

INDICATORS OF POVERTY AND SOCIAL
EXCLUSION PROJECT

**Methodology for the Qualitative Stage
of the Indicators of Poverty and Social
Exclusion Project**

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Gemma Wright, Danielle Mason, Sharon Zichawo
and Richard Chigume**

Key Report 2

March 2005

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REPUBLIC OF SOUTH AFRICA

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Methodology for the Qualitative Stage of the Indicators of Poverty and Social Exclusion Project

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Methodology for the Qualitative Stage of the Indicators of Poverty and Social Exclusion Project

1 Introduction

The purpose of this report is to provide stakeholders and interested parties with an overview of the methodological approach adopted in the *qualitative* stage of the Indicators of Poverty and Social Exclusion (IPSE) project. The report is written with the aim of ensuring the transparency and clarity of the research. It is also hoped that there are some lessons and insights to be gained from an assessment of the research approach adopted in the project.

In the rest of this section the overall background and structure of the IPSE project is outlined. In subsequent sections each stage of the qualitative stage of the research will be described, including an assessment of the challenges involved and lessons to be learned.

Poverty research in developing countries has traditionally focused narrowly on income, and often on subsistence income. This approach, whilst important, does not capture the entire picture. Research in developed countries had a similar focus until the 1970's when there was a paradigm shift towards more refined concepts such as multiple deprivation and, later, social exclusion. Policy makers in South Africa, now categorised as a middle income developing country and still suffering from deep divisions resulting from the legacy of apartheid, still tend to define poverty in narrow income terms. The wider goal of this project is to build a strong conceptual and evidence base upon which a more complete understanding of the nature of poverty and deprivation in South Africa can be built.

This project addresses the following issues:

- What definitions of poverty and social exclusion are appropriate in contemporary South Africa?
- How can such definitions be operationalised so as to create measures and indicators that will usefully inform policy-making?
- What is the extent of poverty and social exclusion in South Africa using a consensual definition?
- What does a consensual definition of poverty/social exclusion imply for policies to alleviate poverty and generate a more inclusive society?
- How does a consensual definition of poverty/social exclusion relate to subsistence-based income poverty lines?

The IPSE project has three broad stages. These are:

1) Qualitative Stage- a series of Focus Groups carried out nationwide with men and women from a wide range of income levels, races, language groups, geographical areas etc. The aim of the qualitative phase of the project is to obtain the views of ordinary

people about what they consider to be essential for an acceptable standard of living in South Africa today. This information will inform the survey stage and provide a valuable data set in its own right for analysis.

2) Survey Stage- building on the insights coming out of the qualitative stage of the project a survey instrument is designed that will both define and measure poverty and social exclusion. Questions included in a nationally representative sample survey will be used to generate a list of 'Socially Perceived Necessities' (Mack and Lansley, 1985) that will provide a basis for the design of a set of indicators. Additional survey questions will measure the extent of poverty and social exclusion defined in terms of this set of consensual indicators.

3) Analysis Stage: The data generated by the nationally representative sample survey will be analysed to provide a detailed, multidimensional picture of poverty and social exclusion in South Africa.

The project is currently at the beginning of the survey stage. The remainder of this report focuses on the qualitative stage and outlines the area selection process, the design of the focus group schedule, facilitator recruitment and training, community entry and the focus group organisation, concluding with an outline of the next steps for the project.

2 Area Selection

The qualitative stage of the project began with the process of selecting the areas where the focus groups were to be held and which groups of people should attend them.

This section outlines the methodology used to select the areas in which focus groups would take place. As with any research project, resource and time constraints have had some influence on methodology. Instances of such constraints impacting on the project are explicitly identified in this section, and the choices made are explained.

2.1 Categorising the Groups: What are the Key Variables?

Whilst the project is ultimately interested in the views of individuals in the focus groups we selected focus group locations on the basis of area characteristics and then selected appropriate individuals from the selected area to participate in the group. There are a number of reasons for selecting at an area level. First, geographical location is itself an important variable which might influence participants' views on necessities, poverty, and social exclusion. Second, in order to minimise the 'social distance' between participants in the groups it is important that they come from roughly the same area because otherwise important differences may exist between participants that are not apparent from the data we have. Third, data which can be used to select participants for focus groups is much more readily available at area level (as opposed to individual level). For these reasons it was decided to select areas in which to hold focus groups and then select suitable participants from those areas.

Having decided to select locations for focus groups using area-level characteristics, the next question to emerge was how to categorise the areas. What are the key variables that are likely to influence a person's views on the project's research questions? After a detailed consultation with civil society at a workshop hosted by Black Sash in September 2003, the following key categories were decided upon.

Table 1: Focus Group Categories

Category	Description/Explanation
Province	In order to get a wide geographical coverage it was deemed important for the focus groups to be carried out in a number of different provinces.
Race	Given the strong racial divisions emerging out of apartheid, Race is a very important characteristic for the qualitative stage of the project to take into account.
Income	A central methodological principle of the IPSE project is that the views of all income levels will be gathered (not just the views of the poor). Income level was therefore another core area characteristic.
Language	Language is often strongly associated with a person's identity and would be expected to influence their views on the project's core questions.
Rural/Urban	There are major differences in lifestyle between rural and urban areas in South Africa which could influence people's views on the project's research questions. The importance of peri-rural and peri-urban areas was also raised by some workshop participants.
Formal/Informal	This category refers to the type of dwelling people live in. Informal dwellings are those, such as tin shacks, which are informally constructed out of whatever materials are available (e.g. corrugated iron), sometimes in areas not designated for residential use. Formal dwellings are those which use more formal building techniques and materials (e.g. brick-built houses).
Township/Former Homeland	This category refers to the different classification of areas under apartheid. This category was considered potentially important because the history and development of Township areas was quite different from those of Homeland areas.
Proximity to major industrial centre (urban only)	Proximity to a major industrial centre was considered an important category because it is a proxy for access to labour markets. Proximity to a major city might also influence the different lifestyles to which people have been exposed, which in turn might influence their views on what constitute necessities.
Racial Homogeneity	As an additional element to the Race category discussed above it was thought that the racial homogeneity/heterogeneity might have an impact on people's views. For instance, people from a racially heterogeneous area may be more aware of the lifestyles and cultures of other racial groups.
Special Categories	A number of special categories of people who might be of specific interest to the project were also proposed. These included: farm workers on white-owned farms, domestic workers, non-citizens and expatriates.

Having said that focus groups would be characterized at an area level, there remained some individual characteristics that were important for focus group composition. Most important of these were the age of participants and their gender. These variables were important not just as selecting variables like those in **Table 1**, but also because they can strongly influence how well a focus group works once the participants have been selected. For instance, in some areas younger participants may be unwilling to speak freely in the presence of their elders; or women may be less willing to openly express their views in the presence of men.

2.2 Operationalisation

Having defined the categories for the focus group areas the next step was to find ways to operationalise the categories. This was done using data from the Census 2001 Community Profiles. This is a StatsSA product which provides a variety of Census variables aggregated to different geographical levels, ranging from sub-place level to National level. In order to select areas which were as homogeneous as possible in terms of the selection variables, areas were selected at the lowest level of geography (Census sub-place level). In the 2001 Census there were 21,243 sub-places in South Africa, with the average sub-place containing 2,157 people or 554 households. **Table 2** below shows how each of the categories in **Table 1** were operationalised and outlines any problems which emerged.

Table 2: Operationalising the Categories

Category	Operationalisation
Province	All lower-level geographies can be aggregated to province using the 2001 Census Community Profiles so this category was unproblematic.
Race	Race was operationalised using the standard racial categorisation used in South Africa where individuals are classified as: Black African, White, Indian/Asian, or Coloured. To operationalise this category at sub-place level areas were classed as, for instance, a Black African area if the majority of the population of the area was Black African. Within this classification on a crude majority basis, areas with higher proportions of a single race group were selected where possible (ideally 80% plus being from a single race group).
Income	Income was crudely split into low, middle or high household income. Because data was only available at an area level and was grouped into income bands it was necessary to create a crude average household income for each area. This was done by simply multiplying the number of households within an area that fell within a given income band by the mid-point of that income band and then aggregating the total for each income band together and dividing by the number of households. Having created this crude average, areas were grouped by race and

	then ranked by average income <i>within</i> their racial group. The bottom third of areas in each race group was then classified as low income, the middle third as middle income, and the top third as high income. The justification for ranking <i>within</i> race groups rather than simply dividing up the income distribution as a whole was that the income distributions by race are very different. Local knowledge was also used to verify the classification. So, for example, if fieldwork was to be carried out in a particular province, a local person would be asked to verify those areas which were classified as low, middle and high income and to point out any apparent anomalies.
Language	The Census 2001 Area Profiles contain a language variable showing the number of individuals within an area speaking a given language. Areas were classified as speaking a particular language if the majority of the area's population spoke that language. South Africa has 11 official languages.
Rural/Urban	There is no standard definition of the rural/urban distinction within South Africa and there is at present work being carried out within StatsSA looking at various approaches to defining urban and rural areas. For this project, rural areas were defined using the 'Enumeration Area Type' variable. An area was defined as rural if the majority of its population lived in Enumeration Areas classified as: Sparse; Tribal Settlements; Farms; or Small Holdings. The available data was not nuanced enough to allow for a peri-Rural and peri-Urban classification to be operationalised.
Formal/Informal	The formal/informal distinction was based on the 'Dwelling Type' variable in the 2001 census. An area was defined as informal if the majority of its households were classified as living in informal types of dwelling.
Township/Former Homeland	There were no data in the Census 2001 which allowed areas to be classified as former homelands. These areas were therefore classified based on knowledge of an area's history in addition to maps showing the locations of the homelands under apartheid.
Proximity to major industrial centre (urban only)	Time and resources did not allow for a thoroughgoing definition of this category (although such a definition might be possible using advanced GIS techniques). This category was thus defined on a relatively ad hoc basis.
Racial Homogeneity	An area was classified as racially heterogeneous if it had no majority racial group.
Special Categories	These categories are, by their nature, ad hoc and were treated as such.

2.3 Prioritisation

At this stage a matrix was created to illustrate all the possible combinations of area characteristics under this classificatory system. Even with the simple cut-offs shown in **Table 2** there were 57,024 different area-types, and that is before the gender dimension is included (doubling the permutations) or the age dimension (at least doubling the permutations again, depending on how age is categorized). Given that time and resources only allowed for around 50 focus groups to be carried out it became essential to prioritise those categories and area types which were likely to be most important for the research questions that the project sought to answer.

Prioritisation was carried out based on a number of factors. First, the views of South African academics, civil society, and government officials. Second, the views of the project team regarding the variables which other academic work or theoretical frameworks predicted would be important. Third, practical and resource constraints made certain areas more feasible than others. **Table 3** below shows a number of the most important prioritization decisions that were taken, what categories or sub-sections of categories were eliminated, and why.

Table 3: The Prioritisation Process

Factor/Issue	Action	Reasons/Explanations
Provinces	Focus groups to take place in 6 of the 9 Provinces. Mpumulanga, Northern Cape, and Free State were not included.	Practical considerations strongly affected this decision, particularly the cost of travel and the lack of fieldwork contacts in the 3 excluded provinces. It is hoped that these omissions will not lead to substantially or systematically different views being missed.
Languages	Focus groups will take place in 9 of the 11 national languages. SiSwati and IsiNdebeli are the 2 excluded languages.	The removal of 2 of the languages followed partly from the choice of provinces. Practical considerations, including translation costs and the availability of suitable fieldworkers also influenced the decision.
Race	Not all race groups will be covered in all provinces.	It was felt that the crucial issue was to cover all race groups, and that the expense of covering each race group in each province did not justify the likely returns in terms of quality of information.
Racial Heterogeneity	Not treated as an explicitly separate variable.	Complexity around defining the different possible racially heterogeneous areas meant that this variable is only treated indirectly. This was done by, for example, defining as 'Indian' areas with a range of different proportions of Indian

		people (and likewise for all the race groups).
Proximity to major industrial centre (urban only)	Not treated as an explicitly separate variable	To simplify matters this variable was not treated separately. When selecting areas an attempt was made to make sure that there was a mix of areas, some close to, and some distant from, major urban areas.
Township/Former Homeland	Not treated as an explicitly separate variable.	Although this variable is not treated separately in the matrix of area-types both Township and Former Homeland areas will be covered.
Special Categories	Expatriates and Non-citizens not included.	Expatriates were not included as a special category because it was felt that their views could seriously bias the results and also because of the huge variety of types of expatriate depending on where they were living. Non-citizens, whilst a very interesting category, were not included because of the practical difficulties associated with finding such a group of people.
Age	Not explicitly included as a separate variable	Age (like gender) may be an important variable influencing how well a focus group works. However, given the implications for the number of focus groups of having age-homogenous participants it was felt that it was more important that other variables were covered rather than limiting the scope of the project in order to accommodate age-homogenous groups. However, an effort was made to ensure that the voices of a range of ages of people were heard across the range of focus groups.

2.4 The List of Area Types

Having gone through the process outlined above, the following focus groups were undertaken (**Table 4**).

Table 4: Profile of the Focus Groups

Province	Race	Rural/Urban	Formal/Informal	Income	Language	Gender	Place name
E Cape	Black African	Urban	Informal	Low	Xhosa	Male	Mzomhle (Gonubie)
E Cape	Black African	Urban	Informal	Low	Xhosa	Female	Mzomhle (Gonubie)
E Cape	Black African	Urban	Formal and Former Homeland	Low	Xhosa	Male	Mdantsane
E Cape	Black African	Urban	Formal and Former Homeland	Low	Xhosa	Female	Mdantsane
E Cape	Black African	Urban	Formal and Former Homeland	Middle	Xhosa	Mixed	Umthatha
E Cape	Black African	Urban	Formal and Former Homeland	Middle	Xhosa	Mixed	Umthatha
E Cape	Black African	Rural	Formal and Former Homeland	Low	Xhosa	Male	Fort Beaufort
E Cape	Black African	Rural	Formal and Former Homeland	Low	Xhosa	Female	Fort Beaufort
Gauteng	White	Urban	Formal	Middle	Afrikaans	Male	Melville
Gauteng	White	Urban	Formal	High	English/ Afrikaans	Male	Melville
Gauteng	Black African	Urban	Informal	Low	Sepedi	Male	Winnie Mandela
Gauteng	Black African	Urban	Informal	Low	Sepedi	Female	Winnie Mandela
Gauteng	Black African	Urban	Informal	Domestic Workers	Sesotho	Female	Diepsloot
Gauteng	Black African	Urban	Formal	Low	Sesotho	Male	BraamFischerville (Soweto)
Gauteng	Black African	Urban	Formal	Low	Sesotho	Female	BraamFischerville (Soweto)
Gauteng	Black African	Urban	Formal	Middle	Sesotho	Male	Chiawelo (Soweto)
KZN	Indian	Urban	Formal	Low	English	Male	Phoenix
KZN	Indian	Urban	Formal	Low	English	Female	Phoenix
KZN	Indian	Urban	Formal	Middle	English	Male	Chatsworth
KZN	Indian	Urban	Formal	High	English	Male	Chatsworth
KZN	Indian	Urban	Formal	High	English	Female	Chatsworth
KZN	Black African	Rural	Formal and Former Homeland	Low	IsiZulu	Male	Dududu (Port Shepstone)
KZN	Black African	Rural	Formal and Former Homeland	Low	IsiZulu	Female	Dududu (Port Shepstone)
KZN	Black African	Rural	Farm/Plantation	Low	IsiZulu	Male	Seven Oaks (Greytown)
KZN	Black African	Rural	Farm/Plantation	Low	IsiZulu	Female	Seven Oaks (Greytown)
KZN	Black African	Urban	Informal	Low	IsiZulu	Male	Clermont
KZN	Black African	Urban	Informal	Low	IsiZulu	Female	Clermont
KZN	Black African	Urban	Formal	Mid	IsiZulu	Male	Luganda
KZN	Black African	Urban	Formal and Former Homeland	Mid	IsiZulu	Female	Umlazi

Limpopo	Black African	Rural	Formal and Former Homeland	Low	Venda	Male	Duthini (Thohoyandou)
Limpopo	Black African	Rural	Formal and Former Homeland	Low	Venda	Female	iTsani (Thohoyandou)
Limpopo	Black African	Rural	Formal and Former Homeland	Low	Tsonga	Male	Mavambe (Giyani)
Limpopo	Black African	Rural	Formal and Former Homeland	Low	Tsonga	Female	Mchipisi (Giyani)
Limpopo	Black African	Urban	Formal and Former Homeland	Middle	Venda	Male	Thohoyandou
Limpopo	Black African	Urban	Formal and Former Homeland	Middle	Venda	Female	Thohoyandou
North West	Black African	Rural	Formal and Former Homeland	Low	Tswana	Male	Lokaleng (Mafikeng)
North West	Black African	Rural	Formal and Former Homeland	Low	Tswana	Female	Lokaleng (Mafikeng)
W Cape	Coloured	Urban	Formal	Low	Afrikaans	Male	Scottsville
W Cape	Coloured	Urban	Formal	Low	Afrikaans	Female	Phillipi
W Cape	Coloured	Urban	Formal	Middle	Afrikaans	Male	Malibu (Eersteriver)
W Cape	Coloured	Urban	Formal	Middle	Afrikaans	Female	Heideveld
W Cape	Coloured	Urban	Formal	High	Afrikaans	Male	Ocean View
W Cape	Coloured	Urban	Formal	High	Afrikaans	Female	Milnerton
W Cape	Coloured	Rural	Farm/Plantation	Low	Afrikaans	Male	Kaapzicht Farm
W Cape	Black African	Urban	Informal	Low	Xhosa	Male	Thembani (Khayelitsha)
W Cape	Black African	Urban	Informal	Low	Xhosa	Female	Khayelitsha
W Cape	Black African	Urban	Formal	Low	Xhosa	Male	Gugulethu
W Cape	Black African	Urban	Formal	Low	Xhosa	Female	Gugulethu

A further four focus groups were undertaken which were eliminated by the team during the quality control process.

2.5 Area Selection: Conclusions and Lessons

It is worth re-emphasising the fact that Stage 1 of the Poverty and Social Exclusion Project does not, and could not, aspire to generate statistically representative conclusions. Stage 1 was designed to generate concepts and ideas that inform the creation of a set of questions in a statistically representative sample-survey. The process of area categorisation and selection has, of necessity, involved a great deal of compromise. However, the focus groups still cover a very broad sweep of South African society, and it is hoped that the coverage of this qualitative stage is wide enough to fulfil its function as part of the main project.

Lessons from the area selection process:

- Consultation- given the inevitable time and resource limitations it was essential to have a way of deciding which categories and groups of people should be covered. This prioritisation process was greatly assisted by consulting with a range of civil society groups who provided extremely valuable insights into which areas/groups should be prioritised.
- Being explicit about choices- as mentioned above, the number of permutations of different focus groups generated by our categories was huge. It was therefore crucial to prioritise. However, it still proved useful to consider the full list of potential groups as this forced the research team to be clear about why we were prioritising certain groups over others. This means that the limitations of the research are known early in the process and do not emerge as a shock further down the line.

3 Design of the Focus Group Schedule

At the same time as the area selection process was taking place, the research team began designing and testing a question schedule for the focus groups.

3.1 Designing the Focus Group Schedule

A great deal of time and effort went into designing the interview schedule to make it easily accessible to all the focus group participants (the English version of the final schedule, including instructions for facilitators, is attached as **Appendix 1**). The interview schedule design phase of the project included the following elements:

Development of an initial interview schedule by the project team, based on the conceptual framework of the project, discussions with informants from different population groups, stakeholders and the project consultant who has undertaken similar studies internationally. This schedule was also circulated to qualitative research specialists for comments and advice.

1st Pilot: a first pilot was carried out to test the interview schedule. The main challenge identified by the first pilot was that focus group participants did not interpret the questions in the way that the research team intended. This was a valuable insight as it forced the research team to focus on putting issues in a language that matched with participants' everyday understanding. Even though jargon and technical terms had been avoided in the first draft of the question schedule it seemed that the research team's understanding of some key terms was quite different from that of the participants. After the initial pilot there was another process of detailed redrafting. During this redrafting phase, qualitative experts were again consulted, as were poverty and social exclusion specialists, and officials within DSD.

2nd Pilot Phase: a second set of pilot focus groups was then carried out with the new interview schedule. The key issue coming out of the second pilot focus group was the issue of translation problems. The draft question schedule was translated from English into Zulu for this pilot. It turned out however, that some of the terms used in the English draft did not translate easily into Zulu. The question schedule was therefore re-drafted again so as to try and make the English version as simple and easy to translate as possible. (A fuller discussion of the challenges surrounding translation follows later).

3rd Pilot Phase: The third (and final) pilot phase tested the then current version of the schedule. It was judged to have been effective in tackling the project's central research questions and was finalised after some final alterations.

3.2 Lessons from the Focus Group Schedule Design Process

Think like a participant not a researcher – despite all attempts to put questions in a simple, neutral, wording, the pilots still revealed areas where the terminology and interpretation of the research team differed from that of participants.

Pilot – The piloting process proved invaluable for the design of the question schedule. The fluid, unstructured nature of focus group discussions introduces an element of unpredictability greater than that for surveys which makes piloting all the more important.

Flow – because focus group discussions are unstructured it is essential to understand the ‘flow’ of the group. This must be borne in mind when designing focus group question schedules because a series of unlinked questions is likely to generate lower-quality data than questions that lead quite naturally from one to the next.

3.3 Translation

Having designed the questionnaire in English¹ it was necessary to translate it into 8 other languages for use in the focus groups (the reasons for only carrying out focus groups in 9 of the 11 official languages are outlined above in the Area Selection Methodology section). A professional translation service was used to do the initial translation and the translated question schedule was then checked and validated by the focus group facilitators before it was used in the field.

Two difficulties arose with the translation of the focus group questions. One was the difficulty of translating the term ‘essential’. In a number of translations ‘essential’ appeared, after translation, to have become something closer to ‘important’ or ‘very important’. The concept of socially perceived necessities depends on there being a distinction between things being important and being ‘necessities’ so this translation issue raised a major concern about the quality of data emerging from the focus groups. However, the research team found that a properly trained facilitator could explain and clarify this issue to participants sufficiently well for the quality of data to be maintained.

There were examples of the official translator interpreting aspects of the English question schedule differently from the research team or putting emphasis in the ‘wrong’ place. Asking facilitators, who had been thoroughly briefed on the purposes of the project, to check and validate the translation proved a good way of overcoming this problem.

More generally, the research team concluded that, in an ideal world question schedules would not be translated at all. Rather, they would be developed concurrently in all of the languages for which groups would take place. This approach would be advantageous in that a question schedule that is designed in a given language in order to answer a specific research question is likely to be more effective than one which is translated from another

¹ Although the questions were drafted in English they were piloted using Afrikaans and isiZulu translations. The final English draft (after the pilots) was then submitted to a professional organisation for translation.

language. However, designing questions concurrently in nine languages would have been an incredibly time consuming and difficult task, and went beyond what was possible with the resources available for this project. For this project, as a compromise position, the question schedule was drafted and re-drafted in English but piloted using Afrikaans and isiZulu translations. This approach meant that the issue of how well the questions would work in languages other than English remained fresh in the minds of the research team.

3.4 Lessons from the Translation Process

Keep translation in mind – although it is not always possible to develop questions in all required languages at the same time, it is useful to always bear in mind the languages that the questions will end up in when you are preparing a draft to be translated.

Use fieldworkers – for the IPSE project at least, asking facilitators who had been trained and briefed about the aims of the project to validate the translations proved very helpful. This approach allowed translations to be checked by people who were familiar with the aims of the research. It also brought the additional benefit of getting the focus group facilitators to read the interview schedule in great detail and think about it before they implemented it during fieldwork.

4 Facilitator Recruitment and Training

4.1 Recruitment

A focus group discussion is an interactive process. For this reason, the quality of data produced in a focus group is heavily dependent upon the quality of the facilitator who carries out the group. The recruitment and training of facilitators is therefore a fundamental part of the fieldwork process.

Established literature on qualitative research methodology suggests that there should not be too great a 'social distance' between the facilitator and participants in a focus group (Morgan and Kreuger, 1998). In other words, the external characteristics of a facilitator such as race, gender, age, nationality, language group should be as close as possible to those of the participants. This principle was adhered to as far as possible during the IPSE project. Facilitators were chosen so as to be of the same race, language group, and gender as focus group participants, and, in the vast majority of groups, they were also from the same province.

Strategies for recruiting facilitators varied somewhat from province to province, governed largely by convenience. Academic colleagues recommended facilitators to the research team for groups in the Western Cape and KwaZulu-Natal. As a partner in the project, the University of Fort Hare provided facilitators for the Eastern Cape and for the Xhosa-speaking groups in the Western Cape. Universities were approached to recruit facilitators in Gauteng and North West. The research team's own contacts were used to recruit facilitators for Limpopo province. Finally, members of the research team carried out facilitation in some English and Zulu speaking groups.

4.2 Training

Once a group of possible facilitators had been selected they were sent written information, including: the project brief explaining the project aims and objectives; an English version of the focus group question schedule with notes and instructions for facilitators; and a version of the question schedule in the language in which they were to facilitate a group. Potential facilitators were then invited to a training and assessment day. Here facilitators received the following training:

- Background to and objectives of the project. This outlined the aims of the project, its structure, and the function of the focus groups.
- Introduction to qualitative research. A broad introduction to qualitative research methodology and its function in social research.
- The role of the facilitator. General advice and tips, from the qualitative research literature and the research team's own experience for the facilitator.
- The question schedule. A detailed consideration of the question schedule explaining what the facilitator should be doing for each question.

- Practice/role play. Wherever possible would-be facilitators were asked to try-out sections of the question schedule in order to apply what they had learned earlier in the day.

After the training/assessment process had been completed, those facilitators who had performed well were invited to facilitate a number of focus groups.

The recruitment of facilitators focused one's attention on the skills required to be a good facilitator. Often this was as much a matter of personality as of skills or experience. Overly dominant or aggressive personalities did not perform well because they tended to lead groups rather than facilitate discussion. Conversely, very shy or introverted personalities tended to find it difficult to keep a discussion on track. So-called 'soft-skills', such as the ability to communicate well, the ability to put people at their ease, good body language, and good eye-contact, seemed more valuable for focus group facilitators than formal academic background. That said, an ability to understand the aims of the project was also required so that facilitators could 'manage' a focus group discussion well. Previous experience of facilitating focus groups or doing other forms of fieldwork or groupwork also seemed to be valuable in helping people become skilled facilitators; social workers seemed particularly well equipped in this regard.

Having completed the focus groups, and with the benefit of hindsight, it would have been preferable to allow facilitators to observe a number of full focus groups before they had to facilitate a group for themselves. Constraints of time and geography made this difficult to do for this project. Overall, most facilitators were of a high quality, and many were of an exceptional quality.

4.3 Lessons from the Recruitment and Training of Focus Group Facilitators

Personality matters – facilitators' inter-personal skills were very important in determining their quality. Neither the over-confident/aggressive nor the shy/introverted performed well.

Academic credentials may be of secondary importance – when selecting potential facilitators their familiarity with the academic issues relating to the project was an advantage but was secondary to practical experience in facilitation or working with groups.

Let facilitators watch a FULL group in action – although facilitators can develop their skills through role-playing or by practicing sections of the question schedule there are still advantages to allowing them to witness a full group in action. In particular this assists facilitators in understanding the flow of the group and timekeeping.

5 Community Entry and Focus Group Organisation

5.1 Making the Arrangements

In most cases community entry and focus group organisation was carried out by facilitators. Facilitators were given a list of areas (at sub-place name level) that met the required criteria and they could then select an area in which to carry out the group, based on convenience. The facilitator also recruited the focus group participants, again in line with the criteria laid down by the research team.

The advice for facilitators with regard to community entry and participant recruitment was included as part of their training materials (see the beginning of Annex 1 below). In outline, the main issues that had to be considered when organising community entry and recruiting participants were:

- Groups were to have at least 7 and no more than 10 participants.
- Participants were asked to give informed consent to their involvement in the project.
- Participants were paid R75 for their involvement.
- Participants were not to be 'primed' in advance. They should be given as much information as they required about the project and the group itself but 'trigger words', particularly 'poverty' and 'government' should be avoided so as not to bias the group.
- All groups were recorded on audiotape.
- Facilitators were also given detailed instructions regarding appropriate venues, seating plans etc.

5.2 Lessons from Community Entry Process

Be flexible- Often, when in the field, it was necessary to make practical compromises about things such as venues and seating plans.

Avoid too many friends and family- the qualitative research literature advises against selecting group participants who already know each other socially (Stewart and Shamdasani, 1990). In practice people who know each other will be the easiest people to get together as a group. From the IPSE project it seemed that some group members knowing each other was not a problem and could actually help to get the conversation going. However, having all participants from a single group of family or friends did seem to bring problems.

6 Preparing the Qualitative Data

6.1 Data Collection

Each focus group was recorded on audio tape. Tapes were then transcribed verbatim and translated into English by the facilitator of the group. Facilitators were chosen to carry out the transcription because they had the advantage of having attended the group which meant they could often remember parts of the discussion which were unclear from the audio tape.

A member of the research team was also present at each focus group, observing, with the help of a translator where appropriate, and making notes. These notes could then be used to supplement the audio tapes if there were any parts of the tape which were difficult to make out. Having an observer at each focus group proved very valuable both in ensuring quality-control but also because the observer's notes could supplement the audio tape. Although high quality recording equipment was used there were a number of occasions when the recording was not clear, for example when there was a lot of background noise, or two people talking at once, or powercuts.

The transcripts provided by facilitators were generally a good reflection of the focus group discussions. However, there were some occasions where facilitators provided transcripts which were in note form, rather than verbatim. Where this occurred, facilitators were asked to provide a more detailed transcript and observer notes were also used to help them with this. Ultimately four focus groups were excluded during this quality control process, resulting in 48 in total.

A random transcription by each facilitator was sent to an independent translator to check alongside the tape of the relevant focus group as a further quality assurance step.

Focus group transcripts were put into NUDIST which is a qualitative research software program. Using NUDIST the focus group data was analysed to identify themes and areas for a series of thematic reports and to inform the survey design process in stage 2.

6.2 Lessons from Data Collection

Transcribers should attend the group – The research team found that it proved very difficult to transcribe an audio tape without having attended the group. Voices were difficult to distinguish and some comments could not be understood from the tape. Using facilitators to transcribe the tapes proved very useful in this regard, particularly when they were backed-up by observers.

Don't have too much faith in technology – Despite using high quality recording equipment not everything on the audiotapes was easy to make out. Clear recording was hindered, for example, by: poor acoustics in the focus group venue, power cuts, birds

singing loudly outside, a choir singing etc. In order to 'expect the unexpected' it proved very useful to have observers making notes. It was also important that all flip-chart paper from the groups was kept so that tapes could be checked against what had been written on the chart.

7 The Next Stage

The survey stage of the project has just started. The project team are developing survey questions and negotiating for their inclusion in a nationally representative sample survey.

The survey design process so far has taken the following form²:

- An analysis of the focus group data was used to generate a list of key topics or areas that were seen by participants as being particularly important.
- These key areas formed the basis for a number of 'domains' or 'dimensions' of poverty and social exclusion.
- Within each domain the project team has identified a list of items (goods/activities/services) that might be considered to be 'socially perceived necessities'. These items have been selected based on a number of criteria. First, each item must fit under the domain definition. Second, each item must be a direct measure of that type of deprivation (i.e. not a proxy or correlate). Third, key aspects of deprivation must be covered. Fourth, there must be a range of items from the most basic to the more 'luxurious' so that a cut-off between necessities and non-necessities, if it exists, can be identified. Fifth, when selecting items which the research team anticipates as being at the luxurious end of the spectrum, those items which are likely to increase in socially perceived importance over the next 20 years will be given preference (in the UK the home computer is an example of such an item).
- For each item there will be two questions. One to define, the second to measure. So, for each item the respondent will first of all be asked whether he/she considers it an essential (definition) and then they will be asked whether they have/can do the item (measurement).

As this stage of the project is unfinished all assessments must be treated as tentative. However, it is worth noting how the planned IPSE survey differs from the Millennium Poverty and Social Exclusion Survey (PSE) in the UK (Gordon et al., 2000). The UK survey can be described as looking to measure 'social exclusion and a consensual definition of poverty'. The IPSE project aims to measure 'a consensual definition of poverty and social exclusion'. In other words, the UK PSE only applied the consensual approach to the material dimension of poverty and social exclusion; other dimensions were pre-defined and then measured. In contrast, the SA IPSE project aims to extend consensual definition to other dimensions of poverty and social exclusion in addition to the material.

² Because the survey questions are yet to be finalised and must be negotiated with the survey provider, details of specific domains and questions are not included here. Once the questions have been finalised and their inclusion in a nationally representative sample survey confirmed, they will be put into the public domain.

It is hoped that by extending the consensual approach across the dimensions of deprivation it will be possible to ground definitions firmly in terms of what is socially acceptable rather than having to rely solely on expert or policy defined definitions.

8 Conclusions

Overall the research team would argue that the quality of the data that has emerged from the qualitative stage of the project is high. There are a number of aspects which, with the benefit of hindsight, might have been handled differently, and these have been highlighted in this report. However, the qualitative data set coming out of the focus groups is a rich resource that provides a valuable insight into people's thinking on the necessities for an acceptable standard of living in South Africa.

As well as producing an interesting data-set in its own right, the qualitative work has also been invaluable in assisting with the survey design phase of the IPSE project. The consensual approach which underpins the IPSE project depends on people themselves defining what is important and what constitutes an acceptable standard of living. In earlier work on consensual definitions of poverty (Townsend, 1979), the consensual side was covered by a nationally representative sample survey, but this survey itself was 'expert' designed. CASASP's work in South Africa has taken the consensual approach a step further by using qualitative research prior to the survey design stage so that the survey instrument itself reflects, as far as possible, the priorities of the population at large. There is no doubt that, because of the focus group research, the survey instrument that will ultimately emerge in the survey stage of the project will be very different from that which would have emerged had the instrument been designed based solely on normative judgments and theoretical considerations. In this sense, a two-stage, qualitative-quantitative approach has meant that the measures and indicators which will be the end product of the process will be 'more consensual' than if the quantitative survey had been designed without qualitative support. More generally, the methodology adopted in the IPSE project so far seems to support those who argue for a removal of the historical tensions between qualitative and quantitative research (see, for example: Adcock, R., and Collier, D., 2001; Bazeley, P., 2002; and Rihoux, B., 2003).

The IPSE project team are currently working on further analysis of the qualitative data set and will be producing reports on their findings in the coming months. As mentioned, the survey design process is also on-going and, once the survey instrument is finalised and its inclusion in a nationally representative sample survey confirmed, an account of this process will also be produced.

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Appendix 1: The Focus Group Interview Schedule with Instructions for Facilitators

Notes and Instructions for Facilitators

Organising Focus Groups and Focus Group Questionnaire

Arranging focus groups.

- Focus groups are to be held in identified communities with participants with specific characteristics as explained to facilitators.
- Recruitment of focus group participants must occur prior to the date and time of the focus group.
- The recruitment of participants will involve entry into a community and this will be achieved by finding a contact person who will then recruit participants with the pre-determined characteristics (eg. race, income level, type of neighbourhood).
- When arranging community entry or recruiting participants it must not be mentioned that the study is on poverty to contact person or participants. This is to avoid priming and getting participants to think about the study and questions along poverty lines i.e. it is to avoid the situation where participants are already thinking along certain lines before they come to the focus group.
- The contact person may take part in the focus group unless it is felt that they have been given too many details of the project in advance and that this will affect their answers. If it is felt that the contact person should not take part in the focus group they can be paid the R75 payment to thank them for arranging the group.
- Incentives will be paid to participants at a value of R75.
- Numbers of participants: minimum 7, maximum 10. Having more than 10 participants makes the facilitation process extremely difficult and can affect the quality of the work.
- Focus group discussion must be recorded. We will provide high quality tape recorders for this purpose.
- The project will cover the cost of venue hire and refreshments.
- A flip chart, stand, and pens are required for the focus group. These can be provided by the project.

Testing audibility of recording. Check that recording is audible by asking participants to say their names and then rewind the tape to check everyone can be clearly heard. Ask participants to speak as clearly and loudly as possible.

Suitability of Venue

- should have electricity supply where possible so that the tape recorder can operate on mains power. Batteries should always be taken to the focus group in case there is no electricity.
- should not be a venue where there will be interference or interruptions

- People not taking part in the focus group should not be in the room e.g. children and family members, people who say they want to watch the focus group.

Seating plan

- Participants must be seated so that they can all see and be seen by the facilitator, and can all see each other.
- The facilitator must stand near the flip chart which must be positioned so that participants can read what is written on it but without the facilitator having to turn his/her back on the group.
- It is important that participants can have eye-contact with each other and with the facilitator.

Other guidelines

- Observer and interpreter must not in any way disrupt/distract or interfere with the focus group discussion. If the observer/interpreter wish to tell the facilitator anything this can take place during the break.
- Refreshments must NOT be provided and consumed DURING the focus group (except for water or drinks). The best time for refreshments to be provided is after the focus group has finished.
- The facilitator must repeat each question, speaking slowly and clearly to spell out the different aspects the question contains and to make sure the participants clearly understand the question.

**Centre for the Analysis of South African Social Policy
Poverty and Social Exclusion in South Africa Project
(Instructions for the Facilitator are in *Italics*)**

About the group

The purpose of this first section is to explain to participants what is going to happen in the focus group and put them at ease about confidentiality and privacy issues, as well as any other concerns that they might have. This section takes place BEFORE the tape recorder is explained and turned on. Should there be questions or concerns that the participants raise with the facilitator they should be answered at this stage. If the participants ask for further details about the project it is best to answer using words taken from the preamble (below), this is so as to avoid biasing the discussion. Again, it is vital not to mention the word poverty until the appropriate part of the discussion (Q7 onwards)

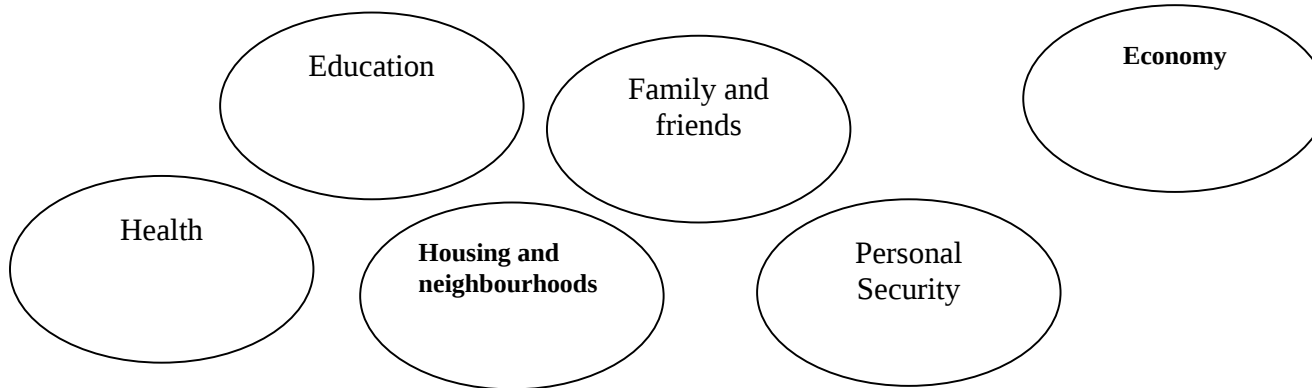
- Thank you for coming today.
- We can expect to finish at about X o'clock
- Where the toilets are.
- Refreshments (give details)
- Incentives R75
- Confidentiality of the project: anonymity will be preserved as far as possible, no-one's name will be published or otherwise deliberately made public.
- Confidentiality of participants: it is important that group members also respect each others confidentiality and do not reveal anything that is said within the group.
- Do remember that you may see other group members after the group. We would encourage you not to say anything you might regret tomorrow.
- Everyone has a right to be heard so please do not interrupt when someone else is talking. There is no right answer, we are interested in hearing everyone's views on the topics we are discussing.
- We are recording the focus group so that we can listen again to what everyone says so that nothing is missed and that no-one's views are forgotten. We are not recording the focus group in order to identify people afterwards or so that we can name people.
- The questions being asked are general questions about social issues in South Africa, they are not about confidential matters about yourselves. Should there be any question that you do not feel comfortable answering you are free to decline to answer it. If at any time you want to stop taking part you are free to leave at any time. However, I can assure you that none of the questions are about personal matters and I think it unlikely that you will feel uncomfortable answering them.
- When you first speak can you please give your first name so that we can tell who is speaking when we come to listen to the tapes afterwards. Your name will never be released or used in any way which could identify you.

Personal Introductions
The following should introduce themselves to the group: The facilitator The translator The observer(s) Group members
SWITCH ON TAPE RECORDER
<i>Test quality of Recording:</i> <i>Check that recording is audible by asking participants to say their first names (we do not need to know people's family names because this may raise doubts about confidentiality) and then rewind the tape to check everyone can be clearly heard. Ask participants to speak as clearly and loudly as possible.</i>
Confidentiality (this is to be repeated so that we have it on record)
▪ Confidentiality of the project: anonymity will be preserved as far as possible, no-one's name will be published or otherwise deliberately made public. ▪ Confidentiality of participants: it is important that group members also respect each others confidentiality and do not reveal anything that is said within the group. ▪ We are recording the focus group so that we can listen again to what everyone says so that nothing is missed and that no-one's views are forgotten. We are not recording the focus group in order to identify people afterwards or so that we can name people. ▪ The questions being asked are general questions about social issues in South Africa, they are not about confidential matters about yourselves. Should there be any question that you do not feel comfortable answering you are free to decline to answer it
Preamble
This project is being undertaken by the University of Oxford and the University of Fort Hare. The constitution is based on the principles of democracy, equality, social justice, and non-discrimination on the grounds of race, gender, disability, etc. with the aim of establishing and building a single society. We are talking to people across the country and looking at what all South Africans think are the essential things that each and every South African must have, be able to do, and have access to. It is important that as many different viewpoints as possible are heard.

A. Necessities for South African society		
No.	Question	
Q1a	To begin the discussion, we will start with a question about communication. If someone needs to get in touch with a friend urgently who lives in a different area, how would they contact their friend? <i>Purpose: Q1a and Q1b are designed to lead into the subsequent discussion and get the participants thinking about the issues we are interested in.</i> <i>Instructions: Every participant MUST answer this question. Work from one end of the group to the other.</i>	
Q1b	In your opinion, is it essential for a person to have a telephone of their own? <i>Purpose: Q1a and Q1b are designed to lead into the subsequent discussion and get the participants thinking about the issues we are interested in.</i> <i>Instructions: Every participant MUST answer this question. Work from one end of the group to the other.</i>	
Q2a	We have discussed whether it is essential to have a telephone, now can we discuss other essentials. What are the essential things that we think each and every South African: <i>Purpose: Q2a (including parts i, ii, and iii) broadens the discussion to generate a list of essentials for life in South Africa. This question should create a list of ‘Socially Perceived Necessities’. The question aims to cover 3 dimensions of essentials.</i> <i>(i) the ‘must have’ element aims to identify essential items, possessions and goods.</i> <i>(ii) the ‘must be able to do’ part aims to identify essential activities.</i> <i>(iii) the ‘must have access to’ part aims to identify essential services.</i> <i>The reason that we begin with the ‘must have’ part of the question is that participants will find it easiest to come up with items and goods. The items and goods (e.g. telephone) are then to be used to prompt for activities (e.g. contact friends/family, look for work etc.) and access (e.g. telecommunication facilities). It is not necessary to ask parts i, ii, and iii as separate questions as long as good, activities and services are all covered. Often participants will raise activities or access issues during the discussion of goods/items, this is fine, the participants suggestions should be written on the flip chart and then used to prompt for further examples e.g. “you have said education is an essential that everyone in south Africa must have, can you think of any other services that everyone must be able to access?”</i> <i>Instructions:</i> ▪ <i>Facilitator must write up EVERY essential that the participants mention on the flip chart. In exactly the way the participants say it and in the language of the focus group. The facilitator MUST NOT put the essentials into their own words or translate them into English.</i>	

	▪ Promote discussion on contentious items- how strong is the support for these items? Why d people think it is/is not an essential? E.g. microwave. ▪ Prompt for reasons why items are essential e.g. why is a house essential? Shelter, security... ▪ Prompt for greater detail e.g. food. What is an essential level/quality of food? Number of meals ▪ Make sure goods, activities and access are all covered. Use examples put forward by participants to prompt for further examples.
(i)	must have?
(ii)	be able to do
(iii)	have access to
Q2b	We have got a list of essentials here but I would like to know whether you think these things are also essentials. <i>Purpose: Q2b is designed to ‘test’ some other things that might be considered essentials for adults. This question asks participants to ‘vote’ on whether they think each item or activity is an essential for each every South African.</i> <i>Instructions:</i> ▪ The list of essentials is at the end of the question schedule. It is divided into a section on Adult essentials and a section on essentials for children. In question 2b the facilitator will ask the ADULT items and activities only. ▪ The facilitator should wait until the participants have given all of their own essentials before reading from our prepared list of essentials. ▪ For each item on the list the facilitator should note down on the list how many participants agree that the item is an essential and how many disagree. ▪ For this question it is not necessary to promote discussion on the items, it is simply a matter of quickly gauging opinion.
Q3a	Now let us consider children? Are there other essential things that we think children must: <i>Purpose: Q3a (including parts i, ii, and iii) is very similar to question 2a but it focuses on CHILDREN in particular aims to generate a list of essentials for children in South Africa. This question should create a list of ‘Socially Perceived Necessities’ for children. The question aims to cover 3 dimensions of essentials.</i> <i>(i) the ‘must have’ element aims to identify essential items, possessions and goods.</i> <i>(ii) the ‘must be able to do’ part aims to identify essential activities.</i> <i>(iii) the ‘must have access to’ part aims to identify essential services.</i>

	<i>The reason that we begin with the ‘must have’ part of the question is that participants will find it easiest to come up with items and goods. The items and goods (e.g. telephone) are then to be used to prompt for activities (e.g. contact friends/family, look for work etc.) and access (e.g. telecommunication facilities).</i> <i>Instructions:</i> ▪ <i>Facilitator must write up EVERY essential that the participants mention on the flip chart. In exactly the way the participants say it and in the language of the focus group. The facilitator MUST NOT put the essentials into their own words or translate them into English.</i> ▪ <i>Promote discussion on contentious items- how strong is the support for these items? Why do people think it is/is not an essential? E.g. going to children’s movies</i> ▪ <i>Prompt for reasons why items are essential e.g. why are toys essential? Reason might include: that toys are Educational, fun, good for a child’s development...etc.</i> ▪ <i>Prompt for greater detail e.g. books. Possible issues to prompt might be: do you mean school books or books for general reading?</i> <i>Make sure goods, activities and access are all covered. Use examples put forward by participants to prompt for further examples.</i>
(i)	must have?
(ii)	be able to do
(iii)	have access to
3b	<i>We have got a list of essentials for children here but I would like to know whether you think these things are also essentials. Purpose: Q3b is similar to question 2b but here the focus of attention is on CHILDREN. This question is designed to ‘test’ some other things that might be considered essentials for children. This question asks participants to ‘vote’ on whether they think each item or activity is an essential which every South African child must have.</i> <i>Instructions:</i> ▪ <i>The list of essentials is at the end of the question schedule. It is divided into a section on essentials for adults and a section on essentials for children. In question 3b the facilitator will ask the CHILDREN items and activities only.</i> ▪ <i>The facilitator should wait until the participants have given as many of their own essentials as possible before reading from our prepared list of essentials.</i> ▪ <i>For each item on the list the facilitator should note down how many participants agree that the item is an essential and how many disagree.</i>

	For this question it is not necessary to promote discussion on the items, it is simply a matter of quickly gauging opinion.	
10-15 Minute Break		
B. Exclusion, Inclusion and Participation		
4.	We have discussed the essentials that every South African must have. Now, let us look at different areas of life that people take part in. We have talked about the importance of employment as part of life, this is an example of the economic area of society. We have also mentioned the importance of health care, this is an example of the health area of society. Etc. 	
5.	Can you mention the things that make up the economic area. When you think of the economy what things might you include that together constitute South Africa’s economy?	
6.	From each of the social areas they will be those who do take part (the included) and those who, whilst willing, are not able to take part (the excluded). Lets look at those who are outside of these social areas	
C. Poverty		

7a	Are there people in South Africa that are poor?	
7b	Who are they?	
8.	Q8 In South African society when we say a person, family or household is poor what do you understand this to mean?	
D. Aspirations		
9.	We have discussed life in South Africa as it is today but what aspects of life would you like to see improve for South Africans in the future?	
E. Closing Comments		
	Thank you very much... Ask participants for the details on the form. Reassure people on anonymity, confidentiality etc. Further information: 1. about the project. The information gathered from discussions such as these around the country will be used to develop a national survey that will measure the opinions of South Africans on the society in which we live. 2. about issues raised (bring contact details for help organizations)	

List of Essentials		
Adult Essentials for Question 2b	Agree	Disagree
<i>Goods/Possessions</i>		
two meals a day		
meat/fish/vegetarian equivalent every other day		
heating to warm living area of home if it is cold		
dressing gown		
two pairs of shoes		
new, not secondhand, clothes		
Airconditioning in your house		
TV		
carpets in living room and bedrooms		
a house phone		
fridge		
a car		
a car for each adult member of the household		
a dictionary		
a religious book such as the bible, the koran,...		
presents for friends or family on celebrations		
warm coat for when its cold		
an umbrella		
washing machine		
dishwasher		
an electric oven		
a flush toilet in the home		
savings for emergencies		
electricity in the home		
regular savings for retirement		
Beds and bedding for everyone in the household		

a house that keeps out the weather		
video cassette recorder		
money to keep home in decent state of repair		
insurance of contents of dwelling		
fresh fruit and vegetables every day		
a home computer		
cell phone		
tumble drier		
freezer		
satellite television		
CD player		
replace any worn out furniture		
replace or repair broken electrical goods such as refrigerator or washing machine		
appropriate clothes to wear for job interviews		
all medicines prescribed by your doctor		
access to the Internet		
a small amount of money to spend each week on yourself, not on your family		
being able to buy a newspaper		
being able to buy a magazine		
a table and chairs for the house		
money to pay a domestic worker		
an electric fan		
money for children's school fees		
appropriate clothes to wear for important events such as weddings or funerals		
a spare bedroom for visitors		
a shower or bath in the house		
<i>Activities</i>		
a leisure activity		

a hobby		
a holiday away from home for once a year, not visiting relatives		
celebrations on special occasions such as Christmas, birthdays, Divali		
a meal in a restaurant once a month		
attending weddings, funerals and other such occasions		
visiting friends or family in hospital or other institutions		
attending church/mosque/Synagogue or other places of worship		
being able to have friends/family around for a meal/snack/drink/braai		
visits to school, for example, sports day, parents evenings		
going into town or to a mall for the day		

Children's Essentials for Question 3b		
<i>Goods/possessions</i>		
Three meals a day		
Toys (e.g. dolls, play figures, teddies, etc.)		
Sports equipment		
Leisure equipment (e.g. sports equipment or a bicycle)		
Enough bedrooms for every child over 10 of different sex to have his/her own bedroom		
Computer games		
A warm coat for when its cold		
Enough bedrooms so that girls and boys over 10 do not have to share a room		
School books of her/his own (not shared)		
Non-school books of his/her own		
A bike, new or second hand		
Construction toys such as Duplo or Lego		
Educational games		
Smart shoes that fit properly e.g. for when you go into town		
At least seven pairs of underpants		
At least four cardigans/sweatshirts/sweaters or jerseys		

All the school uniform required by the school		
At least four pairs of trousers, leggings, jeans or jogging bottoms		
At least 5 Rand per week to spend on sweets		
Meat, fish or vegetarian equivalent at least twice a day		
a computer in the home suitable for school work		
Fresh fruit or vegetables at least once a day		
A safe garden or yard to play in		
Some new, not second-hand or handed-on clothes		
A carpet in their bedroom		
A bed and bedding to her/himself		
a pair of trainers/running shoes sneakers		
<i>Activities</i>		
A hobby		
a sport or leisure activity		
Celebrations on special occasions such as birthdays, Christmas other religious festival		
Swimming at least once a month		
Play group at least once a week for pre-school aged children		
A holiday away from home at least once a year with his/her family (not visiting relatives)		
Going on a school trip at least once a term for school aged children		
Friends round to play once a fortnight		



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