution, hostel or vacant land.

It also shows the EA sub-type: whether the EA comprises only housing units ("no institution"), is entirely an institution ("institution") or has a mixture of the two ("mixed EA").

There are also spaces on the front of the 09 book to complete after the whole EA has been enumerated. The enumerator and supervisor must sign after an EA has been enumerated, and the final totals have been entered.

Inside page

This contains the aerial photo or map of the specific EA. The EA boundary is in blue on this map. In some large EAs there are additional maps of certain sections of the EA to show more detail.

Additional mapping information page

This page is for sketches of any additional information such as buildings that do not show on the aerial photo or a diagram of the arrangement inside a block of flats or hostel. These sketches should have been drawn during listing. It also contains a verbal description of the EA boundary, written by the lister.

Comments by lister

On the back of the additional mapping page you will find any comments or useful information recorded by the lister.

Sample listing page

This page contains examples of entries made during listing and during enumeration. A copy of the sample page is reproduced in Appendix 7.

List of places that require institution numbers

This is on the back of the sample listing page. It shows which collective living quarters require to be allocated institution numbers in column 5. The first institution to be listed should be given the encircled number ①, the second one the encircled number ② and so on. It also details the abbreviations that may have been used by the listers.

Listing pages

The rest of the book consists of forty listing pages with sufficient lines for fifteen entries on each page. **Column 1** contains a pre-printed record number. **Columns 2 to 5** should have been filled in during listing. **Columns 6 to 10** are for you to fill in during enumeration.

The words “**record number**” are sometimes used to refer to the line or row in the 09 book.

Totals page

On page 41 there is a table which you will fill in after you have enumerated the whole EA. In this table you will add up the totals (people, males, females and households) from each page of the 09 book.

Comments by enumerator: On the back of the totals page there is space for you to write any comments or things you need to remember.

Control page (inside back cover page)

This page contains two tables to be completed by the supervisor to check your work.

Outer back cover page

The back of the 09 book is used as a prompt card. On this page are reproduced lists of options for the questions on field of education, disability and income. These can be shown to the respondent during interviews for him/her to choose from.

2.1.2 EA number

The number allocated to each EA is called an EA number. The number consists of 8 digits. The first digit represents the province. The next two digits identify the municipality, and the other five digits identify the particular EA.

The number of the illustrated EA is 27590741.

2 = Province **75** = Local Council **90741** = Individual Area

The EA number should be written on the bottom of every page of the 09 book that has been used. This is in case pages should get separated.



Figure 1: Map of EA showing EA number and route marked with arrows

2.1.3 The columns of the 09 book

This section describes exactly what each column of the listing pages is used for. Read this section in conjunction with the sample page and with your own 09 book.

- **Column 1** has a pre-printed record number from 001-600.
- In **Column 2** the main identification of the entry is written. In urban areas this is a conventional address, consisting of a street name and number, and in some cases the name of the building. In tribal areas or informal areas it will probably be a person's name, or the name of the settlement and the person's name.
- **Column 3** is for any other numbers that may appear on the building, such as numbers put there by Telkom, Eskom or even Stats SA for Census '96.
- **Column 4** contains extra information where necessary, such as a description of the housing unit, or the sub-divisions within collective living quarters (wards, dormitories, cells, etc.). In the latter case an estimate of the number of occupants should also appear in this column, so that you know what to expect and how many questionnaires you will need.
- **Column 5** – “feature use” – tells you whether the entry refers to a housing unit, collective living quarters, or some other kind of building such as a church, office block, etc. Abbreviations may have been used in the “feature use” column. The list of abbreviations will be found on the back of the sample page in the 09 book. In certain cases you will also see an institution number like this ∞. The use of this number is explained later.

- **Columns 6–9** are for you the enumerator to fill in when you administer questionnaires. More details about this are given in the next module, which addresses the interview and the questionnaire.
- **Column 10** is for you to write anything else unusual that relates to that record number. See the sample page for examples. You can also use this space to make temporary notes that can be erased later, e.g. appointments you make with householders, or “non-contact, neighbour says try after Saturday”.

2.2 How to read the maps in your 09 book

This section contains information and guidelines on how to understand and use the maps in your EA book(s). Your trainer will concentrate on the particular type of maps used for your area, and the particular settlement types. “Over the shoulder” assistance will be given to help you interpret your maps. You can also use the maps in Appendix 9.

2.2.1 What is a Census map?

A census map is a representation of a part of the country on a sheet of paper. It is not the same as a sketch, as it has a scale, which means that the distance between points on the map can be measured.

Scale is the relationship between the size of a feature on the map and its actual size on the ground.

All the census maps have a red and white scale bar. The distance unit is written at the end of the bar. It will be either kilometres (km) or metres (m).

Take a ruler and measure a distance on the map between two points. Then put the ruler against the scale bar and see what that distance represents on the ground, e.g. 2 cm may represent 2 km..

A map is made using:

- lines (of various thicknesses and colour)
- dots (of various sizes and colour)
- colours, and
- text and symbols of various sizes and appearance.

All these things, drawn to scale on the paper, in most cases with a photograph in the background, make up the information that is available to help you locate your EA and do a correct census count inside it.

Two main kinds of backgrounds are used for the census maps: aerial photos and 1:50 000 topographical maps. Make sure you know which kind you have got.

2.2.2 Understanding aerial photographs

Aerial photographs are taken from aeroplanes. Imagine you are looking straight down at the earth from above, like a bird. The photos will be black and white or colour.

The photographs are taken when there is no cloud. In most parts of South Africa this is in winter, and the grass in the photographs is short and dry. Remember you might be looking at the photograph in a different season.

2.2.3 What to look for

Study the maps for your particular supervisor unit or EA with the help of your trainer. Can you recognise any features on your map? Remember that features will vary according to the type of area you are going to work in.

There are four broad **types of area** (sometimes called **geography types**):

- urban formal
- urban informal
- commercial farms
- tribal areas.

Within these four main types are ten **EA types**:

- vacant land
- tribal settlement
- farm
- small-holding
- urban settlement
- informal settlement
- recreational land and state parks
- industrial area
- institution
- hostel.

There are also three **EA sub-types**:

- institution
- no institution
- mixed EA

We will now discuss what you can expect to find in each main type of area, and within the various EA types.

Urban formal

Urban formal areas are structured and organised. Houses and flats are built on plots and these often have fences or walls around them. Township houses are usually on smaller plots and there are usually many of the same size and shape.

Industrial areas, shopping centres, office parks and **commercial areas** also form part of urban formal areas. You will see larger and multi-storey buildings, often with car parks around them.

Recreational areas (golf courses, caravan parks, nature reserves, state forest areas, public entertainment areas, parks and botanic gardens) can contain large grassed areas; pools, paddling pools and other entertainment areas; and areas with dense trees.

Hostels are places where mine or factory workers live. They normally comprise several buildings set in ordered rows or blocks.

Institutions are prisons, hospitals, army areas, etc. On the map, some institutions look similar to hostels. If you recognise something of this kind on the photo, use the list in your 09 book to establish what kind of institution it is.

Urban informal

Informal settlements or so-called squatter camps are easy to recognise on a photo. The structures are small and crowded together.

Rural formal

Commercial farms cover extensive areas, so any buildings on your map will be very small. Try and pick out owners' houses and labourers' houses. Look for cultivated fields, or grassed fields for animals. Fence lines can usually be seen.

Small holdings are smaller farms, closer to towns. They are usually used for market gardens or orchards.

Commercial plantations are planted in ordered rows in large fields and are easily recognised on an aerial photo.

Tribal areas

Tribal settlement areas are usually villages that fall within a tribal area or tribal authority or administrative area. In some areas villages appear on the map as clusters of houses/huts with large areas of **vacant grassland**, fields, and patches of natural forest in between. In other areas huts or kraals are scattered throughout the area.

Other

Other features such as transport routes (roads, freeways, railways and paths), public buildings (schools and churches), cemeteries, swimming pools, mine dumps, parking areas, natural forests (not plantations) will be present nearly everywhere.

2.2.4 Understanding 1:50 000 topographical maps

Where aerial photos are not available 1:50 000 topographical (topo) maps have been used. Those of you who studied geography at school will recognise these maps. Your trainer will confirm if the map in your 09 book is of this type.

The first thing to remember is that many of these maps are quite old – in rural areas they might not have been updated for 20–30 years. You are going to find a lot of things on the ground different from on the map. There might be more settlements, more roads, or roads and junctions might have changed slightly. If there are new settlements not shown on the map the lister should have drawn a sketch in the 09 book. In other cases buildings may have been demolished.

Secondly you will have to learn to read many more symbols. Everything on the map is represented by symbols. Your trainer will have the key to all the different features on a topo map: roads, railways, rivers, and various other natural and built features. S/he may be able to provide you with a photocopy of the key.

2.2.5 All census maps (aerial photo or topographical background)

All census maps have a unique barcode which enables them to be tracked at all times.

The colour border of the census map tells you which kind of map it is.

Supervisor unit map—light yellow border. EA boundaries in blue.

Enumerator orientation map— no colour border, the particular EA boundary in red.

Enumerator Area (EA) map – light blue border, EA boundary in blue

The supervisor also has access to maps of an even larger area, namely provincial planning maps and regional planning maps.

Sometimes there is more than one Enumeration Area map (inside map) in an 09 book. If more detail is needed in one part of the EA, you will see a dashed red square on the your map. This area will be enlarged on an additional map or maps. In such cases the first EA map is numbered e.g. 1/3 (= the first of three), and the additional (enlarged) maps e.g. 2/3 and 3/3. In some cases there are up to 8 such maps.

Enumerator maps have street and road names where available. In some townships and tribal villages plot numbers are printed on the map.

Study the census map legend (which is different from the 1:50 000 topo map legend). This legend explains the different coloured lines and circles which are used on all census maps. Look for police stations, schools, etc. on your particular map.

During listing the lister may have corrected the position of police stations and schools, added or corrected street names, and added or corrected street numbers.

2.2.6 How to orientate yourself on a map

Before going to the area:

- Note the main place and sub place names and the EA type as written on your orientation map on the cover of the 09 book. This will give you a general idea of the area where your EA is located.
- Identify some main features/landmarks in your EA. These could be a school, a church, a hall, a shop, a stadium, a clear crossroads, a tree. Use the list in the 09 book to see which of these you can expect to find, and then look for them on the map.
- Identify any other information on the map or in the listing pages such as street names, building names, school or police station names.
- Read the verbal description of your EA boundaries and trace the route on your map, identifying any features mentioned in the description, such as a river, a school.

Once this general familiarisation has been done, proceed to the actual area where the EA is situated on the ground, and identify the main features that you expected to find.

Ask yourself the following questions:

- Are you in the right spot?
- Does your position on the ground correspond with all the features on the map?
- Do all the street names correspond?
- Do all the buildings and/or houses correspond?

If the features on the ground do not all correspond with those shown on the map, either you are in the wrong place, or changes have taken place since the photo was taken or since the topo map was drawn. In this case you should update the map if it has not already been done by the lister, or if changes have taken place since listing.

2.2.7 Updating the maps

The following items should be updated if they are wrong or missing:

- Place names and sub place names that are wrong or not provided (confirm with your supervisor or fieldwork co-ordinator)
- EA types or sub-types that are wrong or not provided (confirm with your supervisor or fieldwork co-ordinator)
- Street names that are wrong or not provided
- School names that are wrong or not provided or are in the wrong place
- Street address numbers that are wrong or not provided
- Police Stations, Institutions and Community Halls that are not indicated on the map or not correctly shown

You should then add any information that could identify the EA boundary better to the verbal description.

This updating is one of the responsibilities of supervisors and enumerators. These maps will be used even after the census.

NOTE:

- Extra houses may have been built since the photo was taken. Or in some cases there might be fewer buildings, for example as a result of a fire, or if people relocated and their shacks were demolished.
- The positions of schools and police stations, as marked by the coloured circles, is not always accurate on the EA maps. If the symbol on the map is a few metres out, the building might even fall within another EA. Please take this into consideration when reading your map.

If you discover any corrections not already made by the lister or supervisor, it is your responsibility to mark them on the map.

Please take good care of the 09 book:

- Do not rip it apart
- Do not remove the maps from the rest of the book

Remember that the 09 book is a historical record. It still has to be used after the Census for other processes linked with the Census!

2.3 Procedures before you start enumeration

2.3.1 Check the boundary of your EA

It is very important to identify the boundaries of your EA, because your task is to enumerate every person who is in your EA on census night. Use the maps in your 09 book and the verbal description to identify the boundaries. In most cases your supervisor will walk with you along your EA boundary.

You should be careful not to enumerate outside your EA boundary or to leave out any households within your boundary. So it is important that you know exactly where your EA stops and the next EA starts. If you have any problems interpreting your EA boundary contact your supervisor immediately. Do not follow the 09 book blindly because the lister may have overstepped the boundary or left out dwellings within the EA.

2.3.2 Familiarise yourself with the enumeration route

- The enumeration route should move round the EA block by block keeping the houses on your left. This is easier in formal urban areas but the principle should be applied wherever possible. An urban block is the smallest possible area of land which can be completely bounded by physical features such as roads, railways, lanes, paths, an edge of a park, etc.
- To ensure that each dwelling in your EA is counted, you must check the route marked on the map. Make sure that the route passes by each dwelling in your EA. Follow the arrows and record numbers written on the map. During listing at least some record numbers should have been written on the map so that you can relate the **list** in the 09 book to the **route**.
- If there are no arrows or record numbers on the map, plan your route. Draw your exact route with *arrows* and plot the position of at least some of the dwellings by writing the record numbers on your map as you go around your EA.
- If you use a different route from that indicated by the lister, you should inform your supervisor.
- Remember that in most formal urban areas houses are usually numbered with odd numbers on one side of the street and even numbers on the other side. In this case your list should go 1, 3, 5, as you move round the block, and not 1, 2, 3, 4, 5.
- In farm areas or where properties are further apart you could enumerate both sides of the road at the same time for practical reasons.

2.4 Procedures during enumeration

2.4.1 Check the list of dwellings

- If you come across dwellings within your EA that are *not* listed in your 09 book, you should update the list by adding these on the first empty line under the last entry. Use a separate line for each housing unit. Cross-reference the entry with the existing list in the remarks column. Where possible indicate the position of the new entry on the map.
- Make sure you visit dwellings labeled unoccupied in the 09 book, as they might have been occupied since listing. If they are in fact occupied then make a note to that effect in Column 10.
- Where you find a dwelling that appears to be unoccupied, consult with the neighbours. If you are sure that no-one was living there at the time of the census, write *unoccupied dwelling* in Column 10.
- Where a listed structure has been demolished, write *vacant stand* in Column 10.
- If there is an entry that does not appear to relate to anything on the ground, neither a structure nor a stand, make a note to this effect in Column 10.
- Where you identify an institution that has not been given an encircled number in Column 5 *you will have to add it*. Refer to the list in the 09 book, or to the explanation of questionnaire use in Module 1. Places where Questionnaires B and C are used have to have an institution number. (This is explained further in Module 4.)

2.4.2 Check for hidden dwellings

Not all dwellings are easy to find. What follows gives examples of dwellings or housing units that are difficult to find and suggestions on how to locate them. As you go around your EA conducting interviews you should check carefully for this kind of dwelling because circumstances may have changed since listing, or the lister may have missed them.

Dwellings attached to shops etc.

Many shops in urban areas have dwellings attached (either above, behind or beside them). From the street these dwellings are usually not noticeable and therefore easy to miss. At all shops you must thoroughly check for dwellings using the following guidelines:

- Inquire at all shops whether there is a dwelling above, behind or besides the shop. Many shopkeepers live within the shop's premises or sub-let living areas.
- From the opposite side of the street, look for signs of occupation above shops such as curtains, television aerials, balconies with clothes-lines, etc.
- Check all doorways and walk down all alleys and lanes in shopping areas, keeping an eye out for letterboxes and side entrances etc.
- Check if there is a back lane or road. Also check the rear of all shops looking for such things as garages, carports, gardens etc.
- Observe around the shops in the evening; look for lights above and behind shops. A light that is on often indicates that someone is living there.

Dwellings attached to commercial properties, offices, factories etc.

Commercial properties and offices will often have dwellings attached (either above, behind or beside them), or office blocks and factories may have the caretaker's or guard's residence on the premises. As with shops, inquire about such dwellings on the premises.

Farm areas

Dwellings in farm areas are quite often very difficult to find. Look for telephone wires, roadside letter-boxes, boards with names, etc., which may lead to a dwelling that is not visible from the road. In particular:

- Follow all roads and tracks within your EA in order to locate every house (there may be more than one dwelling on a rural property).
- Always ask householders to indicate, on your map if possible, where nearby dwellings are.
- Check for any new roads or variations to existing ones.

Tribal areas

In tribal areas the best way to be sure that you have located all the dwellings is to use a guide. In these areas the dwellings will be identified by householders' names.

2.4.3 How to record extra dwellings found

If you find one dwelling attached to a listed shop or other non-residential building you can indicate this in column 10 of the relevant record number. You can then use this line to record the details of any households in that housing unit. If you find **more** than one dwelling attached to such a property you will need to use extra record numbers. Cross-reference the new entry to the original record number and vice versa. See record numbers 011 and 311-312 on the sample page (see Appendix 7).

Activity for Module 2

+ Briefly explain the purpose of columns 1-5 of the O9 book?

— _____

+ If you find a dwelling or housing unit attached to a shop and enumerate a household there, where do you record the information in the O9 book?

— _____

+ If you find extra housing units on a residential property where do you record this information in the O9 book?

— _____

MODULE 3 CONDUCTING INTERVIEWS AND THE QUESTIONNAIRE

Objectives

By the end of this module the learners will know:

- How to approach householders
- How to identify separate households and separate housing units
- Who to include in the count
- How to complete the questionnaire
- Procedures at the end of the interview

Contents:

3.1 Preliminary procedures

3.1.1 Before approaching dwellings

3.1.2 Access to dwellings

3.1.3 Making contact

3.1.4 Find out how many households live in the dwelling

3.1.5 Who should answer the questions?

3.1.6 Who should be counted?

3.2 The questionnaire

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3.2.5 The front page of the questionnaire

3.3 The questions

Section A: Information for persons in the household

Section B: Information on housing, services and household goods

3.4 At the end of the interview

3.4.1 Completing the front and back pages

3.4.2 The barcode stickers

3.4.3 Filling in the 09 book

3.5 Submitting completed questionnaires

3.1 Preliminary procedures

3.1.1 Before approaching dwellings

Before entering the premises check the entry in the 09 book. If you are at a dwelling that is not listed, add the address to the first empty record number. Write a cross-reference in the remarks column or make a note to the effect that it is listed out of sequence. Also make sure that you have the correct questionnaire – A, or B and C.

This module is about interviewing private households, and the use of Questionnaire A. The next module is about interviewing in collective living quarters and institutions, and the use of Questionnaire B and C. However most of the instructions in this module apply to all interviews.

3.1.2 Access to dwellings

You are legally entitled to go to the front door of a dwelling to seek an interview or to deliver and collect census forms. There are, however, two access rules of which you should be aware:

- Do not go through any locked barrier such as a gate or security door.
- Never enter a dwelling unless invited inside by a householder (this includes enclosed verandas and annexes to caravans).

If you are unsure of your rights of access to a property or are challenged by a householder, remain calm and polite, and explain who you are and why you are there. If this fails or you feel threatened or uncomfortable, leave immediately and report the incident to your supervisor.

You are to report any circumstances that are likely to cause you harm to your supervisor who, in turn, will approach the Fieldwork Co-ordinator for appropriate action.

If there are dogs, ask for them to be restrained.

3.1.3 Making contact

When making contact with householders, be polite and friendly at all times.

- Create a situation of trust and openness.
 - To a large extent, their willingness depends on their acceptance of you.
 - You need to gain the co-operation of the people in each household. The accuracy of the Census data depends on the respondents' acceptance of the Census and their willingness to provide full and accurate answers to the Census question.
- Practise your introduction before enumeration starts, making sure your approach is friendly and natural.
- Do not be rude or demanding at any point in time because first impressions last, and the initial contact with a household and their co-operation is vital to the project.

- When a household member answers the door, introduce yourself and explain that you are part of a team that is involved in the Census.
- Explain the purpose of the Census and how each and every South African can benefit from it.
- At this stage you will need to find out which language the householder prefers to use. Provide them with the translation of the questions if they would like, or arrange to return with the relevant translation if you do not have it with you.

Here is an example of an introductory statement. Speak slowly and clearly!

Good morning! (Good afternoon! Good evening)

My name is and I have been appointed as the Census Enumerator for this area.

The purpose of the Census is to collect current and reliable statistics from all the people. We need this information to help us to plan ahead for the future of our country.

I have the Census questionnaire here with questions about each member of the household. They are not difficult.

May I have a few minutes of your time to interview you?

When you have permission to enter, do not sit down without being asked. Remember to be polite and friendly, but remain focused.

3.1.4 Find out how many households live in the dwelling

Before you start to fill in any questionnaires, you first need to find out how many households are living in the dwelling or on the property, and help the residents understand what constitutes a household for this purpose.

Household

A household is a group of persons who live together, and provide themselves jointly with food or other essentials for living, or a single person who lives alone. For a *de facto* census only people in the household on census night are counted as part of the household.

You may find more than one household at one address. Sometimes households share housing units. These will all be captured on the same line in the 09 book.

Sometimes there are separate households in separate quarters behind the house, or in one of the other huts or dwellings in a kraal. These are considered to be separate housing units, and should be entered on separate record numbers, with cross-referencing. (See examples 311-312 on the sample page of the 09 book.) This is referred to as “unpacking” an entry, and is described in more detail in section 3.4.3.

Housing unit

A unit of accommodation for a household, which may consist of one structure, or more than one structure, or part of a structure. (Examples of each are a house, a group of rondavels, and a flat.) It may be vacant, or occupied by one or more than one household.

A housing unit has a separate entrance from outside, or from a common space, as in a block of flats.

Premises not intended for use as living quarters, but used for human habitation at the time of the census, such as a barn, warehouse, etc., are also classified as housing units for census purposes.

In order to decide whether people belong to the same household or a different household, ask questions like this:

- “Does everyone ‘eat from the same pot’, or share resources?” If **No**, they are separate households. Even members of an extended family may in fact be separate households, e.g. married children with their own children.
- “Are there any paid domestic workers?” If **Yes**, separate household, probably in a separate housing unit.
- “Are there any boarders (lodging for pay)?” If **Yes**, separate household.
- “Are there any other households at this address?” If **Yes**, enumerate separately. If such households are in separate housing units, e.g. backrooms with separate entrances from the yard, the housing units should be entered on new record numbers (with cross-referencing).

Get permission from the respondent to interview all these households separately.

Add separate housing units, if any, on new lines and find out when you can interview those households.

Remember however that if a backroom is occupied by a member of the main household, that room is not considered a separate housing unit. Moreover if such a structure, e.g. a “granny flat”, was listed and in fact is not occupied by a separate household, write “unoccupied dwelling” in the 09 book or write “same household as (+ record number)”. If it is being used for a purpose other than residential, such as an office or storage, write “unoccupied dwelling”.

Once you have established how many households to interview at this address, you can start filling in the first questionnaire.

3.1.5 Who should answer the questions?

The best person to answer questions is the head of the household. However, if necessary, any responsible respondent, preferably older than 15 years of age, who was present in the household on Census night and can provide information on other members of the household, may answer the questions. If children are alone or were alone on census night, information may be taken from any child that is able to give it, and the oldest child should be recorded as head of the household.

3.1.6 Who should be counted?

Each person that is alive in the country at the census reference time – midnight on census night – should be included in the count.

Births and deaths

Babies born before midnight on census night (9–10 October 2001) should be included but those born after midnight should not be included.

In the same way people who died after census night, but before you arrive to enumerate the household, should be included.

If you need to ask questions regarding this issue, do so in a sensitive manner, e.g. “we are trying to measure the size of the population at a very specific point in time, and that time is the midnight before census day, 10 October.”

Lodgers and boarders

Lodgers and boarders are enumerated as separate households, as they pay for their food and accommodation as a business arrangement.

Domestic workers and other resident employees

Domestic workers should be considered as separate households and enumerated on separate questionnaires. The domestic worker is only counted as part of the household in rare cases where no money wage is given.

Visitors

Visitors, including foreign visitors, should be included in the enumeration of the household they were visiting on census night, and not where they usually live.

Diplomatic staff

Foreign embassies will not be enumerated, as they are considered to be on foreign soil. Anyone who stayed overnight in a foreign embassy, whether a foreign diplomat or a South African, will not be enumerated. If there is an embassy listed in your 09 book, write embassy in the result column. Diplomatic staff **staying elsewhere** should be enumerated where they are found, unless they insist on their diplomatic status.

Persons who return on 10 October 2001

People who were absent on census night, e.g. at work or travelling, at a place of entertainment and return home on 10 October should be counted as part of their usual household.

Persons who return after 10 October 2001

Persons who were staying elsewhere on census night but return to their usual household by the time the enumerator comes, should be enumerated where they were staying, e.g. as visitors in another household, and **not** in their usual household. This is because it is a *de facto* census.

3.2 The questionnaire

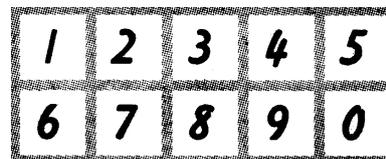
3.2.1 Filling in the questionnaire

When filling in the questionnaire, use dots in the pre-coded boxes, not crosses or ticks. When letters and numbers are required, use ONLY capital letters, and clear, plain numbers.

These dots, letters and numbers will be scanned electronically and must therefore be very clear. Do not let any dots, letters or numbers go outside the boxes.

Use an HB pencil. Apply sufficient pressure to make sure all numbers, letters and dots are dark enough, without damaging the paper. At the same time it must not be so dark that it is difficult to erase.

If you need to alter something, use a soft eraser. Make sure that the pencil dust is removed thoroughly, without damaging the paper or the recorded information.



3.2.2 Different types of questions

There are different kinds of questions in the questionnaires.

Questions with pre-coded answers

Either dot the correct box or write a code in the box for the correct alternative.

a) Dot the correct box

e.g.

Is John a South African citizen?

<input checked="" type="checkbox"/>	<input type="checkbox"/>
Y	N

If the answer is 'Yes' then dot Y.

Make sure that you place the dot in the centre of the box and nowhere else.

b) Write a code in the box

If you are given a number of options to choose from and the correct answer is number 2, write 2 in the box.

2

c) Multiple answers

There is only one question to which there can be multiple answers, question P-13 on disability. All other questions have only one answer.

Date of birth and age

For this question digits are written in the pre-marked boxes.

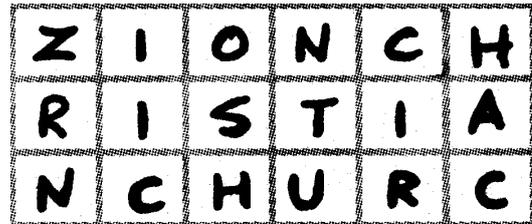
D	D	M	M	Y	Y	Y	Y
---	---	---	---	---	---	---	---

Open-ended questions

Some questions have no pre-coded answers. This means that the respondent's answer has to be written down in the boxes provided. Examples are the questions on *religion, country of birth and nationality (if not SA), place names, occupation, name of business and main industry of employer.*

Between 10 and 24 boxes are provided to write answers of this type. Write one letter per box, and stop if you run out of boxes – this should provide enough information. Do not leave spaces between words, or use hyphens at the end of lines. Start in the top left box, even if the word is short.

For example, 'Zion Christian Church' will be written as shown.



“Other (specify)”

In some questions details can be given for the option “Other”. Examples are *population group, field of education, work status.*

In such cases, write the code for ‘Other’ in the box and write the answer on the dotted line below. Use small, neat capital letters. Be careful not to go below the line provided or anywhere near the boxes.

Don't know

Sometimes the respondents say that they do not know the answer. The questionnaire does not provide for such a response alternative very often. This is intentional. “Don't know” answers do not give us any information at all. It has also been shown that in many cases the respondents can actually give an answer that fits in among the given response alternatives, if they take the time to think. Therefore, try to get an answer, but if not possible, write “don't know” in the questionnaire if this is provided for.

3.2.3 Skips

Not all the questions apply to everyone. There are two ways that you will know which questions should be answered for which people.

The first way is to look at the top of each page of the questionnaire. Sometimes it says “ASK OF EVERYONE”. Sometimes it tells you exactly which people should answer that particular question or set of questions, e.g. “ASK OF WOMEN AGED BETWEEN 12 AND 50 YEARS”.

The second way is to follow the skip instructions carefully. “Skip” means “miss out” or “omit” questions that do not apply. The first skip appears in question P-05, marital status. The next question, P-05a, asks whether your husband or wife lives in the same household. There is no point asking this question to people who have said they are not married. So we “**SKIP**” this question, and go to the next relevant question, in this instance P-06.

Sometimes sub-questions are “skipped” for certain people, even when the overall instruction says ASK OF EVERYONE.

3.2.4 How to read out the questions

You will address questions either to each person themselves or to a responsible household member. When you read out the questions you need to adapt the wording accordingly.

The words “the person”, written in brackets, represent the name of each person you are asking questions about. So, if the person’s name is Siphso, and you are not addressing Siphso directly, read the questions like this: “Is Siphso male or female?” “What is Siphso’s date of birth?” or “What is Siphso’s relationship to the head or acting head of the household?”

If you are addressing Siphso directly you will say, e.g.: “What is your date of birth?”

3.2.5 The front page of the questionnaire

Fill in the following items at the beginning of the interview, or before you leave a questionnaire for self-completion.

- 1) **EA number** from the 09 book. 8 digits.
- 2) **Record number**, from the first column of the relevant entry in the 09 book.
- 3) **Institution number**. All institutions and tourist hotels in an EA should be marked with an encircled number $\text{\textcircled{N}}$ on the map and in Column 5 of the 09 book. The institution number is mostly for tracking Questionnaires B and C, but it will also apply where households are found living on the property of an institution.
- 4) **Household number**. When more than one household is found at one address or housing unit, i.e. for the same record number, number the households starting from 01. For example, if there are three families in a house, occupying one room each and sharing the kitchen, you will enumerate each family as a separate household, meaning that you will have three questionnaires from this housing unit. On each questionnaire you will write the household number, i.e. 01, 02, 03.
- 5) **Province**. Use the following abbreviations: WC, EC, NC, FS, KN, NW, MP, GP, and NP.
- 6) **Name of local municipality**. Copy the name of the municipality from the front of the 09 book.
- 7) **Main place** is a city, town, township, administrative area or tribal authority, e.g. Pretoria (which is a city) or Kutama (which is a tribal area). This should be on the front of the 09 book. If it is missing, ask the household to help you.
- 8) **Sub-place** is a suburb, a section of a township, a smallholding, a village, a ward or an informal settlement, e.g. Arcadia (which is a suburb of Pretoria) or Tshikwarane (which is a village in Kutama). Again, this should be on the front of the 09 book. Check with the household and record the local name that the household uses. Sometimes there may be extra sub-place names within the same EA that Statistics Africa were not aware of.
- 9) **Physical address** of the household. This is the street number and street name if any, or a description of the place, or the name of the village or settlement. It should be written on the relevant line of the 09 book. Check the address with the household. If there is no address, ask the household to help you. (The address of a flat in a block of flats or a unit in a townhouse complex will have two parts: the unit number and the name of the block or complex, **and** the street name and number.)
- 10) **Postal code**, if you or someone in the household knows it.
- 11) **Telephone number**, if any. If necessary, explain that only census staff will use this number if they need to clarify answers. Make sure you get the telephone number in all cases of self-enumeration.

Contact telephone numbers: If you are leaving the questionnaire for self-enumeration, fill in a contact name and telephone number at the bottom of the front page, either yours if you have one, or the supervisor's, or the fieldwork co-ordinator's. You can also tell the household that they can phone the toll-free number for assistance in completing the questionnaire.

It is very important to fill in the front of the questionnaire before leaving a questionnaire for self-enumeration. Do not leave this to the household to do.

EXERCISE

- 1 Spend five minutes practising the introduction in pairs. Some trainees should present their introduction to the rest of the group.
- 2 On the front page of the practice questionnaire, fill in all the items which can be filled in before you start the interview. Use the 09 book to guide you.
- 3 Practise writing clear plain numbers and letters and keeping inside the boxes.

3.3 The questions

First complete questions P-00 and P-01 for all members of the household. Then proceed with the interviews. *When you are interviewing, never assume anything. Rather ask and be sure the response is correct.*

SECTION A: INFORMATION FOR PERSONS IN THE HOUSEHOLD

- **Question P-00 – Name**

“Please write the name and surname of the household head and the first name of every person who was present in this household on the night between 9-10 October.”

Start with the head or acting head of the household in the first row. Give the first name (or most commonly used name) and the surname.

“The head of the household is the person who is the main decision-maker in the household. If people are equally decision makers, take the oldest person.”

The head may be male or female. If the head was not present on census night the household must name an acting head.

List the names of all the people to be enumerated before proceeding to the questions. Use a separate row for each person and give the first or most commonly used name i.e. a unique, but simple name, for reference during the interview. For babies with no name, write, “baby”.

Enter the names in a **logical family order** where possible: head (or acting head) on the first row, the husband or wife of the head on the second row, then their unmarried children, married children if they live with them, then other relatives and lastly non-relatives.

Make sure that every household member is listed – see the reminder at the bottom of the column. Many respondents tend not to include *babies, small children, old people, and visitors*. If necessary probe in a polite manner.

Remember to ask if there were other people present on census night even if they are no longer there. These people must be counted here, because we are doing a *de facto* census.

Lastly ask about people who were travelling or worked night shift on the census night, and returned on the 10th October. Unless they were counted elsewhere, they must be included here.

Please note: Usual household members who were staying elsewhere on census night should not be included. They should be counted where they stayed. This is because we are doing a *de facto* census.

The age and sex boxes on the inside flap should not be filled in yet.

NB: The information on the flap is only to assist with the interview.

The names are listed so that as you turn the pages of the questionnaire you know which row is for which person. They are also useful when the supervisor is doing spot checks, or if someone has to revisit the house if there are errors or missing answers. They are also important if this area is chosen for the post-enumeration survey.

If the respondent is reluctant to give names you can stress that the names are not used for anything else, and will not be processed in any way.

- **Question P-01 – Person number**

“Assign row or person number to each person starting from 01.”

The numbers are not pre-printed, as we have to allow for households with more than ten people. So you have to complete the person numbers by filling in the boxes to the left of the printed number. Make sure that you write inside the box not next to it or outside it.

If you are only using one questionnaire, i.e. for households with up to ten people, fill in “0” before the pre-printed number so the first person gets the number 01, the second 02, etc. Write inside the boxes. If you use the last row, fill in “1” before the zero to make number “10”.

If you are using a second questionnaire for the same household (if there are more than 10 people in the household), fill in “1” before the pre-printed number. Thus the first person on this questionnaire gets the serial number 11, the second 12, etc. If you use the last row fill in “2” to make “20”.

If you are using a third questionnaire (in rare cases where there are more than twenty people in a household) the serial numbers will be 21, 22, 23, etc., up to 30.

It is important that the row numbers are correct when we get to questions about **spouses** and **parents with children**.

- **Question P-02 – Date of birth and age**

What is (the person’s) date of birth and age in completed years?

First ask the person’s date of birth. Then ask the age, and check together that it is consistent with the date of birth given. The reason we ask both is for cross-checking. Also, some people do not remember their age but remember their date of birth.

Notice that the age must be given in completed years, i.e. age at last birthday.

Date of birth should be written in digits, with **no words**. The boxes are marked **DD MM YYYY**. Write 2 digits for the day in the boxes marked **DD**, 2 digits for the month in the boxes marked **MM**, and four digits for the year in the boxes marked **YYYY**.

E.g. September 7 1993 should be entered 07 09 1993.

0	7	0	9	1	9	9	3
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Remember that some people mention the month first and some mention the day first, but always record the day first and the month second.

Age should be entered using three digits, e.g. 052 for 52. Again do not use words. If the respondent is 29 years old write **029** and **not** 29 yrs or 29 years. In the case of a baby younger than 1 year write **000**.

e.g. For a person who is 29 years old you write

0	2	9
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 and for a baby who is younger than 1 year you write

0	0	0
---	---	---

Remember to use a PLAIN number one – without a FOOT and preferably without a SERIF, so that it is not mistaken for a seven.

Not like this 1 or this 1, but like this 1

Also remember to use an open number four, and a seven without a cross. See the front of the questionnaire for examples of how you should write the numbers.

Give as much information as is known, i.e.:

- if the exact date of birth is not known, but the person knows the month and the year, or even just the year, fill that in.
- if the age is not known at all, give an **estimated** age.

Where neither the date of birth nor the age can be given, the person's age in years should be **estimated** as accurately as possible. The enumerator should try to elicit this estimate by probing. For example ask about a **historical event** at the time of the birth of the person, such as the end of World War I, or a significant local event. Lists of such events are found in Appendix 2.)

You must never leave this question without an answer.

Now copy each person's age onto the flap next to his or her name.

- **Question P-03 – Sex**

“Is (the person) male or female?”

Dot the correct box – M for male, F for female.

If the person is not present at the time of the interview do not use the name to decide whether the person is male or female. Ask.

You must never leave this question without an answer.

Now copy each person's sex onto the flap.

Age and sex boxes on the flap

The age and sex details are copied onto the flap for reference as you continue with the interview. It will help you remember which people qualify for the questions about education and work, and the fertility questions for women.

• Question P-04 – Relationship

“What is (the person’s) relationship to the head or acting head of the household?”

In this question we are trying to find out if people are living together as families. However we will only capture relationships to the head of the household or acting head (listed in Row 01). Read all possible categories to the respondent. For people who are not related to the head of the household by blood or marriage put category 13.

“Partner” of the head of the household belongs to the same category as “husband/wife” – category **02**. Partners are two people of opposite sex who live together in the same household like married couple but who are not married to each other. However, if gay couples choose this category record it without question.

Note that there are four possible categories for children:

- Sons and daughters by birth = 03.
- Adopted children = 04.
- Step-children = 05. A step-child is a child of the spouse or partner of the household head by a previous marriage or relationship.
- Foster children = 12 or 13.

Note that we are collecting data on biological relationships. If you interview using a language other than English, probe to be sure that you have the right information.

NB:

- In row 01 (for the head or acting head him/herself) you automatically put 01.
- If you are interviewing a single-person household you also do not need to ask the question, simply mark category 01.

• Question P-05 – Marital status

“What is (the person’s) PRESENT marital status?”

Only one code should be given. We are interested in the marital status on the CENSUS NIGHT.

If, for example, a widow **remarried before the census night** she is classified as married not widowed, **but if she married after the census night she is classified as widowed**. If however she was widowed, remarried and is now separated from her second husband, she is **separated**.

The number of times a person has been married is not captured.

Read out all the categories from the questionnaire.

The given classifications on marital status are sufficient, but **sometimes** you will have to **probe**. When a person is married you must ask how he or she is married (codes 1-3).

If a person married under both traditional/customary and civil law, **civil** takes precedence.

A man with **more than one wife** should indicate “polygamous” rather than civil or customary marriage. **The wives indicate category 1 or 2**, as they cannot have two husbands. More guidelines about how to treat polygamous households appear in Appendix 5.

Couples who are **not married to each other but live together** as if they are married, belong to **category 4**. This category is for people who live in every respect as a married couple except that they have not undergone a marriage ceremony. Only male/female couples should indicate this category – the census does not collect data on gay couples.

For children write 5 – “Never married”. If a person says “single” they must choose from categories 4-8.

Now we get our first “skip”. People who are not married or living together as married, i.e. all those who fall under categories 5-8, do not need to answer the next question, which is P-05a, so they skip Question P-05a and go to P-06.

“Skip” means omit, or leave out.

*From now on all skip instructions in this manual will be in italics, like this, or **bold italics, like this.***

- **Question P-05a – Spouse**

Ask for everyone who answered married or living together as married partners in Question P-05 – codes 1-4.

“Who, in the household, is (the person’s) spouse or partner?”

NB: spouse = husband or wife

For example if the **spouse** of the household head (see row 01) is listed in row 02, write **02** in row 01, and then **01** in row 02. (Now we see one reason why numbers should be filled in before any other questions are asked.)

If a polygamous man has more than one wife in the household, write the row number of the first wife. Write the row number of the husband for each of his wives. (See Appendix 5.)

NB: row number = person number

If the spouse was not in the household on the census night write **99** (= lives elsewhere).

- **Question P-06 – Population group**

“How would (the person) describe him/herself in terms of population group?”

Read the categories to the respondent.

Ask for everybody even if the population group seems obvious. Remember also that persons of different population groups do sometimes form part of the same household, so you **cannot assume** the population group of any household member.

There are also cases where the answer may not be not straightforward. Not everyone falls clearly into one of the four categories. The decision always rests with the respondent. Do not suggest anything. For example, the head of the household may be black African and the spouse may be white. They must decide whether or not to describe the children as coloured.

That is their choice. Under no circumstances may the response be queried; it should be accepted as a fact.

The category “Other” is for people who do not see themselves as belonging to any of the four categories listed. In this case write the response in small capital letters (away from the boxes) on the dotted line, and write **5** in the box.

Some respondents (and enumerators) might think that this question is racist and inappropriate in post-apartheid South Africa. If there is resistance to this question, explain that we need this information to measure how quickly we are moving away from the effects of past discrimination.

Interviewers should therefore try, if at all possible, to get an answer in one of the first four categories.

- **Question P-07 – Language**

“Which language does (the person) speak most often in this household?”

Give only one answer per person.

For babies, give the language of their parents. If the languages of the parents differ, give the mother’s language, or the language of the person who takes care of the baby most.

Only the eleven official languages of South Africa are listed. There are many other languages spoken in South Africa. If the language is not in the pre-coded list, write code **12** in the box and the name of the language on the dotted line. Remember not to write near the boxes.

Note that this question is not asking mother tongue. It is asking the language most used by each person **in the household**. This may differ from the mother tongue, and from the language most used at work. For visitors you may ask them the language they speak most often in their usual household.

NB: You must write only one code per person. If the respondent has difficulty choosing, ask them to choose the one that they are more comfortable with.

- **Question P-08 – Religion**

“What is (the person’s) religion, denomination or belief?”

For *babies*, write the religion/denomination/belief of their parents. If the parents belong to different religions, write the *mother’s* religion.

For the major faiths other than Christian simply write one of these terms: African Traditional, Jewish, Muslim, Hindu, Buddhist, Confucian, Taoist, Bahai, New Age. The census does not collect data on the sub-groups of these faiths.

If the respondent says he or she is a Christian, probe for denomination, e.g. Roman Catholic, Baptist, Apostolic Faith Mission, Nederduitse Gereformeerde Kerk. (We do not want the name of the local parish, congregation or church building, such as "St. Alban's", "St. Paul's", "Bronberg Kerk", etc.)

Try to be as precise as possible. Be sure to distinguish, for example, between "Church of England in South Africa" and "Church of the Province of South Africa".

Write the answer in the boxes provided. These answers will be scanned and coded if possible. You have to be very careful in writing these answers. Use neat capital letters, keeping inside the boxes. Do not leave any spaces and do not use hyphens at the end of lines. If you run out of boxes do not worry. Just write as many letters as will fit.

If the respondent's denomination is Zion Christian Church, you will write

Z	I	O	N	C	H
R	I	S	T	I	A
N	C	H	U	R	C

Do not use any abbreviations.

If a person does not want to answer this question, do not persist but write **REFUSES**. If they say they have no religion, write **NONE**.

Do not confuse "refuses to answer" with "none". "None" means the person does not have any religion; "refuses" means the person chooses not to answer. He/she may have no religion, or may have a religion but does not want to disclose it.

EXERCISE

Read the following scenario and fill in questions P-00 – P-08 for all members of this household, using the practice questionnaire.

THE TAU HOUSEHOLD

The Tau family consists of Thapelo (42), Selaelo (40), Selina (20), Dipuo (15), Matome (17), Madumetsa (80), Sello (39), Raisibe (44), Modiegi (1) and Mapule (3).

Thapelo is the head of the household and Selaelo is his wife, they have been married traditionally for 18 years. They have two daughters, Selina and Dipuo and a son Matome. They live with Thapelo's mother, Madumetsa, who is a widow; Sello, Thapelo's brother; and Raesibe, Selaelo's sister. Neither Sello nor Raesibe is married.

Selina is a single mother with two daughters, Modiegi and Mapule.

They all speak Northern Sotho and attend the Dutch Reformed Church.

We now move to the next two pages of the questionnaire. Both these pages are headed “ASK OF EVERYONE”, but again there are skips for some people for two sub-questions. We will see which questions to skip (and why) as we go along.

- **Questions P-09, P-09a and P-09b – Place of birth**

This question is divided into three parts – 9, 9a and 9b. Each person must answer two parts i.e. 9 and 9a or 9 and 9b. First we ask if the person was born in South Africa. If they say “Yes”, we then ask in which province. If they say no, we ask instead for the country where they were born.

If “Yes” to P-09, go to P-09a, and then to Question 10. If “No” to P-09, skip P-09a and go to P-09b, and then to Question 10.

Now let’s look at how to capture the answers to these three parts.

P-09 “Was (the person) born in South Africa?”

Persons who were born in the Transkei/Bophuthatswana/Venda/Ciskei (former TBVC states) or in any of the homelands are regarded as having been born in South Africa. If the person was born in South Africa, dot the Y box and if not dot the N box. Make sure that you dot in the middle of the box, not to the side or next to the box.

P-09a “In which province was (the person) born?”

The nine provinces are pre-coded, so you write the correct code in the box. We have to capture the information according to the new provinces, not according to the old divisions, e.g. Gauteng, which is 7 on the list, or Northern Province, which is 9 on the list, and NOT Transvaal, which is not on the pre-coded list.

For **elderly** persons it might be difficult to define the place according to the present provincial division. Ask for the name of the place where the person was born and then locate that place in one of the present provinces. E.g. if born in Kimberley, write 3 = Northern Cape.

P-09b “In which country was (the person) born?”

Write the name of the **country** in the boxes provided. Use the name the country is presently known by. Do not add names of cities or provinces.

Remember to use capital letters for the answers to 9a and 9b, and not to leave spaces between words.

Some people are reluctant to tell you where they were born. If necessary, you can stress that the information is only used for statistical purposes and will never be released to the police or other government departments in an identifiable form, only as numerical totals.

- **Question P-10 & P-10a – Citizenship**

This question has two parts, P-10 and P-10a. The second part only applies to people who answer “No” to the first part. So people who answer “Yes” to the first part will “skip” P-10a and go to Question 11.

P-10 “Is (the person) a South African citizen?”

Remember that people who were not born in South Africa can be citizens of South Africa. The reverse is also sometimes true. That is why we need this question as well as the last question.

Accept the respondent’s answer. You do not need to ask for proof. However, if immigrants hesitate to tell the truth, remind them that the information is for **statistical use** only, and will not be disclosed to any other authority or organisation or private person because the *Statistics Act* restricts the use of census data to statistics only.

Dot the correct box, i.e. **Y** or **N** box.

If Yes go to P-11. In other words, if Yes to P-10, skip P-10a and go to P-11. If No to P-10, write the name of the country of citizenship in P-10a.

P-10a “What is the name of the country of citizenship?”

Write one letter per box. Use capital letters only. Do not leave any spaces between words. Write as many letters as you have spaces for.

- **Question P-11 & 11a – Usually live**

This question also has two parts i.e. P-11 and P-11a. The first part asks if the person usually lives in this household. People who answer “Yes” can move straight on to Question 12. People who say “No” must answer the second part of the question, P-11a.

P-11 “Does (the person) usually live in this household for at least four nights a week?”

If “Yes” skip P-11a and go to P-12, if “No” ask Question P-11a.

P-11a “Where does (the person) usually live?”

The purpose of this question is to identify visitors and exclude them from data about total household income, or data about the number of people who live in a particular place.

If the person does not usually live in this dwelling but lives in the same sub-place, dot the S box (S = Same).

If the person usually lives in a different place, write the name of the main place **and** the name of the sub-place in the spaces provided, e.g. Pretoria, Arcadia; or Kutama, Tshikwarane. One place name is not sufficient for coding purposes.

Main place and sub-place

This is the first question that brings in the concepts of main place and sub-place. So far we have only needed province or country. Now we have to write sufficient information to pinpoint local places.

A main place is a city, town, township, tribal authority or administrative area.

A sub-place is a suburb, section of a township, smallholding, village, subvillage, ward or informal settlement.

On the front of the questionnaire for sub-place we wrote the most local name used by the household. For this question, and other questions asking for main place and sub-place, we must be a little more careful, as some local names can occur more than once within a main place.

For more details, see Appendix 6, which also give examples within the new metros.

There are also two boxes for the abbreviation of the province, as some place names occur in more than one province. Use the following two-letter abbreviations: EC, FS, GP, KN, MP, NC, NP, NW, WC.

NB: Write the main place in the main place row and the sub-place in the sub-place row. Do not continue writing the main place in the sub-place row if the name is too long. Just write as many letters as will fit, as we did for religion.

If the person usually lives **abroad**, ask for the name of the **country** and write it in the space provided. Write the name of the country, not of the city or the province.

• **Question 12, 12a and 12b – Five years ago**

Question 12 has three parts i.e. 12, 12a, 12b. Everyone answers the first part. Those who answer “No” must answer the other two parts as well. Everyone else goes to Question 13.

This question also depends on the concepts of place. The question asks:

P-12 “Five years ago (at the time of Census ’96), was (the person) living in this place (i.e. this suburb, ward, township, village, farm, informal settlement)?”

If the answer is “**Yes**” dot the Y box, if “**No**” dot the N box. Dot the box marked B for people who were not alive at the time of the last census (B = born after October 1996).

The main issue here is, what counts as a move? Again the question refers to a very small area – the sub-place. If the person lived in the same dwelling 5 years ago the answer is “**Yes**”. If the respondent has moved **within** the same “sub-place” from one house to another, the answer should also be “**Yes**” because we do **not** count short-distance residential moves for this question. If the person was living in a different sub-place from the one on the front of the 09 book, the answer is “**No**”.

*If “**Yes**” or born after October 96 skip P-12a and P-12b and go to Question P-13.*

*If “**No**” go to Questions P-12a and P-12b.*

P-12a “Where did (the person) move from?”

If more than one move, give details of the **last** move.

Write the name of the main place and the sub-place from which the person moved in the boxes provided, e.g. Pretoria, Arcadia; or Kutama, Tshikwarane. The main place might be the same as the one you are in, even though the sub-place has changed – e.g. Pretoria, Sunnyside (from Pretoria, Arcadia). Or it might be a different main place. Either way, be sure to give a main place name and a sub place name. One place name is not sufficient for coding purposes. The combination of the two names, together with the province code, should identify the place.

If the respondent lived in another **country** five years ago, write **the name of the country** (not the province or town/city) **in the main place row** and leave the province boxes and the sub-place boxes empty.

P-12b “In which year did (the person) move to this place?”

If the person has moved more than once indicate the year of the **last move**.

Because this question only applies to people who moved in the last five years, alternatives are only given for the years 1996 to 2001. Write the code for the correct year in the boxes provided.

• Question P-13 – Disability

“Does (the person) have any serious disability that prevents his/her full participation in life activities (such as education, work, social life)?”

Disability is a limitation or lack of ability that prevents a person from performing an activity within the range considered normal, or from behaving in a manner considered normal.

Read out the categories and dot the appropriate boxes. For this question **you may have to dot more than one box**. Encourage the respondent to name **all** serious disabilities a person has, e.g. if deaf and wheelchair-bound, dot 2 and 4.

Note that if 1 bad *sight* is corrected with glasses or 2 bad *hearing* with a hearing aid, it is **not** considered a disability for the census.

This question is likely to be sensitive. If necessary, show the **PROMPT CARD** on the back of the 09 book to the respondent so that s/he can point out the correct alternatives without saying them.

- **Question P-14 – Mother alive**

Question 14 has two parts, P-14 and P-14a. Everyone answers the first part. Those who answer “Yes” must answer the second part as well.

P-14 “Is (the person’s) own biological mother still alive?”

Biological mother means not a stepmother, or mother by adoption.

Dot one alternative:

- Y = Yes
- N = No
- D = Don’t know

Answer “don’t know” only if nobody in the household can help you with the correct answer.

If “No” or “Don’t know” skip P-14a and go to P-15.

If “Yes” go to Question P-14a.

P-14a “Who in this household is (the person’s) mother?”

If the person’s mother is a member of this household, give the row number of the mother in the boxes. For example, if the person’s mother is the household head, write “01”. Or maybe the person’s mother has been listed in row 14 on questionnaire 2, so you will write “14”.

If the person’s mother does not live in the same household write **99**.

- **Question P-15 – Father alive**

This question works in exactly in the same way as the previous question.

P-15 “Is (the person’s) own biological father still alive?”

Again we do **not** mean stepfather or father by adoption.

Dot one alternative – “Yes”, “No” or “Don’t know”. Answer “Don’t know” only if nobody in the household can help you to find the correct answer.

If “No” or “Don’t know” skip P-15a and go to P-16. If “Yes” go to Question P-15a.

P-15a “Who in this household is (the person’s) father?”

If the person's father is a member of this household, give the row number of the father in the appropriate space.

If the person's father does not live in the household write **99**.

EXERCISE

The story of the TAU household continues.

Thapelo's mother was born in Botswana but moved to South Africa 40 years ago. Raisibe and Selaelo were born in Gauteng but they lived in the Northern Province at the time of the last census. Selaelo's parents are both still alive and they live in Gauteng. The rest of the members of the family were born in the Northern Province and have not moved anywhere. Nobody has passed away in that family in the last two years. They were all at home on the night of the 9-10 October 2001.

Madumetsa is deaf and blind, Raisibe is mentally retarded and Sello is in a wheelchair.

Complete questions P-09 to P-15a for this household, using this information.

• Question P-16 and 16a – Present school attendance

Question 16 has two parts, P-16, and P-16a. Only those who answer "Yes" to P-16 have to answer 16a. Those who answer "No" go straight to P-17, as 16a will not apply to them.

P-16 "Does (the person) presently attend an educational institution?"

Please include studies by correspondence/ distance education.

If the answer is "**Yes**", read out the options so that you can enter the correct code 2–8 in the box in the column headed "**Institution**".

If the person is attending an educational institution that is not listed, **write** code 8 in the box and specify under the box. Be careful not to write near the boxes.

If a learner is not attending school for a number of days because of **illness**, s/he is still regarded as **attending** school.

This question must be answered for **all persons**, regardless of age.

*If "**No**", skip P-16a and go to Question P-17. If "**Yes**", ask the next question.*

P-16a "Is this institution public or private?"

1 = public, 2 = private, 3 = don't know.

Write the answer in the box in the column headed "**Type**". Write 3 = don't know only if no-one in the household knows the type.

Note: A public school means a government school, i.e. a school directly under the provincial department of education. Former white schools known as ex-Model C schools are government schools, even if they are fee-paying.

This is the end of the questions asked of everyone, until the last two questions in Section A.

- **From now on you must read the instructions at the very top of the page carefully.**
- **Each question should be asked only for the group specified.**
- **Use the age and sex boxes on the flap to check which people fit into which categories.**

- **Question P-17 – Level of education**

Ask for all persons aged 5 years and over.

Question 17 has two parts, 17 and 17a. Only those people who indicate that they have a post-school qualification in Question 17 will answer 17a.

P-17 “What is the highest level of education that (the person) has completed?”

Read the categories to the respondent.

In this question we are interested in the highest level of education that the person has **completed**, not the level they are currently studying. Thus a pupil at school who is in Grade 9 has completed Grade 8.

Note that formal schooling starts from Grade 1, while Grade 0 means the year just before Grade 1, that is, the last year of pre-school. If currently in Grade 0, write **99**. For a child currently in Grade 1, write **00** or **99**, depending on whether the child attended Grade 0 or not.

If the person has not attended school, this should also be recorded as **99**.

Diplomas and certificates must be at least **six months full-time study or equivalent**. NTC 1 stands for the National Technical Certificate on first year level. Probe about post-school diplomas/certificates. If a person say that he/she has completed a certificate or diploma, like MCSE, computer or secretarial courses, or a course in typing, welding, etc, ask how long it took to complete.

The next question, 17a, concerns the field of post-school education so some people will skip this question:

- *If the respondent chose one of the codes in the first column skip P-17a and go to P-18.*
- *If the respondent chose one of the codes in the second column, other than 21 or 22, go to P-17a.*

- **Question P-17a – Field of education**

Ask for all persons with a post-school qualification.

“In which field is (the person’s) highest post-school qualification?”

The respondent may not know have the exact qualifications of some members of the household. You may have to probe to decide on a field of study.

You can show the **PROMPT CARD** at the back of the 09 book to the respondent so that s/he can look for the correct field. The prompt card is useful for this question because there are so many categories to read out and remember.

If the person wants to indicate more than one field of study, ask him or her to indicate the field in which he or she has the highest level of education. If he or she has several fields of the same level, ask him or her to choose the field that is most related to his or her work (now or previously).

The next group of questions are to do with employment and unemployment.

- **People who say they do not have work are questioned further to establish if they qualify as “unemployed”.**
- **People who have work are questioned further about the type of work.**
- **Note the skips carefully.**

- **Question P-18 – Any work in the 7 days before 10 October**

Ask for all persons aged 10 years and over, that is, born before 10 October 1991

Question 18 has four parts i.e. P-18, P-18a, P-18b and P-18c. Only those who are working continue with the rest of Question 18. Those who are not working go to Question 19.

P-18 “In the seven days before 10 October did (the person) do any work for PAY (in cash or in kind), PROFIT OR FAMILY GAIN, for at least one hour?”

Payment in kind = e.g. when an employer buys a domestic worker clothes and pays for her medical expenses, or when people working on a farm get part of the crops in return.

Family gain = e.g. when a member of the family looks after the cattle.

Read all the categories to the respondent.

Work includes **formal or informal** work, farming, food production or food gathering, seasonal work (e.g. farm workers or other people who only work during a specific season), casual or piece work/job, selling vegetables or running a spaza.

Classifying work as formal or informal

Formal work is work that takes place in a business or organisation registered in any way, or in the public sector, or in a non-governmental organisation. There are several ways to register a business, such as registration at a Registrar of Companies, Commissioner of Unemployment, South African Medical and Dental Council or Commissioner of Worker's Compensation. Businesses registered to pay VAT or registered as a close corporation are formal.

A private enterprise that is not registered in any way is classified as **informal**.

If a person had more than one activity among codes 1-3, indicate the one on which s/he **spent the most time**.

We are talking here about the **week prior** to census night. The answer is “**Yes**” (codes 1-4) if the person worked for at least one hour on any one day during the reference week. Note that temporary absence, e.g. on annual/sick/study leave, counts as having work for the purposes of this question.

For persons who say they worked (codes 1-3) or were temporarily absent from work, (code 4) skip P-18a, P18b and P-18c and go to Question P-19.

For persons who say they did not have work (code 5), continue with Questions P-18a, P-18b and P-18c. These questions are about unemployment.

• **Question P-18a – Reason why not working**

Ask of all persons ages 10 years and older who said they did not have work.

“What is the main reason why (the person) did not have work in the seven days before 10 October.”

If there is more than one reason, write the MAIN (most important) reason. The person must decide this for him/herself. Give him or her time to come up with a reason.

If the person (or proxy) does not know, try to find one applicable category. For children aged 10-15 the most likely answer will be 1 = scholar or student. For other young persons it might be “**6 = does not choose to work**” or “**7 = could not find work**”. Normally, people find a suitable category after some discussion.

• **Question P-18b – Active steps**

“In the PAST FOUR WEEKS before 10 October has (the person) taken active steps to find employment?”

Active steps = E.g. if the person went to **visit** factories or other employment places, placed or answered advertisements, OR looked for land or a building or equipment to start his or her own business or farm. Read the example to the first person in the household.

There are only two alternatives, **Yes** or **No**. Focus on the examples of activity to find employment or to start own business.

If the person cannot mention any active steps, choose “**No**”. Just reading newspapers is not an active step. The person should also **answer** advertisements.

Most people who chose categories 1–6 in answer to Question 18a should answer “**No**”. However do not query the response even if it appears to contradict the answer to Question 18a. This is intended to pick up people of ambiguous labour force status.

- **Question P-18c – Availability**

“If offered work, how soon could (the person) start?”

We want to know how soon the person can start work. The answer “within one week” means s/he may belong to the “labour force” according to the narrow definition. For labour force policy this question is very important. If the person cannot tell you when s/he could start work, the correct choice may be **5** = “Does not choose to work”. However, as for the last question, answers that apparently contradict the answer to Question 18a are acceptable. Dot the correct box.

NB: Some respondents may think that you are offering them employment. Be sure to make it clear that you are not offering any work.

For all these people who have been answering P-18a, P-18b and P-18c on unemployment, skip the whole of P-19 and go to P-20.

- **Question P-19 – Work status**

“How can one best describe (the person’s) main activities or work status?”

Remember to focus on the seven days before the census.

If a person has two occupations ask for the occupation worked most at.

There are five possibilities. Read out the categories to the first respondent.

1 = “paid employee”. This means a person who works for someone else or a company for a wage or salary, or for commissions from sales or bonuses, or for payment in kind such as food, housing or training.

2 = “paid family workers”, e.g. in shops or on farms. They get a normal salary or wages.

3 = “self-employed”. This means a person who has his or her own business or enterprise but does not employ other persons except for unpaid family workers.

4 = “employer”. This means a person who works for him/herself and employs others in his or her business.

5 = “unpaid family worker”. This means someone that works in a family business or on a family farm without receiving a monetary payment.

6.=“Other, specify”. Write “6” in the box and write the details on the dotted line.

- **Question P-19a – Business or company name**

“What is the FULL name of the business/company or organisation for whom (the person) works?”

If the person works for him/herself (self-employed or employer), and the business does not have a name, write **self**.

If the person performs paid domestic work in a private household, enter "domestic service".

NB: Write the response in the boxes provided and make sure that you write inside the boxes not outside. Do not leave empty boxes in between words. Make sure that you start at the top left corner and write only as much as will fit.

- **Question P-19b – Company or business activity**

“What does the business do (main economic activity)?”

Here we are interested in the **main economic activity of the local unit of the organisation** for whom the person works.

This may differ from the type of work the person performs, which is asked in the next question. For example, someone may be an accountant in a gold-mining organisation, or a messenger in a bank. In the first example, the main activity of the organisation is *gold mining*, while in the second, it is *banking*. Describe the activity in as much detail as possible.

- **Question P-19c – Occupation**

“What is the main occupation of (the person) in this workplace?”

Occupation refers to the type of work the person performed in the seven days before the census. **Use at least two words. Read the examples from the questionnaire to the first respondent.**

Write down the current job title of the person, using two or three words, for example, primary school teacher, private gardener, cattle farmer, domestic worker, bus driver, communication technician, senior demographer, car sales person, office cleaner.

Do not accept only “teacher”, “driver”, “technician”. Use two or three words for the description, otherwise it will be difficult to know what type of work they are doing.

Do not use academic titles like MA or PhD, or titles of honour.

NB: Write the response in the boxes provided and make sure that you write inside the boxes not outside. Do not leave empty boxes between words. Start in the top left box.

Answers to questions P-19a, 19b and 19c should be related, in that they should all refer to the same job. If a person has more than one job, they should answer these questions in relation to their main job. If the answer to the occupation question appears inconsistent, probe.

The table in Appendix 3 contains several examples of name of business, industrial sector, and occupation that **could** go together. The table illustrates two things.

- It shows the difference between industrial sector and occupation. It can be clearly seen that in some cases the occupation is directly related to the industrial sector, but in other cases it is not. Jobs such as driver, labourer, clerk, human relations officer, accountant, can be done in any industrial sector.
- The examples show appropriate wording and level of detail for industrial sector and for occupation.

You should study this table in your own time and make sure you understand the concepts.

• Question P-19d – Hours worked

“How many hours did (the person) work in the seven days before 10 October?”

Remember to include overtime and to add hours worked at a secondary place of work, if any.

If the person was absent from work those seven days, but usually works, indicate the number of hours s/he usually works, including overtime.

Write two digits. Nine hours = 09, 30 hours = 30.

If the respondent says the number of hours he/she works, ask if it is per day or per week. If it is per day multiply the number of hours by the number of days worked during that week.

If a person reports 70 hours per week or more, probe. A normal working week is 5 x 8 hours = 40 hours, or thereabouts. Even including the weekend 7 x 8 would be 56 hours.

• Question P-19e and P-19f – Place of work

P-19e “Does (the person) work in the same sub-place in which s/he usually lives?”

Dot Y for **“Yes”** or N for **“No”**.

We are interested in people who commute between different places from home to work.

If the person lives and works in the same suburb, ward, farm or informal settlement, etc. s/he answers **“Yes”**.

Farmers and persons who have their businesses at home or in a home-based office, e.g. lawyers, dressmakers, dentists, or people with a spaza shop or shebeen in their home, do not have to travel to the place of work. For them dot Y = **“Yes”**.

Sales representatives and truck drivers and other persons with a mobile place of work indicate the place where they normally start their travelling or where they get their orders.

If “Yes”, skip P-19f and go to Question P-20 on children ever born.

If “No” continue with Question P-19f regarding place of work.

P-19f “If No, where is this place of work?”

For persons who do **not** work in the same place as where they live, give their place of work. Write the name of the main place and the name of the sub-place. E.g. Pretoria, Arcadia; or Kutama, Tshikwarane. Add the province abbreviation.

If the person works **abroad**, write the name of the country in the space provided, and not that of the city or the province.

NB: Write the main place in the main place row and the sub place in the sub-place row. Do not continue writing the main place in the sub-place row if the name is too long.

**This is the end of the questions about work.
We now move on to the fertility questions.**

Fertility questions must be asked **of the women themselves**, if necessary in private. You may have to make an appointment to come back and complete these questions with some of the women in the household, even if you have completed the other questions for them by interviewing a responsible person in the household.

- **Questions P-20, P-20a and P-20b – Children born**

Before asking these questions, look at the flap with names, sex and age to check who qualifies to be asked the questions.

*Ask these questions only of women who were born on or after **10 Oct 1951 but not later than 10 Oct 1989**.*

Be careful not to miss any women who qualify. At the same time be careful not to include women younger than 12 old or older than 50.

This question has three parts i.e. P-20, P-20a and P-20b. Again only those women who qualify will answer the second and third parts.

- **Question P-20 – Total births**

“How many children, if any, has (the person) ever had that were born alive?”

Start by asking for the *total number of children born alive*. Include **all** her children, i.e. those who are still living, whether or not they live in this household, **and** those who are dead. (The next question will record how many are **still** alive.) However do not count still births or adopted babies.

If the respondent says that she has 1 child, but that child is ‘late’ (passed away) you write 01 in the box for “Total” and ask:

“Was it a boy or a girl?” Then write 01 in the relevant box.

If she has more than 1 child ask:

“How many of these were boys?” and write the answer in the box, e.g. 02.

“How many of these were girls?” and write the answer in the box, e.g. 01.

Then you confirm the total, e.g. in this case: 03 children who were born alive.

If there is a discrepancy, e.g. total number is 4 but the woman says 2 girls and 1 boy, probe. Ask if the total includes children who have died or are living somewhere else.

If the woman has had **no children**, enter 00 in the boxes for total, boys and girls and ask no more questions of this woman. Skip P-21a and P-21b and go to the household questions.

NB: Note that you must write 00 in ALL the boxes for women who qualify for this question and have had no children, not just the total boxes. (But do not write 00 in these boxes for men or young girls or older women. For these people we do not fill in this question at all.)

• **Question P-20a – Children still living**

Ask this question of all women who answered “1 or more” to Question P-20, i.e. who have ever given birth to live babies.

Adjust your questions according to the answers given in Question P-20. E.g., if the woman has only had boys there is no need to ask about girls here. Just write 00 in the girls boxes.

If boys:

“How many boys are still alive (were still alive on the census night, i.e. 10 Oct)?”

If girls:

“How many girls are still alive (were still alive on the census night, i.e. 10 Oct)?”

Write the answers in the boxes for boys and girls. Add the two together for the total, then ask the respondent if this number of children is still alive.

The total here cannot be greater than the total for children ever born alive in P-21. If the total is greater, probe. The answers to these questions must be consistent.

• **Question P-20b – Last child born**

Ask this question of all women who answered “1 or more” to Question P-20, i.e. who have ever given birth to live babies.

“When was (the person’s) last child born?”

Give date of birth: DD/ MM / YYYY

Write in the correct boxes, i.e. day in the DD boxes, month in the MM boxes and year in the YYYY boxes.

Give sex. Dot the correct boxes, i.e. M for male and F for female

“Is that child alive or dead?” Dot the correct boxes, i.e. A for alive and D for dead.

**There remain two more questions for everyone - travel and income.
Fill in the boxes for all household members.**

- **Question P-21 – Travel to school or place of work**

“How does (the person) usually travel to school or to his/her place of work?”

If more than one mode of travel, indicate the mode that covers the longest distance.

If the person uses **different** modes during the week, e.g. some days gets a lift and some days goes by minibus (also called “taxi”), s/he indicates the one that is **most** frequent or is related to the longest **distance** in the week.

If the mode of travel is not listed, code 9 for “**Other**” should be used, e.g. horses, donkey carts. If a truck driver takes the truck home, this counts as “Other”.

The category 0 = “not applicable” is for people who do not work and are not at any educational institution. People who work at home, and live-in domestic workers, should therefore choose 1 = “on foot”, because this category is for those people who work or go to school but do not use any form of transport.

- **Question P-22 – Income category**

“What is the income category that best describes the gross income of (the person) before tax?”

Read the categories out to the first respondent.

Identify the income from one of the two tables, and enter the code. Both tables are provided so that people can answer in terms of monthly or annual income. The resulting code will be the same, e.g:

- an **annual** income level of R20 000 is category 05.
- a **monthly** income of R3000 is also category 05.

The reference period for annual income is 1 October 2000 until 31 September 2001, and for monthly income September 2001.

Gross income means income before tax or deductions.

Income from investments, private business, etc. should be included. Income from the sale of **home-grown produce or home-brewed beer or cattle** should also be included. If any of these activities have brought in income for the household as a whole rather than for a particular person, simply add the amount to the income of someone in the household.

If the household has received **remittances** or payments e.g. from a person working or living elsewhere, add this income to the total of someone, e.g. the head of the household.

Even a small child can have an income in the form of a child maintenance grant.

It is not necessary to be very exact because the income categories are relatively broad. If the income varies during the year, take the **average**.

You can show the **PROMPT CARD** on the back of the 09 book to help the respondent to identify the total income. The prompt card is useful when people do not want to say their income aloud in front of other household members.

EXERCISE

The story of the Tau household continues.

Thapelo has a degree in social science and works as a teacher at the nearby Redumetse primary school. He normally walks to work. He works from 08:00 to 15:00 Monday to Friday and earns R5000.00 p.m.

Sello has matric, but because of his disability he is not working. He gets R540.00 as a disability grant from the government.

Dipou and Matome are in grades 10 & 12 respectively in a public high school and they use a bus to get there. Selaelo has passed grade 3 and she is a housewife. She also takes care of Madumetsa, who has no education and receives a pension of R540.00 pm, and Modiegi and Mapule, who are not at school.

Selina works as a cashier at Spar and travels by bus to work. She works from 07:00 to 17:00, Monday to Saturday and earns R2000.00 p.m. She also has matric.

Raisibe has no education and gets a disability grant from the government. She helps Selaelo with her housework.

Complete questions 16 to 22 for members of this household.

SECTION B: INFORMATION ON HOUSING, SERVICES AND HOUSEHOLD GOODS

The questions in Section B are for the household as a whole. The questions on page 11 are about housing and services. The questions on the back page are about deaths in the household in the past year.

Ask all the questions in this section of a responsible person, preferably the head or acting head of the household.

- **Question H-23 – Type of living quarters**

This question has three parts. Everyone answers the first part. Only those who choose option 1 for H-23 will answer the other two parts.

“What is the type of these living quarters?”

*This questionnaire will be used for households in housing units **AND** for households in some types of collective living quarters. The choices in Questionnaire A are ‘housing unit’ or one of the different kinds of collective living quarters. If you choose housing unit you will specify which kind in the next question.*

Housing unit: A unit of accommodation for a household, which may consist of one structure, or more than one structure, or part of a structure. (Examples of each are a house, a group of rondavels, and a flat.) It may be vacant, or occupied by one or more than one household.

A housing unit has a separate entrance from outside or from a common space, as in a block of flats.

Premises not intended for use as living quarters, but used for human habitation at the time of the census, such as a barn, warehouse, etc., are also classified as housing units for census purposes.

Those who choose one of options 2-5 skip H-23a, H-23b, H-24 and H-24a, and go to Question H-25 on the next line. The others will answer the next questions.

- **Question H-23 a – Type of housing unit**

“Which type of dwelling or housing unit does this household occupy?”

Write the code in the boxes.

This question should be answered in relation to the housing unit for that household. So a household in a separate housing unit such as a backyard room will answer accordingly. This is another reason why domestic workers, for example, are captured on their own questionnaires.

If this household lives in more than one dwelling (as captured in the next question), answer this question in relation to the main dwelling.

For example, some housing units consist of more than one dwelling, such as a brick house and one or more traditional huts, or a room in a converted hostel, plus a shack outside. In such cases give the type of the **main** dwelling.

Note that “more than one dwelling” refers only to dwellings on the **same site**, not dwellings or houses elsewhere.

- **Question H-23b – More than one dwelling**

“Does this household occupy more than one dwelling on this site?”

This question will capture housing units consisting of more than one dwelling, as explained above. Again we are not talking about other dwellings or houses elsewhere.

- **Question H-24 – Rooms**

This question has two parts, H-24 and H-24a. Only those who answer ‘1 room’ to H-24 will answer 24a.

“How many rooms, including kitchens, are there for this household?”

Count all rooms (in all dwellings, if applicable). Exclude bathrooms, sheds, garages, stables, etc. **unless there are people living in these rooms**, but include all rooms occupied by household members.

Write the answer in the box, e.g. if 4 rooms, write “04”. If three families share a four-roomed house, meaning they occupy one room each and share the kitchen, write “02”. (Notice that the question does not ask how many rooms there are in the dwelling unit, but how many rooms the household uses.)

*Note that the skip is only stated in the instruction for the **next** question.*

- **Question H-24a – Sharing 1 room**

Ask this question if the answer to Question H-24 was “1 room”. If more than one room skip H-24a and go to H-25.

“Are there two or more households sharing a single room?”

Here we get further details of overcrowding if households have indicated in the previous question that they only have one room. Dot “Y” or “N”.

- **Question H-25 – Tenure status**

“What is the tenure status of the household?”

Read out the categories to the respondent. If the household uses several dwellings, fill in the information for the **main** dwelling.

Indicate by writing the code for the relevant category.

- **Question H-26– Piped water**

“In which way does this household obtain PIPED WATER for domestic use?”

Please write only **one answer**.

First ask whether the household has piped water or not. If not, write 1. If they have access to piped water, read out the other categories for the respondent to choose from. Notice that this question includes water piped locally e.g. from a nearby stream or a private borehole. In other words, it focuses on **convenience**.

The question is asking about water used for household needs, not water used for gardens or cattle.

- **Question H-26a – Source of water**

“What is this household’s MAIN source of WATER for domestic use?”

Please indicate only **one** alternative.

Households who have piped water do not necessarily know where the water comes from. In most cases piped water comes from regional or local water schemes (1), boreholes (2) or springs (3). If the piped water is from a regional or local scheme, this takes precedence, and the respondent should not answer e.g. dam even if the scheme uses a dam. The reason is that this question is interested in the **quality** of people’s water (rather than convenience), and it is assumed that water from a scheme is of good quality. People who do not have access to water from a scheme should indicate one of the other sources – this assumes they carry water or have local pipework only.

If the respondent is not sure about the source of piped water, ask if they pay the municipality or service provider for water; if **“Yes”** mark 1. Note however that some people do receive a certain amount of water free from the municipality, so this is not a foolproof way of knowing.

If the answer is alternative 8 (“Other”), specify beneath the box.

- **Question H-27 – Toilet facility**

“What is the MAIN type of TOILET facility that is available for use by this household?”

Read out the alternatives. Alternative 1, **flush toilet attached to a sewerage system**, is found mainly in urban settlements.

Alternative 2 is a **flush toilet attached to a septic tank**. A septic tank is an underground tank where the organic matter in sewage is dealt with by bacterial activity. It has to be emptied from time to time.

We want only **one** toilet facility. If there are several types available for the household, indicate the one that is mostly used.

• Question H-28 – Energy/fuel

“What type of energy/fuel does this household MAINLY use for cooking, heating and for lighting?”

There are three boxes to be filled in for this question. Note that certain fuels **cannot** be used for certain purposes.

If e.g. electricity is used for cooking, heating and lighting, write “1” in each box.

If e.g. the household mainly uses wood for cooking, coal for heating and candles for lighting, write “4”, “5” and “6” in the respective boxes.

If the electricity is not from a service provider but from a private source, e.g. a small private generator or solar panel, write code 9 and specify.

When you specify the energy used, do **not** write in the box; instead write on the dotted line.

• Question H-29 – Household goods

“Does the household have any of the following (in working condition)?”

Dot **Y** = “**Yes**” or **N** = “**No**” for radio, television, computer, refrigerator, telephone and cell-phone. All these devices should be in working order. If a person can receive calls but cannot use the phone to make calls this does not count.

Dot **Y** for **cell-phone** if at least one member of the household owns one or has the right to use one.

If **more than one** household has the right to use the device, e.g. a refrigerator or computer in a **common space**, dot **Y** = “**Yes**”. We are not counting the devices, only how many households and persons in the country have access to them.

In households where they have **neither** a telephone (landline) **nor** a cell-phone, ask Question H-29a about access to a telephone.

In households which have either a telephone or a cell-phone, skip H-29a and go to H-30.

- **Question H-29a – Access to telephone**

Ask of households which have neither a telephone in the house nor a cell-phone.

“Where do members of this household MAINLY use a telephone?”

There are 5 alternatives; choose one on the basis of the answer given and write it in the box. “Nearby” is to be defined quite subjectively.

If the household can use a telephone at a person’s **workplace**, dot alternative 2, 3.or 4.

- **Question H-30 – Refuse or rubbish**

“How is the refuse or rubbish of this household MAINLY disposed of?”

Indicate only **one** type of refuse removal. If there are several, choose the main way.

If alternative 6 (“other”), specify on the dotted line.

This is the end of the questions on housing and services.

EXERCISE

HOUSING INFORMATION FOR THE TAU HOUSEHOLD

They live in a six-roomed house, for which they are still paying the bond. Their water is supplied by the local municipality, which also removes the rubbish once a week. Their water is connected into the house and their toilet flushes into the local sewerage system. They have access to electricity, which they use for cooking, heating and lighting, and they also use it for their refrigerator, radio and TV. They have no telephone in the house but Thapelo has a cell phone.

Complete the housing questions, H-23 to H-30, for the Tau household.

The last question concerns deaths in the past year in this household.

- **Question H-31 – Anybody died**

“Has any member of this household died in the past 12 months, i.e. between 10 October 2000 and 10 October 2001?”

For this question a household member is defined as someone who **usually** lived in this household (for at least four nights a week on average). Any such household members who died during the past year should be recorded here, irrespective of exactly where that person died.

Dot “Yes” or “No”.

If “Yes” dot the correct box and go to H-31a.

If “No” the questionnaire is completed.

- **Question H-31a – Deceased**

Ask of all households which answered Yes to H-31.

This might be a *sensitive* question. Ask tactfully.

In this question you have to complete the table for each household member who died in the reference period. Use one line for each person. First obtain the names of all the people who have died and then go back and fill in the rest of the information for each person named.

“What is the first name of the deceased?”

First name is sufficient. The **names will not be used** in data processing; they are needed only for communication during the interview.

“What was the month and year of death?”

If the month is not known, try to get the year.

“What was the sex of the deceased?”

“What was the age in years at death?”

Write the response in the boxes provided, e.g. if the person was two years when he died write **002**. **Always use three digits** – this is important for the scanning.

If the exact **age** at death is not known, estimate it as accurately as possible. You may ask if the date of birth of the deceased is known, and calculate the age at death. Do not leave the date blank.

“Did the person die from an accident or through violence?”

A person is classified as dying as a result of an accident or through violence if death took place within one month of the date of the incident. If a person was involved in a car accident

and dies within a month from injuries received during the accident, the death is regarded as being caused by the accident.

“If the deceased woman was a woman under 50 years, did (the person) die while pregnant or within six weeks after delivery?”

The answer to this question is **“Yes”** if the woman died within six weeks after delivery from complications due to pregnancy or childbirth.

The interview is now complete.

3.4 At the end of the interview

3.4.1 Completing the front and back pages

After completing all the questions, first fill in the **surname of the household head** in the box on the back page. (This should appear in Row 01 for P-00.)

Then turn back and fill in the **remaining items on the front page**:

- number of questionnaires used per household;
- the number of each questionnaire if more than one;
- the number of people enumerated – male, female and total. Use the flap to determine this information; and
- who completed the questionnaire, an enumerator or a household member through self-completion – dot the relevant box.

If **more than one questionnaire** was completed for the household:

- write the barcode number of the first questionnaire on the **back** page of the second (and third) questionnaire(s). There is a space for this immediately under the words FOR OFFICE USE ONLY.
- write the totals on the cover of the first questionnaire only.

3.4.2 The barcode stickers

Each Questionnaire A has a unique barcode. There are two detachable stickers with the same barcode on the flap of each questionnaire. The stickers are used by the post-enumeration survey for matching their findings with the original census questionnaires.

The last thing to do before you leave the household is to give them the stickers and explain what they are for.

1. Peel off the sticker from the bottom of the flap. Politely ask the respondent to attach it to the **door or wall** of the dwelling where it is clearly visible. If there is more than one household in the dwelling, attach stickers for each household.
2. If you attach the sticker yourself ask the respondent to suggest a suitable place. The sticker should not be attached to the dwelling without permission.
3. Tear off the top section of the flap with the other sticker. Do not peel it off as this one is to be kept e.g. in a drawer. Give it to the respondent and ask him or her to keep it for **at least two months**. Tell him or her that if another Stats SA fieldworker comes in **November** and asks for the sticker, it should be handed over to this person.

You have to explain to the household that the barcode number is only for checking the coverage of the census and is not used for any other purpose. If the loose sticker is lost the fieldworker can copy the barcode from the sticker attached to the dwelling.

Stickers should be left for all questionnaires used.

Thank the householders for their co-operation in this matter.

EXERCISE

- 1 Complete the rest of the information on the front and back page of the practice questionnaire for the Tau household
- 2 Explain how to use the barcode stickers, and what you will say to the household if you are asked what they are for.

3.4.3 Filling in the 09 book

- Write all the barcodes for that housing unit / record number in Column 7 of the 09 book, the results column. If there is not enough space you can also use Column 10, the remarks column.
 - If you have used two questionnaires for one household, fill in both barcodes.
 - If you have enumerated more than one household, write all the barcodes for all the households.
- Add up the males and females for **all** the households for that record number and enter in Columns 8 and 9. You may have to use the back of a listing page to do this addition.
- Fill in Column 6 for total households. Be sure not to confuse this with total people. **There is no column on the listing pages of the 09 book for total people, although there is one in the final table at the end of the book.**
- If you have to return later to enumerate an extra household on the same record number you may need to adjust these totals. You can use an eraser for this purpose.
- If you have enumerated households in separate housing units at one address, enter them on separate record numbers if this was not done at listing stage. You will use the first empty record number(s) and write “See + (the original record number)” in Column 10. Even more importantly, write a reference to the extra record numbers in Column 10 of the original record number. See record numbers 011 and record numbers 311 and 312 on the sample page.

This cross-referencing is so that when your supervisor visits this address, s/he can find any extra entries for the same stand or plot.

The main reason for using extra record numbers in this case is so that the barcodes and the totals are manageable. If we find large or multiple households in the main dwelling **and** extra housing units we might have too much data for one record number. We refer to this process as ‘unpacking’. Unpacking means breaking down an entry for clarity.

3.5 Submitting completed questionnaires

- You should keep in close contact with your supervisor to submit questionnaires regularly.
- Your first batch should be submitted on the first day.
- Thereafter submit your questionnaires in batches at least every three days, or by arrangement with your supervisor.
- Always go through completed questionnaires first to check for mistakes, omissions and errors.
- If mistakes, omissions and errors are found go back to the household and correct them.
- Remember to count households, males and females and enter these totals in the 09 book before handing over any completed questionnaires.
- When submitting completed questionnaires to your supervisor take your 09 book and your yellow batch control sheet with you.
- Your supervisor will record all the questionnaires received on his/her copy of the questionnaire control sheet (batch control sheet), which is blue, as well as on the daily progress form. You should fill in your copy of the batch control sheet at the same time and check with your supervisor that your copies agree.
- The supervisor will check your first ten questionnaires very carefully using Table A at the back of the 09 book. This is to see if there is anything you do not understand.
- The supervisor will also carry out spot checks by visiting households chosen at random from those you have interviewed, and administering the control questionnaire. This will enable him/her to check the accuracy of the information you have collected. These comparisons will be recorded on Table B at the back of the 09 book.

Activities for Module 3

1 Relationship terms

(a) Read the following scenario and answer the questions

The head of the household is a woman who is taking care of six children: three of her own, two belonging to her sister, who works in Johannesburg, and one belonging to her daughter, who also works in Johannesburg.

What will you record for "relationship to the household head" for:

- (i) her own three children?
- (ii) her sister's two children?
- (iii) her daughter's child?

NOTE: This woman is the **mother** of the first three children, the **aunt** of the sister's two children, and the **grandmother** of the daughter's child. However, the question requires you to state the relationship of the children to her, not her relationship to the children.

(See Appendix 8 for the answers.)

(b) Translate the terms into the local language

If you anticipate using a local language other than English when you conduct interviews, hold a short discussion about relationship terms in that language, particularly:

- mother and father
- aunt and uncle
- son and daughter
- grandmother and grandfather
- granddaughter and grandson

For example, if the local language uses the same term for mother and mother's sister (maternal aunt) you will need to be careful that you obtain the right information. If all the children in a household address the household head as father, even if their biological father is absent or no longer alive, you will also need to be careful. The questions for which this is important are Questions p-04, relationship to the household head, and Question P-14 and 15, "mother alive?" and "father alive?"

This issue should be fully explored in the local language(s) until the trainer/supervisor or other census officials present (depending on their knowledge of the local languages) are satisfied that all trainees understand the principles.

2 Read the following scenario and answer the question

In a house in Soweto you encounter an extended family consisting of a woman with three daughters and one son. Each daughter has one or more children and cooks for her own children separately. The son also has a child. The grandmother looks after all the children that are not at school during the day, does all the washing and cleaning, and pays for the electricity out of her pension. She also cooks for herself, her son and his child.

How many households should you enumerate here?

(See Appendix 8 for the answers.)

3 Households with more than ten persons

In the space below write down all the things to remember when you enumerate a household of more than ten persons. This information is all in the manual, but not all in one place.

(See Appendix 8 for the answers.)

Group activity for Module 3

The following are common types of respondent problems in an interview. Discuss in groups how you would deal with them

- 1. The "Stone Wall":** The respondent is annoyed and simply refuses to answer a question (or all questions)
- 2. The Rush-rush Hustle:** "I'm too busy to talk to you now!!"
- 3. The Respondent is afraid to answer some question (or all questions):**
- 4. The Respondent avoids or evades the question:**
- 5. The Respondent talks about irrelevant things:**
- 6. The respondent turns interviewer:** "Why are you asking [this particular question]?"
"What do you mean by that?"
- 7. "I don't remember, I don't know!!"**
- 8. The Respondent keeps interrupting before the question is finished:**
- 9. The Clown:**
- 10. The Out-and-out Liar:** The respondent say things that are CLEARLY crazy or untrue.
- 11. The Wolf:** Sexual harassment

(See Appendix 8 for guidelines.)

MODULE 4 COLLECTIVE LIVING QUARTERS AND THE HOMELESS

Objectives

By the end of this module learners should understand:

- When to use Questionnaire B and C as opposed to Questionnaire A
- How to use Questionnaire B and C
- Procedures for enumerating persons in collective living quarters and homeless persons

Contents

4.1 Introduction

4.2 Which questionnaire to use

4.3 The 09 book

4.4 How to use Questionnaire C

4.5 How to use Questionnaire B

4.6 How to set about interviewing

4.6.1 Tourist hotels

4.6.2 Hospitals

4.6.3 Hostels

4.6.4 Other institutions

4.7 Transients

4.8 The homeless

4.1 Introduction

Not every one in the country is living in a household or in a housing unit on census night.

We must also enumerate all the people staying in hotels, hostels, hospitals, prisons, etc. This requires a different approach in many cases, and making arrangements in advance.

If there are any collective living quarters in your EA they should be clearly marked in your O9 book. Your supervisor or someone from the regional office should have approached the managers or other authorities to arrange for you to administer questionnaires. Where possible you will carry an introduction letter.

4.2 Which questionnaire to use

Institutions

Occupants of institutions (in the strict sense of the term) must be enumerated using Questionnaire B and C.

The B Questionnaire is designed to capture personal information for one individual. Questions about housing and services are then asked once, to the manager of the institution, using Questionnaire C. This saves unnecessary repetition. On the rest of Questionnaire C all the individuals to be enumerated via Questionnaire B are listed.

Tourist hotels, motels, etc.

Tourist hotels, motels, etc, for short-term residents, will also be enumerated using Questionnaire B and C. Even if, for instance, married couples are found in such hotels, they are to be treated as individuals. The manager will answer the housing and services questions.

Residential hotels

Residential hotels and boarding houses, where people live semi-permanently, are enumerated using Questionnaire A.

If you have any difficulty deciding whether a hotel is a tourist hotel or a residential hotel, and the lister has not specified which it is, ask the supervisor to decide for you.

Hostels

Workers hostels, nurses' residences and student residences are also enumerated using Questionnaire A. This means that each person will have to fill in all the housing questions. The answer to the question about rubbish removal can be obtained from the manager.

Old age homes

Frail care sections of old age homes are institutions, just like a hospital. Use Questionnaire B and C.

For people in other sections of old age homes use Questionnaire A.

NB. Note that if older people are living in individual units in a retirement home (or retirement village) these are considered to be households in separate housing units, like a townhouse complex. You must remember this when you get to the first housing questions in the questionnaire.

SUMMARY OF WHICH QUESTIONNAIRE TO USE

Questionnaire A	Questionnaires B and C
Residential hotel Students' residence Home for the aged Workers' hostel (including e.g. nurses' hostel)	Tourist hotel/ motel/ inn Hospital/ medical facility/ frail care centre Childcare institution Home for the disabled Boarding school hostel Initiation school Convent/ monastery/ religious retreat Defence force barracks/ camp/ ship in harbour

Households in housing units in or attached to collective living quarters and institutions

In all cases staff in staff quarters are enumerated using Questionnaire A, the household questionnaire. The house, flat, or rooms where they live is their housing unit. (This is important to remember when you fill in the housing questions). Examples of such people are the doctor in the hospital, warders in a prison, nursing or cleaning staff in a child-care institution, etc. Even if such staff only have a room, they are not inmates of the institution. They have one room just like a nurse in the nurses' residence.

Self-catering holiday accommodation

Note that households in self-catering holiday accommodation, such as holiday flats and chalets, time share complexes, caravan parks and camping sites, are enumerated using Questionnaire A. The flats, holiday homes, caravans and tents are treated as housing units.

4.3 The 09 book

Collective living quarters and institutions should have been listed by subdivisions such as building and room, dormitory, ward, etc., i.e. not at the level of the individual. There will be estimates of the number of individuals for each record number in Column 4.

When you use Questionnaire A in collective living quarters, you should 'unpack' the record number further for each individual or household that you enumerate that was not listed separately. This will apply particularly in hostels. Each one will be on a separate record number, identified by name, and cross-referenced to the record number for the whole room. (See record numbers 313–315 on the sample page.)

When you use Questionnaires B and C you will list all the individuals on Questionnaire C. You will then write the barcode from Questionnaire C in the 09 book. So there is no need to 'unpack' further in institutions, unless you find unlisted rooms or cells etc.

4.4 How to use Questionnaire C

- Write the names of all the people to be enumerated in the institution or section of the institution on pages C3-C12.
- Copy the barcode of Questionnaire C onto the back of each associated Questionnaire B as you complete each interview.
- Write the Questionnaire C barcode in the 09 book.

The following items on the front page are particular to Questionnaire C:

- A box to be dotted if the questionnaire has been used to list homeless persons
- Boxes to fill in how many B questionnaires were completed for this Questionnaire C.

On the line for physical address:

- add the sub-division inside the institution (e.g. number of the block) if applicable, i.e. if you use more than one Questionnaire C for different sections of an institution.
- for the homeless give the location where the group of homeless persons was found.

4.5 How to use Questionnaire B

Questionnaire B does not have the following questions: P-04, P-05a, P-14a and P-15a. Questions on relationships cannot be asked of individuals. The appearance is also different as each form only collects information for one person.

If the questionnaire is administered to a homeless person:

- dot the homeless box on the front page
- write the location where the person was found instead of the name of the institution.

Copy the barcode of Questionnaire C onto the back of each associated Questionnaire B as you complete each interview.

There are no stickers on Questionnaire B. There are barcode numbers but they do not concern you as an enumerator.

4.6 How to set about interviewing

Places where Questionnaire B and C are to be used should have an encircled institution number like this 3 in Column 5, "Feature type", in the 09 book.

Identify these before you start interviewing and obtain the necessary quantities of Questionnaire B and C from your supervisor. The estimated number of occupants should have been written by the lister in Column 4, "Further information", in the 09 book.

Most large collective living quarters will form EAs on their own. However, if you have to enumerate a mixed EA, start with the collective living quarters, especially ones where people may leave on Census day, such as tourist hotels, caravan parks and camping sites, and police cells. Next to be visited should be hospitals and prisons, from where people may be discharged or released. Boarding school hostels, old age homes, etc. are the least urgent.

In the instructions that follow, it is assumed that the supervisor has made arrangements in advance. You should find out from your supervisor the name of the contact person and what arrangements have been made. You will then introduce yourself to the contact person, and proceed as described.

4.6.1 Tourist hotels

- Go to the hotel on 9 October. Through the manager or other contact person, obtain access to the hotel register. Copy the names of the guests from the hotel register onto Questionnaire C, with the room numbers.
- In cases where you can assume a reasonable degree of literacy, such as hotels for business people, distribute Questionnaire B to each room on the evening of the 9th, with a letter asking the guests to return them to the reception desk in the morning.
- If there are families or couples among the guests they will still be enumerated as individuals, using Questionnaire B.
- Return to collect the completed questionnaires **early** on the morning of the 10th and tick off the names listed in Questionnaire C. Ask the manager to help you collect any missing ones.
- Fill in the housing section of Questionnaire C with the manager.
- Lastly, interview any resident staff who live on the premises, using Questionnaire A. Housing questions should be answered in relation to their quarters, not the whole hotel.

4.6.2 Hospitals

- Introduce yourself to the contact person, and establish how they want you to proceed. In hospitals it is advisable to have a guide provided by the hospital or an introduction letter provided by the management.
- Start with one ward. Each ward will have one record number in the 09 book.
- Take the introduction letter, if available, to the sister on duty in the ward, introduce yourself and ask for the register of patients.
- Copy the names and bed numbers of the patients who were there on census night onto Questionnaire C.
- Start interviewing patient by patient.
- Before leaving the ward, check that you have visited all occupied beds.
- The management / communications officer will assist in finding someone to answer the housing questions on Questionnaire C. If the circumstances e.g. with regard to piped water, or any of the other housing and services questions, vary in different wards or different buildings, you may have to use a different Questionnaire C.
- For patients in intensive care wards, or any other wards where you are not allowed access, such as quarantine wards, the information will have to be obtained from patient records, or provided by a staff member. Remember that at least age and sex should be completed for each person, even if no other information can be obtained.

Nurses' residences

- There may be nurses' residences within the hospital premises. These people are to be counted on Questionnaire A as they are households, not inmates.
- Some nurses are called student nurses but they are also paid employees. In this case the classification of "worker" takes preference. For Question P-18 they should indicate "paid employees" and give details of employer and occupation.
- For the purpose of Question H-23, nurses' residences count as workers' hostels (option 5).

Doctors and other staff in housing units in the hospital

Enumerate using Questionnaire A.

4.6.3 Hostels

Remember to use Questionnaire A in hostels.

- Introduce yourself to the superintendent/ hostel administrator. Again it is advisable to have a guide, and this should have been arranged in advance.
- Each room will have been listed on a separate record number. Start interviewing in one room or dormitory.
- List the names of all the people to be interviewed, starting on the first unused record number. In hostels, each person or household must be listed on a **separate record number** because we are using Questionnaire A. (See the last three entries on the sample page.) This process is referred to as “unpacking”.
- Cross-reference the record numbers in both directions. This means that in Column 10 of each new record number that you fill out you will write the record number of the original entry (see record numbers 313-315 on the sample page). On the original entry you write all the associated extra record numbers – you can write across all the columns as you will not need them for totals.
- Enumerate all the people who spent census night in that room, or returned to it the next day.
- You will have to come back in the evening to interview the people who were at work. In a mine hostel or a hostel associated with a specific place of work, find out the times of the shifts so that you know when to come back.

Housing questions

Some of the housing questions will need to be adapted slightly from how they are asked for households in housing units.

- For Question H-23, you will dot option 5, workers hostel, and go to H25.
- For Question H-25, tenure status, the choices will be 4 = rented, or 5 = occupied rent free (e.g. in most mine hostels). Do not assume anything but ask.
- The answers to questions H-26, 26a, 27 and 30 will be the same for each person in the block, and probably in the whole hostel. These are the questions about water, sanitation and refuse removal. If necessary consult the management. You do not need to ask each individual these questions – you can obtain the information and copy it into each questionnaire.
- The households goods asked about in Question H-29 can be private or common. We are asking about access, not ownership.

Physical address

On the front of the questionnaire, the address should include the hostel name **and** the room or block number, as in the 09 book.

After the interview

- Remember to leave the stickers with the respondent.

- Fill in columns 6–10 in the 09 book.

“Converted hostels”

Where hostels have been converted into family units, and households occupy the rooms, instead of a group of single sex occupants, each room is treated as a flat or housing unit.

Shacks outside hostels

Shacks outside hostels should be treated as separate housing units. Be careful not to enumerate people twice. If a hostel occupant spent Census night with his/her family in a shack, s/he will be counted as part of that household. If s/he spent Census night in the hostel s/he will be enumerated in the hostel, and s/he should not be included in his/her family’s household.

However if a household is living in a room in a converted hostel **plus** a shack nearby, the room and the shack form a housing unit. For Question H23a this household would indicate 8 = “room on a shared property”, and for Question H24 they would say 2 rooms.

4.6.4 Other institutions

Always first contact the management. For smaller institutions, in a mixed EA, arrange with the management the best time to come. Follow the 09 book if the sub-divisions were pre-listed, and move around guided by the management. Always use the official lists of occupants where they are available, as this is the best way to ensure coverage. Just as we ask the head of the household for the names of all the people in the household, so we ask the management of institutions for the names of all the people in the institution. Copy the names of the individuals onto one or more Questionnaire C. Then tick them off as you complete each interview. This is particularly useful when everyone is not available at the same time. E.g. in a boarding school hostel some of the children may be playing sport during your first visit.

In prisons, for Question H-29 you must **ask the management** what household goods the inmates can use whenever they want or on a regular basis. Probably you have to dot “no” for all household goods even if they can watch TV or use the telephone from time to time. You only dot “Yes” if a person has **unlimited access** to that appliance or device.

Remember to enumerate any children who are with their mothers in prison. You will have to use a separate Questionnaire B for each child.

In other institutions like convents, boarding school hostels, defence force barracks and camps, home for the disabled, refugee camps and shelters for the homeless you must ask the management what household goods the inhabitants have access to.

4.7 Transients

The census night (9–10 October 2001) will be used for the enumeration of the homeless and transients. Transients are any persons who may only be in that place for one night, e.g. a businessman in a hotel, or a truck driver at an overnight truck stop, as well as homeless people who may move around.

Procedures for people in tourist hotels are given above. This should include motels, inns and bed and breakfast establishments.

People in caravan parks and camping sites are also liable to move on the next day, so those places should also be enumerated as soon as possible. Remember however that in these areas Questionnaire A will be used. More details about caravan parks and camping sites appear in the next module.

Truck drivers found at overnight truck stops should be enumerated there. However truck drivers driving during the night are treated in the same way as any other person working during the night. They will be enumerated where they return to the next day.

4.8 The homeless

- The homeless are those people without a place to live. They may be in overnight shelters or they may be on the street, e.g. on street corners or on pavements, sleeping under bridges, in doorways, in alleyways, at entrances to buildings or shops, at railway stations, or even sleeping in public toilets. In common with everyone else, these people should be counted, including children.
- The homeless usually sleep at the same place every night, even if they move around during the day. The supervisor should have found out from the police or local welfare officials where the homeless usually spend the night. The places should be listed in the 09 book, with an institution number.
- Homeless persons should all be enumerated between 21h00 on 9 October and 05h00 on 10 October.
- In some instances your supervisor or another official will accompany you. If necessary transport should be arranged. Be prepared to work late on census night.
- Use Questionnaire B and complete the list of individuals in Questionnaire C.
- Obtain at least basic information. Interview each person him or herself if at all possible.
- If for example a person is too drunk to respond, or cannot be awakened, or if they refuse to give information, it will still be necessary to enumerate them. Use another person to help you complete a questionnaire, if possible.
- Indicate location details and the person's sex, and an estimate of his or her age. Indicate in Column 10 of the 09 book that the information was completed with the help of a proxy or through observation only.

Activity for Module 4

1. Tabulate the differences between Questionnaires A & B

QUESTIONNAIRE A	QUESTIONNAIRE B

(See Appendix 8 for the answers.)

2. Which questionnaires will you use to enumerate the following?

Type of living quarters	Questionnaire type
Students' residence	
Workers' hostel	
Childcare institution	
Tourist hotel/motel/inn	
Residential hotels	
Home for the disabled	
Old age home with a frail care section	
Blocks of flats	

(See Appendix 8 for the answers.)

3. How and when do you enumerate the homeless?

— _____

MODULE 5 FURTHER PROCEDURES AND FINALISING YOUR WORK

Objectives

At the end of this module, learners should know:

- How to cope with various unusual situations
- How to handle refusals or non-contacts
- The procedure for self-enumeration
- The final procedures when the whole EA is enumerated

Contents

5.1 Difficult areas or persons to enumerate

5.1.1 Commercial farms

5.1.2 High security areas

5.1.3 Caravan parks, camping sites and other holiday accommodation

5.1.4 Young males

5.1.5 Illegal immigrants

5.1.6 Easily forgettable persons

5.1.7 Aggressive households

5.1.8 Language problems

5.2 Self-enumeration

5.3 Refusals

5.4 Non-contacts

5.5 Lost material

5.6 Handling questionnaires

5.7 Completing the 09 book

5.8 Important points to remember

5.1 Difficult areas/persons to enumerate

5.1.1 Commercial farms

In principle you are supposed to move with a supervisor from within the farming area and/or someone who is acceptable to the community while enumerating in commercial farms. The supervisor on arrival to the farm will first talk to the farm owner requesting permission for you to enter the farm and enumerate. Only after the farm owner has granted permission will you go and enumerate farm labourers.

You will probably have to conduct the interviews after hours, when workers' shifts are over, and you should make appointments to enter the property to do this.

5.1.2 High security areas

If you approach a house with high security, buzz the intercom in order to communicate to the residents. You should try to convince the residents to open for you so that you can interview them, or at least come to the gate to be interviewed. Failing that, ask if you can leave questionnaires for self-enumeration (see 5.2 for the procedure for self-enumeration). Remember to enquire about domestic workers so that you leave enough questionnaires, but if the residence owner allows you to interview the domestic workers do so.

5.1.3 Caravan parks, camp sites and other holiday accommodation

In caravan parks and camp sites, stands should have been listed, not caravans or tents. For all other types of accommodation, the units (chalets, rondavels, etc.) should have been listed. Obtain the co-operation of the manager and if possible obtain a map. You can also use the official records to see which stands or units were unoccupied on census night. Enter a result of "unoccupied dwelling" or "unoccupied site" in those cases.

Remember that we are using Questionnaire A in these places. Respondents must answer the housing questions in relation to the holiday accommodation, not in relation to their usual place of residence. Remember to enumerate households in staff accommodation as well.

5.1.4 Young males (18 – 29 Years)

Young males are not easy to find at their places of residence due to the fact they are involved in a number of activities like sports, entertainment, visiting friends, etc. Whenever you go to a household ensure that you enquire about young males who spent their census night in that particular household.

5.1.5 Illegal immigrants

This is a group of people who are often reluctant to give information about themselves for fear of deportation. If a respondent refuses to be interviewed and you suspect that it is because of his/her residence status, then inform him/her about the confidentiality of the information s/he will give and explain that there are no questions about residence status, only about place of birth. You can also show him/her the introduction letter, which explains that private information is not revealed.

5.1.6 Easily forgettable persons

➤ 0 – 4 years

These are infants who are easily forgotten due to the fact that they are sometimes regarded as people who are not supposed to be enumerated. After you have listed the names of all the household members in questionnaire A always inquire if there are children in the 0 – 4 years age group.

➤ Old people

Firstly, make sure that all old people have been included. Sometimes people forget to include them, so you must probe. Secondly, it is not always easy to enumerate an old person. S/he might be slow in responding and/or forget some of the information required. You should be patient and use the historical events list where necessary (see Appendix 2).

5.1.7 Aggressive households

If at any stage while talking to a household you feel threatened or uncomfortable:

- Thank the household and leave.
- Do not get involved in arguments, stick to what you are appointed to do.
- Treat as a refusal.

5.1.8 Language problems

You may occasionally experience language problems. If this happens, ask whether there is anyone who could interpret for you. Children or neighbours might be able to help. However, the respondent must approve the neighbour or some other interpreter because the information is confidential.

5.2 Self-enumeration

There will be some people who want to complete the questionnaire themselves. If you judge that the householder will be able to complete the questionnaire alone, accept his/her request.

If you are not confident that the householder will manage alone, try to convince them that an interview will be quicker and that the information they give you will be kept strictly confidential. Self-enumeration is not encouraged in most cases.

When leaving questionnaires for self-enumeration, you must:

- Ask how many people there are in the household and leave the required number of questionnaires.
- Copy all the front page information onto all the questionnaires.
- Give them the information sheet, and explain that the completed questionnaires will be scanned. Make sure they understand about using dots.
- Make sure they understand who to include – that is, only those people who spent census night in that household.

- Ask them to be sure to fill in their telephone number on the front of the questionnaires. Tell them the number will only be used if there is some information missing.

Before you leave, remember to ask if there any domestic workers living on the property or any other separate households, and ask for permission to interview them.

Collecting the questionnaires

- Arrange a mutually convenient date and time to *pick up* the completed questionnaire. Write the appointment in Column 10 of your 09 book. Collect the questionnaire at the date and time that you have arranged with the householder.
- When you collect the questionnaire, look through it and check if it has been completed correctly before leaving the house. If anything is incomplete or unclear you can ask about it immediately.
- If respondents insist on submitting the questionnaire themselves, the two options are: delivering it to a collection point, or mailing it back. For both these options envelopes should be provided, and a note made in your 09 book.

Collection points

Collection points will be established at suitable places such as schools, the post office, police station etc. Find out from your supervisor where the collection point is for your EA. Envelopes with completed questionnaires will be collected by the Fieldwork Co-ordinator and passed back to you via your supervisor. It will then still be your responsibility to check the questionnaire in the usual way. It will also be your responsibility to make a follow-up if the envelope is not delivered to the collection point.

Mail-back option

Self-enumerated questionnaires can also be mailed back, free post, in the same envelope.

However, **this is the last option**, and should only be used if no other arrangement can be made, e.g. if the householder is going away very early the next day, or if s/he insists.

Checking the quality of self-enumerated questionnaires

If a self-enumerated questionnaire is badly filled in (e.g. dots not clearly inside boxes) you can transcribe the information onto another questionnaire. Remember to alter the final records (in the 09 book and on the questionnaire control sheet / batch control sheet) accordingly. You will do this by transcribing the barcode of the **original** questionnaire to Column 10, and identifying it as such, e.g. "barcode number of original questionnaire, information copied to new questionnaire". Then erase the original barcode number from the results column, and write the barcode of the **new** questionnaire there. The original questionnaire will be classified as damaged. Don't forget that the household will have the barcode sticker of the original questionnaire, so it is very important that the replacement barcode number can be traced from these records.

5.3 Refusals

- If a household does not co-operate, and refuses to answer questions, you can first try to persuade him or her to co-operate.
- You can explain the purpose of the census to the respondents on the basis of the accompanying information sheet.
- Sometimes you can obtain co-operation by starting to ask the questions anyway while you are persuading - e.g. it will not take long, you see we just want to know, etc.

If this fails, complete a refusal form, make a note in your 09 book and report the matter to your supervisor. The supervisor will then visit the household to explain the purpose of the census and to persuade the respondents to co-operate. If s/he fails, the matter is then referred to the Fieldworker Co-ordinator.

Only the Fieldworker Co-ordinator is authorised to inform respondents about penalties for refusing to co-operate.

Where possible, proxy information should be obtained for refusals, e.g. from a neighbour. For this data to be used, you must complete at least sex, age and relationship for each household member, and also complete type of living quarters (Question H-22) and type of housing unit (H-23). Do not fill in other data.

You must record clearly in the 09 book that the information was obtained in this way. You will write "refusal" in the results column and the barcode of the proxy questionnaire in Column 10, with a note that it was a proxy. (See record number 007 on the sample page.)

5.4 Non-contacts

- You must make at least three attempts to contact a household at an address or dwelling. If no-one is at home, revisit the dwelling at least three times at different times of day, i.e. if you came during the morning, try again in the afternoon or in the evening. This could be on the same day or another day, but try at a time when someone is more likely to be in.
- You can ask the neighbours when someone is likely to be at home again.
- Do not leave questionnaires for self-enumeration without having made contact with the household.
- At both the first and second unsuccessful visits you should leave the non-contact letter saying when you will come again. On the first visit you tear off the bottom of the non-contact form. On the second visit you tear off the second bit. The top bit will remain in your possession. Use the remarks column in the 09 book to note these appointments. They can be erased later when you enter the final result.
- After three unsuccessful visits, report the matter to your supervisor. Write the final result in your 09 book.
- No proxy information will be taken for non-contacts. (See record number 004 on the sample page.)

5.5 Lost material

- Take precautions not to lose any of your material. The confidentiality of the census would be compromised if completed questionnaires were lost and seen by unauthorised persons, or if your identification card fell into the wrong hands.
- If you do lose material or it is stolen, search for it thoroughly.
- Once you are certain the material is lost, report the matter immediately to your supervisor so that a decision can be taken on how to proceed.

If a census official is found guilty of any of the above mentioned offences he or she is liable to a fine not exceeding R10 000 or a prison term not exceeding six months, or both.

5.6 Handling the questionnaires

- When handling completed or unused questionnaires, please keep them as flat as possible, without folding them. The same instruction should be passed on to the self-enumerating households or individuals.
- Keep all questionnaires away from any contamination such as rain, dust, food and drink. If a questionnaire is damaged before it is used, report this to your supervisor. This must be recorded on the batch control sheet. If a questionnaire is damaged after it has been completed, record it as damaged in the same way, and then copy the information to a new questionnaire. If this happens, remember to alter the barcode number in the 09 book. You do this by copying the original barcode number to Column 10, and making a note such as “original barcode number; questionnaire damaged and replaced”. Then erase that barcode number from the results column, and write the new barcode number there.
- **ALL** questionnaires, filled or unfilled, should be returned to your supervisor at the end of the enumeration period.
- Remember, never give blank questionnaires to another enumerator or accept blank questionnaires from another enumerator. The questionnaires allocated to you are linked to your name and Census ID number. You cannot use someone else’s questionnaires for your EA.

5.7 Completing the 09 book

When you have completed enumeration in your EA you must finalise the 09 book as follows:

Totals for each page

- When the number of males, females and households (where applicable) have been entered for each record number on one page of the 09 book, add the figures in each column and write the totals on the bottom line of the page.
- There should be no entry for number of households on record numbers where Questionnaires B and C were used. These record numbers should have an institution number, and the questionnaire barcode (from Questionnaire C) begins with 3.

Totals for the whole 09 book

- Copy the totals for each page onto page 41 of the 09 book, where you will find one line for each listing page.
- Add up each column and write the totals on the bottom line.
- These totals are important. The total males and females added together will be compared to the estimated population figure for your EA.
- Note that there is no column on the listing pages of the 09 book to record total people, but this will be obtained by adding the males and females.
- Carry the totals from the bottom of page 41 to the cover page of the 09 book.

5.8 Final procedures

- You and your supervisor must both sign the front of the 09 book.
- You must also both sign forms S-04 and S-07, the questionnaire control sheet and the payment form.

5.9 Important points to remember

- Always wear your Census ID Card while on duty.
- Conduct interviews professionally.
- Be polite, positive and friendly.
- Remain calm and reasonable even if the person is nasty and abusive.
- Only enter the dwelling if asked to do so. You can do the interview from the front door or gate if necessary
- Never discuss politics or other controversial issues.
- Do not become involved in personal problems.
- If there are dogs, ask in a friendly manner that they be restrained.
- Restrict yourself to Census matters only.
- Respect the privacy of people. Be aware that some people may prefer to answer questions separately from others in the household.
- Always dress neatly.
- Do not take anybody with you (e.g. friends) who are not part of the Census project.
- At the end of your visit, thank the householder for their time and co-operation.
- Should complaints about your behaviour arise, an investigation will be conducted and if found guilty, you will be dismissed immediately.

ENJOY YOUR WORK!

APPENDIX 1:

ENUMERATOR'S FORMS

Introduction letter

Non-contact letter

Refusal form

APPENDIX 2: LIST OF HISTORICAL EVENTS FOR ESTIMATING AGE

YEAR	NATIONAL EVENTS
1901	African People's Organisation founded
1902	The death of Cecil John Rhodes
1902	The signing of the Vereeniging Treaty
1910	Union of 1910 which created South Africa
1910	Louis Botha chosen as the prime minister of the new Union
1910	Labour Party was formed
1911	South African Party was formed to unite white political interests
1911	Mines and Works Act – which served as means to reserve work for white people
1912	South African Native National Congress (SANNC), the forerunner of the ANC, was founded
1913	Indian immigration was stopped for all except the families of existing residents
1913	Native Land Act was passed, confining ownership of land by blacks to regions remote from the main commercial farming areas
1914	National Party was formed
1914	World War 1 started
1917	Ernest Oppenheimer established Anglo American Corporation with the backing of American capital.
1918	The secret organisation the Afrikaner Broederbond was founded to promote Afrikaner unity and dominance
1918	World War 1 ended
1918	Spanish influenza hit South Africa
1918	The Status Quo agreement between the Rand mine owners and white mine workers unions reserved jobs on the mines for whites.
1919	Death of Louis Botha; Jan Smuts became Prime Minister
1920	Native Affairs Act – legislation extending the system of local councils set up under the Glen Grey Act throughout the African reserves
1920	South African Indian Congress (SAIC) was established
1921	Bulhoek Massacre – an attack on the followers of the prophet Enoch Mgijima, known as Israelites
1921	Communist Party of South Africa was formed
1922	Rand Revolt – General strike by white miners on the Witwatersrand in protest at falling wages and the replacement of semi-skilled white workers with lower-paid African migrant miners
1923	Native (Urban Areas) Act – legislation empowering municipalities to enforce residential segregation on Africans in towns
1924	Industrial Conciliation Act was introduced to promote the interest of the white working classes, who were the main support for Labour Party
1924	The Industrial Conciliation Act recognised the right to form unions and strike for all except those regulated by native pass laws
1925	The South African Trade Union Council was formed
1926	Hertzog's "Native Bills" published
1927	The Immorality Act – which forbade sexual intercourse between Africans and whites
1927	Native Administration Act – legislation that made the Government-General 'supreme chief' over all Africans.
1930	Pixley Seme appointed as the president of the ANC

YEAR	NATIONAL EVENTS
1932	Native Service Contract Act – legislation forcing all tenants on white-owned farms either to work between three and six months per year for the landowner or to pay tax
1934	Carnegie inquiries into poverty, which to the setting up of social welfare for whites by government
1935	Slums Act – legislation giving the state the right to declare any building or area a 'slum' and to give orders for its demolition
1935	National Liberation League was formed in opposition to racial segregation
1936	Native Trust and Land Act – the legislation providing for the addition of land to the reserves established by Native Land Act
1936	Native Representatives Council – Advisory body for Africans – set up by the Representation of Natives Act
1937	First meeting of Natives Representative Council in Pretoria
1937	Native Laws Amendment Act – these controls included the fencing of the urban locations and the ban on the buildings of any churches, schools or places of entertainment for Africans outside the locations
1938	Euufees Centenary Festival held to celebrate the Great Trek.
1939	World War 2 began
1940	Alfred Xuma became president of the ANC
1941	Council for Non-European Trade Union (CNETU) was formed to co-ordinate trade union initiative among African workers
1941	African Mine Workers Union formed
1942	Influx control relaxed
1943	Non-European Unity movement founded
1944	ANC Youth League formed
1945	World War 2 ended
1945	The Anti Cad (Anti Coloured Affairs Dept) affiliated to the Non-European Unity movement
1945	Consolidated Urban Act tightens up influx control restrictions
1948	National Party won elections
1948	Christian National Education was extended to English- medium white schools and also to black schools by Bantu Education
1948	DF Malan was elected Prime Minister
1949	Mixed Marriages Act – prohibited mixed marriages.
1950	The death of Jan Smuts
1950	Population Registration Act – which classified all South Africans by race
1950	Immorality Act – prohibited sexual contact between whites and other South Africans in an attempt to maintain white 'purity'
1950	The Group Areas Act – enforced separate residential areas for different racial groups in towns
1950	Suppression of Communist Act – legislation banning the South African Communist Party
1951	Mangosutho Buthelezi joined the ANC Youth League and was expelled from Fort Hare University
1951	Illegal Squatting Act – empowered the state to forcibly remove squatters at its own discretion
1951	Torch Commando was formed to oppose the exclusion of coloureds by the National Party government
1952	Abolition of passes and Coordination of Documents Act which extended the pass laws to women

YEAR	NATIONAL EVENTS
1952	Albert Luthuli was elected President of the ANC
1952	The right of Africans to reside in towns was further restricted
1952	Native Laws Amendment Act limited the rights of Africans to remain in towns to those who had been in regular long-term employment
1953	The Reservation of Separate Amenities Act extended segregation to all public amenities
1953	The Bantu Education Act segregated education
1953	Congress of Democrats was formed in response to ANC call for whites to work in co-operation with anti-apartheid campaigns
1953	South African Coloured People Organisation (SACPO) was formed by Alex la Guma
1954	Federation of South African Women was formed
1954	The Native Resettlement Act enforced separate residential areas in towns
1954	JG Strydom became Prime Minister
1954	Oliver Tambo became Secretary-General of the ANC
1955	Black Sash – Organisation of liberal, predominantly white women was formed in protest against the unconstitutional removal of the coloured people (from what??)
1955	Forceful removal of Sophiatown residents
1955	South African Congress of Trade Unions – umbrella trade union founded for African workers
1956	The development of Soweto
1956	20 000 women marched to Union Buildings protecting against the imposition of pass laws for African women
1957	Mass boycott of public buses by the residents of Alexander township in protest at the raising of fares.
1958	Hendrik Verwoerd became Prime Minister
1959	Extension of University Education Act segregated university education
1959	Pan Africanist Congress (PAC) was established
1959	Robert Sobukwe became the first president of PAC
1960	Sharpeville shootings
1960	Representation of Africans in parliament abolished
1960	Potlako Leballo, co- founder of PAC, was imprisoned
1960	State of emergency declared
1960	Tambo leaves country to set up exile mission
1961	Umkhonto we Sizwe was founded
1961	African Resistance Movement (ARM) was formed in opposition to the ANC
1961	South Africa broke away from the British Commonwealth of Nations and formed a Republic
1961	The declaration of the Republic of South Africa
1961	Albert Luthuli was awarded the Nobel Peace Prize
1961	Robben Island was taken over by the prison department
1962	United Nations General Assembly votes for economic and diplomatic sanctions against South Africa
1962	Nelson Mandela was arrested and sentenced to life imprisonment
1963	Umkhonto we Sizwe leaders were arrested and sentenced to life imprisonment at the Rivonia Trial
1963	General Law Amendment Act – this Act gave police power to arrest and detain anyone they saw fit for a period of up to ninety days, without access to lawyers or family

YEAR	NATIONAL EVENTS
1963	United Nations imposed arms embargo on South Africa
1964	Bantu Labour Act was introduced as a measure for urban influx control
1964	ARM bombed the Johannesburg railway station
1964	Bantu Labour Act restricted employers to recruiting Africans through government-controlled labour bureaux
1964	Walter Sisulu was sentenced to life imprisonment
1965	Detention without trial for 180 days introduced
1966	Hendrik Verwoerd was assassinated in parliament
1966	John Vorster became the prime minister
1966	Destruction of District Six
1967	Death of Luthuli
1967	South African Council of Churches (SACC) was formed
1968	Coloured people representatives in parliament abolished
1968	English cricket tour is cancelled because of D'Oliviera affair
1968	Azanian People's Liberation Army (APLA) was formed
1969	Herstigte Nationale Party (HNP) was formed
1970	Homeland citizenship was imposed on all Africans
1984	Uprising in the Vaal Triange in protest to increase in rent which sparked off other townships throughout the country
1985	National Education Crisis Committe (NECC), an orgnization of parents, teachers, and youth was formed in Johannesburg.
1972	Black People's Convention (BPC) was formed
1972	Andries Treurnicht became the chairman of the Broederbond
1973	Afrikaner Weerstand- Beweging (AWB) was formed by Eugene Terre'blanche
1973	Steve Biko was banned and restricted to the King William's Town district
1976	Soweto uprising due to enforced teaching of some subjects in Afrikaans in African schools
1977	Steve Biko was arrested by security police
1977	Black People's Convention was banned
1977	The death of Steve Biko
1978	The death of Robert Sobukwe
1978	Azanian People Organisation (AZAPO) was formed
1978	PW Botha become the prime minister
1982	Black local authorities established for Africans in both rural and urban areas and elected by local residents
1982	Cyril Ramaphosa was appointed the secretary-general of the National Union of Mineworkers
1982	Conservative Party (CP) was formed under the leadership of Andries Treurnicht
1983	United Democratic Front (UDF) was formed
1983	Tricameral Constitution which created separate parliamentary assemblies for white, coloured and indian members of parliament.
1984	AZAPO was banned
1984	Archbishop Desmond Tutu was awarded the Noble Peace prize
1984	Nkomati Accord- a non- aggression treaty signed between P.W. Botha and Mozambican president Samora Machel at the border town of Nkomati
1985	State of emergency declared and troops moved into townships
1985	Uitenhage shooting
1985	Sanctions were imposed on South Africa by Commonwealth of Nations
1985	COSATU was formed

YEAR	NATIONAL EVENTS
1985	Mixed Marriage Act was repealed
1985	Congress of South African Trade Union was formed
1986	Pass laws abolished
1986	The United Workers Union of South Africa was founded under the aegis of Inkatha
1986	Samora Machel died
1987	PFP lost its position to CP as an opposition party
1987	Conservative Party became the official opposition of the National Party
1987	Cyril Ramaphosa led a major national strike
1987	Chris Hanani was appointed as the Chief of staff of Umkhonto we Sizwe
1988	Attempted coup against Lucas Mangope was crushed by South African troops
1988	State of Emergency declared in the townships
1988	Mass Democratic Movement (MDM) was established in opposition to apartheid
1989	FW de Klerk became the State President
1989	Walter Sisulu was released from prison
1990	All Political Parties were unbanned
1990	Nelson Mandela was released from prison
1990	COSATU joined the ANC –South Africa Communist Party alliance
1991	Mangosutho Buthelezi converted Inkatha into a political party, the Inkatha Freedom Party (IFP)
1991	Nelson Mandela was elected as president of the ANC
1991	Group Areas Act, The Native Trust and Land and Population Registration Acts were repealed
1991	Negotiations for Political changes were begun at the multi-party Convention for a Democratic South Africa (CODESA)
1991	Goldstone Commission was appointed to investigate the cause of continued violence within South Africa
1991	Oliver Tambo returned to South Africa
1991	Umkhonto we Sizwe ended the armed struggle
1992	Boipatong Massacre- the killing of township residents by Inkatha supporters which led to the collapse of the CODESA talks
1993	FW de Klerk and Nelson Mandela were awarded the Nobel Peace Prize
1993	The collapse of the CODESA negotiations
1993	Chris Hanani was assassinated
1994	Government of National Unity was elected
1994	Nelson Mandela was elected the first black president of South Africa
1994	The death of Oliver Tambo

EASTERN CAPE

1901	Bubonic plague
1902	Great blizzard
1904	Death of Sigcawu
1909	Halley's comet
1909	Crop disease
1910	Death of Tini Maqoma
1910	Death of King Edward
1911	The first census of the union
1911	East coast fever in West Pondoland

1913	Visit of Lord Gladstone
1916	Fort Hare University was established as college for Africans
1917	First great floods
1918	Influenza epidemic
1934	Arrival of locusts
1934	Visit of Prince George
1940	Total eclipse of the sun
1960	Pondoland Revolt – government troops attacked the rebel headquarters at Ngquza Hill killing more than 20 people
1963	Transkei became the first homeland to obtain self-government

FREE STATE

1913	African women demonstrate against passes
1917	Strike in Bloemfontein by municipal workers led by Henry Msimanga
1935	All African Convention (AAC) – umbrella organisation formed in Bloemfontein to co-ordinate opposition to Hertzog's segregation bills.

GAUTENG

1904	Chinese recruited to work for the Rand Gold mining industry
1907	The end of the recruitment of Chinese Labourers
1918	Strike by Johannesburg sanitary workers for higher wages
1944	Anton Lembede elected as the assistant secretary of the Transvaal branch of the ANC
1976	Soweto uprising due to enforced teaching of some subjects in Afrikaans in African schools
1976	Hector Peterson was the first victim to be killed during the Soweto uprising
1976	Cillie Commission of inquiry was appointed by the state to investigate the cause of the Soweto uprising
1984	Uprising in the Vaal Triangle in protest to increase in rent which sparked off other townships throughout the country
1985	National Education Crisis Committee (NECC), an organisation of parents, teachers and youth was formed in Johannesburg

5.10

5.11 KWAZULU-NATAL

YEAR	KWAZULU-NATAL
1901	Death of Queen Victoria.
1902	End of Anglo-Boer War. Peace of Vereeniging signed.
1902	Coronation of King Edward VII.

1904	Death of Usibep at his Banganomo kraal.
1905	Snow blizzard (<i>cf</i> 1892)
1906	Imposition of Poll Tax.
1906	Bambata Rebellion.
1906	H.M Stainbank, Magistrate, Mahlabatini, shot and killed, at night, at Nolele Drift.
1906	Mome Gorge Fight – Bambata and Mehlokazulu killed.
1907	Trial of Dinizulu at Greytown.
1913	Death of Dinizulu at Middleburg, Transvaal.
1913	Burial of Dinizulu at Nobamba, Natal.
1916	C.A. Wheelwright, C.M.G., assumes duty as Chief Native Commissioner, Natal.
1916	Appointment of Solomon, son of Dinizulu, as Chief over the Usutu.
1918	Serious faction fight in Eshowe District between Ntuli and Biyela tribes, 24 were killed.
1921	Chief Mskofini (Misi-Kofeli – named after Mr. Schofield) sentenced to death by Native High Court at Durban.
1922	Serious faction fight in Mpofana District between Tembu and Baso tribes; 31 Africans were killed, including Chief Gqikazi of Baso tribe, many kraals burnt down.
1922	First visit of General Smuts, Prime Minister of the Union of South Africa, to Zululand and Tongaland.
1925	Visit of Prince of Wales to Eshowe.
1933	Death of Solomon kaDinizulu.
1934	Appointment of Mshiyeni as Acting Chief in place of Solomon.
1934	Visit of Prince George to Natal.
1937	Sir Patrick Duncan meets Zulus at Pietermaritzburg and Eshowe.
1938	Outbreak of Foot and Mouth Disease, Zululand.
1939	Appointment of Mshiyeni as Acting Paramount Chief of the Zulus.
1939	Death of Chief Bokwe, Mandlakazi Tribe.
1940	Eclipse of the Sun.
1943	Pegging Act passed (Preventing the purchasing of property by Indians from whites in Durban)
1949	Zulu-Indian riots in Durban
1953	Mangosutho Buthelezi became the chief of the Buthelezi tribe

MPUMALANGA

YEAR	MPUMALANGA
1900	Battle of Bergendal near Belfast – establishment of concentration camps in Standerton and Belfast
1900	Middleburg and the surrounding areas became one of the most advanced agricultural districts in the country
1902	The town of Witbank was laid out
1904	The first eucalyptus trees in South Africa were planted near the village of Sabie. Start of forestry
1906	Exotic pine trees planted on the escarpment
1911	Construction of the Belvedere Power Station near Blyde River. 1st power station in the Southern Hemisphere
1921	SACP targeted industrialized areas like Delmas, Witbank, Middleburg
1922	The Ndundza – Ndebele people – settled on land near Dennilton.
1923	Echo Caves discovered by JA Claasen

1926	Kruger National Park was established – tourist route development
1929	The first private sawmill was established
1944	Anton Lembede was elected as the assistant secretary of the Transvaal branch of the ANC
1948	The first fisheries industry was established in Lydenburg
1956	The Ndebele people were given property rights to the Nebo Trust farms
1970	Mathews Phosa and Fish Mahlalela went into exile
1970	White Rhodesian farmers settled in Mpumalanga and started tobacco farming
1972	KwaNdebele declared a homeland
1986	Uprising in KwaNdebele against the administration and prevented the planned imposition of independence

NORTHERN CAPE

YEAR	NORTHERN CAPE
1901	First Motor Car introduced into Kimberley by General Manager of De Beers
1902	Ernest Oppenheimer arrived in Kimberley
1902	Queens Theatre destroyed by fire
1903	Kimberley school of mines transferred to Johannesburg
1904	Electric trams introduced by De Beers between Kimberley and Beaconsfield.
1906	A Branch of the Afrikaanse Christen Vroue Vereeniging (ACVV) opened in Kimberley
1906	Death of Sir Alfred Beit
1908	Railway line between Kimberley and Bloemfontein opened
1908	De Beers mine was closed due to the Depression
1910	A parcel of 470 carats of diamond discovered buried in the hedge around the Old Stead Street cemetery
1911	St Cyprians Cathedral completed.
1911	The first aeroplane to visit Kimberley landed near the present airport site
1912	Severe earthquake shock felt in Kimberley
1916	German internees were housed in the old De Beers Conviction station building
1918	Influenza epidemic – Belgrave Hotel turned into a temporary hospital
1924	The Earl of Athlone and Princess Alice visited Kimberley
1925	Prince of Wales visited Kimberley
1930	Disastrous fire causes great damage to Kimberley's shopping centres. Four buildings completely destroyed
1934	Prince George visited Kimberley
1940	Training camp for Coloured Corps established in Beaconfield
1940	De Beers Road bridge over the railway line raised to allow for bigger engines
1947	King George VI and Queen Elizabeth with Princesses Elizabeth and Margaret visit Kimberley and make Kimberley club their headquarters
1951	De Beers throw open a further portion of the Nooitgedacht farm. A week later the Venter Diamond at 511,5 carats is discovered and another week later the Boshof Diamond of 165,5 carat is discovered.

1952	Severe rioting by Africans in location no2. Location administration office, Bantu Communal Hall, Beer Hall, Board of Health clinic and creche completely gutted by fire. Twelve Africans killed and many more injured.
1956	New Bantu Social Centre in Galeshewe village opened
1957	Four inches of rain fell, breaking all previous records for rainfall
1964	Flaming torch for South African Games reach Kimberley on first leg of trip to Johannesburg

NORTHERN PROVINCE

03/Nov/1895	Day of prayer - drought, locusts and diseases in human beings and animals
1/Dec/1895	Day of thanks for heavy rains
1896	Locusts and horse disease, fever and famine
1897	Epidemic - hundreds of people died (both blacks and whites).
31/May/1899	Pietersburg - Pretoria railway line officially opened. Visit of P. Joubert.
08/Apr/1901	Occupation of Pietersburg by British forces.
25/Sep/1903	First city council formed. E.G. Ireland was the mayor
1925	Zion Christian Church (ZCC) was formed by Engenas Lekganyane
1971	Lebowa was established under the Bantu Homelands Constitution Act as a homeland for Pedi speaking South Africans.
1971	Venda was established under the Bantu Homelands Constitution Act as a homeland for Venda-speaking South Africans. Its president was Patrick Mphahlele.
1977	Gazankulu declared as a self-governing territory for Tsonga-speaking people under the apartheid homeland policy. This homeland was led by Hudson Ntsanwisi
1979	Venda got its independence
1986	Pietersburg celebrated its 100 years of existence.

NORTH WEST

YEAR	NORTH WEST
1910	Naledi (for others Kopano)
1925	Mabele a Mantsho
1933	Leboroboro/ Leuba/ Ngwaga wa tsie
1947	Dikgokong di feta di ya Kgalagadi
1977	Bophuthatswana got its independence under the leadership of Lucas Mangope

WESTERN CAPE

YEAR	WESTERN CAPE
1902	Forced removal of Africans from Cape to Ndabeni
1905	School Boards Act segregates Cape schools
1908	Indians launch massive anti-pass campaign
1908	National convention meets to consider terms of unification

1910	Parliament sits in Cape Town
1913	Unification came into operation and Greater Cape Town was born
1919	Industrial and Commercial Workers Union – for Cape Town dock-workers – was formed
1919	The Industrial and Commercial Workers Union members went on strike for better pay
1920	Coloured Labour Preference Policy – attempts by the Cape Town city council to ensure jobs went to coloureds rather than Africans
1926	Mines and Works Amendment Acts provided for colour bar in employment
1930	Pass-burning launched by CP
1930	White women get the vote
1931	Property and literacy qualifications removed for white voters
1932	Depression reached its peak
1933	Severe drought
1934	NP and South African Party form United Party(UP)
1936	Representation of Natives Act- legislation that removed the Africans in the Cape Colony
1948	Suburban railway apartheid in Cape Peninsula
1960	Langa march against pass laws

APPENDIX 3: BUSINESS ACTIVITY AND OCCUPATION

Examples of possible answers to question about name of business, business activity, and occupation.

FULL NAME OF BUSINESS (If applicable)	MAIN ECONOMIC ACTIVITY OF BUSINESS	MAIN OCCUPATION OF INDIVIDUAL
Question P-19a	Question P-19b	Question P-19c
XYZ Mining Cooperation	Gold Mining	Internal Auditor
XYZ Mining Cooperation	Gold Mining	Cleaner
Jet Bank	Banking	Bank Librarian
Department of Education	Primary Education	Primary School Teacher
Pretoria Hospital	Health Care	Occupational Therapist
Road Constructors	Road Construction	Civil Engineer Road Construction
Domestic Service	Domestic Service	Domestic Worker
View Motors	Vehicle Retail Trade	Used Car Salesperson
Self	Retail Trade	Street Vendor
Next Clothing	Retail Trade	Salesperson Cosmetics
Khumalo Boerdery	Market Gardening	Farm Supervisor
Khumalo Boerdery	Animal Farming	Animal Farmer
University	Tertiary Education	Laboratory Technician
Pharmarama	Health Care	Pharmacist
Pretoria Municipality	Local Government	Filing Clerk
Hellies Bank	Banking	Bank Teller
Hunters	Investment	Systems Analyst
TKZ Tobacco Pty Ltd.	Tobacco Manufacturing	Cigar Moulder
Witbank power supply	Water Purification	Furnace Operator
Poso	Courier Activities	Truck Driver
SA Hotel	Hotels and Restaurants	Housekeeper
Department of Trade and Industry	Provincial Government	Director General
Land Transport Services	Passenger Transport	Human Resources
Hirsch, Cohen and Khumalo	Legal Activity	Attorney
Normans Designs	Clothing Manufacturing	Clothes Finisher
Tau and Sons	Building Construction	Labourer
ABC Union	Trade Union Activity	Secretary-general
SADF	Defence	Brigadier
SABC	Television Entertainment	News Reader

APPENDIX 5: POLYGAMY

Rules for marital status in relation to polygamy:

- A. Women cannot have multiple husbands, and women can never have marital status 3 (polygamous).
- B. In a polygamous marriage, the man declares his marital status as 3 (polygamous): each of his wives declares her marital status as either 1 (civil/religious marriage) or 2 (traditional/customary marriage). Note that wives in polygamous marriages cannot have marital status 4 (living together).
- C. In a non-polygamous marriage, each partner can have marital status of 1 (civil/religious marriage) or 2 (traditional/customary marriage) or 4 (living together).
- D. If a man has multiple wives, his marital status must be 3 (polygamous).
- E. Each of a polygamous man's wives should make her spouse number person point to the man, and the man's spouse person number should point to the first of his wives.
- F. It is possible to have a polygamous man with no spouses or with a single spouse in the household.

In the situation where there is a compound ("kraal") consisting of several huts, each of which has its own separate cooking and eating areas, the people in each of these huts would be enumerated as separate households.

For example, a man lives in his compound with his 3 wives and his son 's family (total of 4 huts). There would be 4 households here to enumerate, and 4 questionnaires filled out. The hut where the husband stayed on census night would have a head (him, marital status 3) and a spouse (the wife from that hut, marital status 1 or 2), and spouse person numbers pointing to each other; each of the other 2 wives' huts would just have a head (the wife, marital status 1 or 2) with spouse person number = 99 (spouse not present in the household), and other occupants (children, etc). The son 's family would also be its own household.

None of these questionnaires should be linked (via barcode on the last page), since they are all separate households. Questionnaires linking /continuation only occurs when a single household has more than 10 people (or 20, or 30, etc.).

When a man lives with his wives in the same household and they share the same cooking/eating facilities, then they would all be enumerated as one household, with one questionnaire. The man would have marital status 3; his spouse person number would point to the first wife. Each wife would have marital status 1 or 2, and her spouse person number would point to the man.

This caters for polygamy while still adhering to the definition of a household, which is not based on financial support.

APPENDIX 6: MAIN PLACE, SUB PLACE

Guidelines for Questions P-11a, P-12a and P-19f

Examples in metros

Metro	Main place	Sub place
Tshwane (Pretoria)	Pretoria	Sunnyside
	Akasia	Orchards
	Mamelodi	Stanza Bopape
	Soshanguve	Soshanguve H
	Centurion	The Reeds
City of Johannesburg	Johannesburg	Braamfontein
	Sandton	Bryanston
	Randburg	Fontainebleau
	Soweto	Mofolo
	Roodepoort	Florida Park
Ekurhuleni (East Rand)	Kempton Park	Atlasville
	Tembisa	Lekaneng
	Katlehong	Spruitview
	Bedfordview	Oriel
Cape Metro City (CMC)	Somerset West	Steynsrust
	Cape Town	Camps Bay
	Gugulethu	Barcelona
	Khayelitsha	Graceland
Durban Uni-City	Umlazi	Section H
	Phoenix	Eastburg
	Durban	Glenwood
	Pinetown	Mountain Ridge
Nelson Mandela	Port Elizabeth	Algoa Park
	Ibhayi	Zwide
	Motherwell	Tyoksville
	Uitenhage	Mosel

Examples from tribal areas in the Northern Province and Mpumalanga

Tribal authority	Village
Moutse 1	Malibitsa
Mphahlele	Seleteng
Masoyi	Manzini

Examples from tribal areas in the former Transkei

Administrative area	Village
Cancele	Mhlabas
Dumakadu	Gcakini

Examples from tribal areas in KwaZulu-Natal

Tribal authority	Ward
Ngcolosi	Samungu
Bhekeshowe	Ngodini

Note that we usually give the highest level of main place, and the lowest level of sub place. However there are two exceptions to this.

(1) In the former Transkei, where there are tribal authorities and administrative areas below the tribal authorities, give the administrative area (as shown in the table).

(2) The sub place must pinpoint a specific place when taken in conjunction with the province and main place name given. For example, if you live in Bryanston Extension 3, there is no point writing Sandton for main place, and Extension 3 for sub place. You will have to write Sandton for main place, and Bryanston or Bryanston3 for sub place.

Similarly, if you live in Diepkloof Zone 2, you will write Soweto for main place, and Diepkloof2 for sub place. (If you write Soweto for main place and Zone 2 for sub place, Zone 2 will be ambiguous.)

Similarly, if you live in Venda, there is no point writing Thondoni (which means “near the place of the chief”) for sub place, as there are numerous places called Thondoni within any one tribal authority.

Confirm with the respondent that the sub place name given is unique within the main place name given, as far as they know.

APPENDIX 7:

PAGES FROM THE 09 BOOK

Sample page

Empty listing page

Totals page

APPENDIX 8: ANSWERS TO SOME OF THE EXERCISES

Activities for Module 3

1 Relationship terms

(a) Read the following scenario and answer the questions

The head of the household is a woman who is taking care of six children: three of her own, two belonging to her sister, who works in Johannesburg, and one belonging to her daughter, who also works in Johannesburg.

What will you record for "relationship to the household head" for:

- (i) her own three children?
- (ii) her sister's two children?
- (iii) her daughter's child?

Answer:

- (i) son/daughter (option 03)
- (ii) other relative (option 12)
- (iii) grand/greatgrand child (option 09)

2 Read the following scenario and answer the question

In a house in Soweto you encounter an extended family consisting of a woman with three daughters and one son. Each daughter has one or more children and cooks for her own children separately. The son also has a child. The grandmother looks after all the children that are not at school during the day, does all the washing and cleaning, and pays for the electricity out of her pension. She also cooks for herself, her son and his child.

How many households should you enumerate here?

Answer: four households

3 Households with more than ten persons

In the space below write down all the things to remember when you enumerate a household of more than ten persons. This information is all in the manual, but not all in one place.

Answers:

- use as many questionnaires as you need
- write person numbers 11-20 in the second questionnaire, etc.
- leave the barcode stickers from all questionnaires used
- write the totals for the whole household on the first questionnaire, and leave the total boxes empty on the other questionnaire(s)
- fill in the box for "If more than one questionnaire, what is the number of this questionnaire?"
- write the barcode number of the first questionnaire on the back of the other questionnaire(s)
- write all the barcodes in the 09 book

Group activity for Module 3

The following are common types of respondent problems in an interview. Discuss in groups how you would deal with them

Here are some guidelines for dealing with these problems:

1. The "Stone Wall": The respondent is annoyed and simply refuses to answer a question (or all questions)

Try to find out why the respondent refuses to answer the question and see if you can persuade him/her to do so. The respondent may be angry about something. Listen for a minute or two and then quietly direct the respondent back to the question. Or ask if you can help to clarify something about the question, or the categories. If the respondent still refuses, do not comment, just go on quickly to the next question. Write "refuses" if that is an option.

2. The Rush-rush Hustle: "I'm too busy to talk to you now!!"

"What would be a better time for me to come back? I'll note down an appointment that is more convenient for you." Explain that the interview will only take between 20 and 30 minutes, and that everyone in the country is being interviewed. Try and find out if there is a real time problem, or some other source of resistance that you can deal with (e.g. confidentiality).

3. The Respondent is afraid to answer some question (or all questions):

"We are asking these same questions of thousands of people, and what you say is absolutely confidential. By law, we are not allowed to publish any information that identifies individual people, and I can be prosecuted if I reveal any information from this interview. After the numbers are put into the computer, all the questionnaires will be destroyed."

4. The Respondent avoids or evades the question:

Offer to repeat the question in case the respondent simply does not understand. If it is due to a lack of information, help the respondent recall or estimate. If the respondent seems concerned about confidentiality, assure them that the information given will be strictly confidential, as discussed above. If all else fails, break out of the interview frame and ask if there's something about the question that disturbs them.

5. The Respondent talks about irrelevant things:

Bring him/her back with probes, or the next question. Drop your pencil, flip pages of the questionnaire, lean back in your chair. Smile and say, "That's interesting. Now, here is the next question."

6. The Respondent turns interviewer: "Why are you asking [this particular question]?" "What do you mean by that?"

Give a very brief explanation of why the question is asked, if you can. Most people just want to be reassured that the question is important, and that their answers will remain

confidential. Or ask, "Could you tell me what it is about the question that isn't clear?" and clarify.

7. The respondent says he doesn't know enough to give good answers:

8. "I don't remember, I don't know!!"

Often these are just ways of saying "Let me think." Silence often works well here. If it's really a memory problem, help supply cues, ask for best estimate (for facts). For a question such as hours worked, help the respondent think it through.

9. The Respondent keeps interrupting before the question is finished:

If it's serious interrupting, say, "Just a minute, let me finish reading the question." Then restate the question in full.

10. The Clown:

A little clowning may be respondent's attempt to create rapport with the interviewer. Serious disruptive clowning is often a sign of nervousness. Be friendly but serious. Keep coming back to the questions, but in your manner or attitude, try to build up respondent's confidence.

11. The Out-and-out Liar (the respondent say things that are CLEARLY crazy or untrue):

The respondent might feel threatened by the question, or is trying to impress you, or does not take the interview seriously. Normally, you should accept the respondent's answers. But if they are CLEARLY AND OBVIOUSLY making something up, you can try to treat it like a little joke: smile and say, "All right, now, what's the real answer?"

If the person is making a joke out of the entire interview, you can say, "Look, we must be serious about this, because I am responsible for getting accurate information. It is truly important for us to know the real situation of our people." Note any responses that appear to be outright lies, and consult your supervisor.

12. The Wolf: (Sexual Harassment)

You must decide for yourself what kind of behaviour can be ignored and what should not be ignored. Break out of "interview mode" if necessary, and say very seriously that this is not appropriate. Be practical, calm and professional. If you feel threatened, walk out. Say that someone will return to complete the interview later. You can also prevent sexual harassment by bringing someone with you (waiting outside), by interviewing in a public place, and by mentioning that your supervisor might come by at any time for a routine "quality control" check.

Activity for Module 4

1. Tabulate the differences between Questionnaires A & B

QUESTIONNAIRE A	QUESTIONNAIRE B
use for households in housing units, residential hotels, students' residences, homes for the aged, and workers hostels	use for individuals in institutions, and tourist hotels, and for the homeless
is used alone	must always be used with Questionnaire C
there is a section with questions about housing and services for the household as a whole	there are only questions for individuals so there are no housing and services questions
has relationship questions	has no relationship questions as the questionnaire is only for one person
has a flap and barcode stickers	has no flap has a barcode number but no barcode stickers

2. Which questionnaires will you use to enumerate the following?

Type of living quarters	Questionnaire type
Students' residence	MODULE 6 A
Workers' hostel	A
Childcare institution	B & C
Tourist hotel/motel/inn	B & C
Residential hotels	A
Home for the disabled	B & C
Old age home with a frail care section	A for the ordinary part; B & C for the frail care section
Blocks of flats	A

Activity for Module 5

3. List all the things column 10 in the 09 book can be used for

Column 10 can be used for:

- cross-referencing if another record number is used for extra housing units at the same address
- details of barcodes of proxy questionnaires in case of refusals
- details of appointments made for revisits (these can be erased later)
- details of arrangements made for retrieving questionnaires left for self-enumeration: appointment to collect, or collection point, or mail back
- barcodes of damaged or badly filled-in questionnaires when information is recopied to a new questionnaire
- any other notes pertaining to that household, temporary or permanent

APPENDIX 9:

MAPS