



**Living Standards Measurement Study – Integrated Surveys
on Agriculture (LSMS-ISA): Ethiopia Rural Socioeconomic
Survey (ERSS)**



MANUAL

Household, Agriculture, and Community Questionnaires

Central Statistical Agency & World Bank

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CHAPTER 1. INTRODUCTION

The Ethiopia Rural Socioeconomic Survey (ERSS) is being implemented by the Central Statistical Agency (CSA) and the World Bank Living Standards Measurement Study-Integrated Surveys on Agriculture (LSMS-ISA). The survey consists of three questionnaires: Household Questionnaire, Agriculture Questionnaire, and Community Questionnaire. This manual provides instructions for all questionnaires.

The Household Questionnaire should be fielded in all ERSS households found in rural and small town enumeration areas whether the household is engaged in agriculture (farming and livestock rearing) or not. The enumerator should interview all 12 selected households in the enumeration area (EA) using the Household Questionnaire.

The Agriculture Questionnaire should be fielded if the selected household is engaged in agricultural activities.¹ If there is more than one agricultural holder in the household, each holder should get a separate appropriate Agriculture Questionnaire.²

One Community Questionnaire should be fielded in each EA.

The selected households for interviewing will be provided by the supervisor. ERSS is a panel survey and in the second wave, in 2013/14, the households that should be interviewed are the same households that were interviewed in the first wave in 2011/2012.

The ERSS is a complex survey. The length and detail of the Household and Agriculture Questionnaires may present a number of difficulties that the field staff is expected to handle. You, as one of the enumerators, are the critical foundation upon which a quality data set for use in analysis for decision-making can be built. Consequently, the CSA has put in place a supervisory system to enable you to get the support that you require to effectively carry out the survey with the survey households.

The enumerator's responsibility is to ensure that the Household and Agriculture Questionnaires are completed by the selected households in the EA to which he or she is assigned. The field supervisor is the ERSS field supervisor. In order for the enumerator to do a good job, he or she needs to have adequate supervision and be able to easily request prompt assistance if required. The field supervisor is responsible for ensuring that the enumerator is able to carry out the household and agriculture interviews properly, and that the enumerator has the correct information and tools needed for the job.

As the ERSS management team will assess the performance of the field supervisor primarily on the basis of the quality of the data that come from the enumerators under his or her supervision, the enumerator should expect the field supervisors to subject his or her questionnaires to rigorous examination. Field supervisors should be alerted to any problems that the enumerator might encounter concerning the administration of the survey itself or logistical arrangements.

¹ In rural EAs, at least ten agricultural households are expected.

² If the holder is a crop production holder, then post-planting and post-harvest agriculture modules should be completed. If the holder is a livestock holder, then the livestock module should be completed. If the holder is engaged in both crop production and livestock, then all the agriculture modules should be completed. See the agriculture section in this manual for details.

The field supervisors will be responsible for the completion of the Community Questionnaire. One questionnaire will be completed for each EA selected for the ERSS. Although completion of the Community Questionnaire is the responsibility of the field supervisors, the enumerator in the EA should assist the field supervisor in this task, if specifically asked by the field supervisor.

Finally, at the CSA Headquarters in Addis Ababa, the national ERSS management team will operate under the direct oversight of the Director General. Administratively, the ERSS management team is located within the Natural Resources and Agricultural Statistics Directorate of the CSA, under the direction of the Deputy Director General for Economic Statistics. Within the Economic Statistics Division, the ERSS Survey Coordinator will be responsible for day-to-day activities related to the survey. Other ERSS managers will assist the ERSS Survey Coordinator. Data entry will take place at branch offices or headquarters and analysis of the data you collect will be the responsibility of the ERSS management team.

CHAPTER 2. THE SURVEY SAMPLE

2.1 INCLUSION IN THE SURVEY

Our ability to use the ERSS to estimate characteristics for the rural population of Ethiopia as a whole depends on a random selection of survey households from a list of all eligible households in a survey EA. As noted above, 12 households will be interviewed in each EA.

Please do not replace a household. Always try to interview the original households by exhausting all your means to locate or convince each household to participate without jeopardizing the quality of the data.

Within the selected households, information should be collected on all members in those sections where you are instructed to do so. Note, however, that in most sections of the Household Questionnaire, the respondents are restricted to certain categories of individuals based on age and/or sex. Moreover, the head of the household, assisted by other household members if necessary, should be asked questions that concern the household as a whole.

2.2 EXCLUSION FROM THE SURVEY

Members of the following households are not eligible for inclusion in the survey:

- All people who live outside the selected EAs, whether in rural areas or small towns.
- All residents of dwellings other than private dwellings, such as prisons, hospitals, and army barracks.
- Members of the Ethiopian armed forces who reside within a military base. (If such individuals reside in private dwellings off the base, however, they should be included among the households eligible for random selection for the survey.)
- Non-Ethiopian diplomats, diplomatic staff, and members of their households. (However, note that non-Ethiopian residents who are not diplomats or diplomatic staff and are residents in private dwellings are eligible for inclusion in the survey. The survey is not restricted to Ethiopian citizens.)
- Non-Ethiopian tourists and others on vacation in Ethiopia.

2.3 COVERAGE RULES

The coverage rules are largely related to the definition of a household.

A *household* may be either a person living alone or a group of people, either related or unrelated, who live together as a single unit in the sense that they have **common housekeeping arrangements** (that is, share or are supported by a common budget). A standard definition of a household is: “a group of people who live together, pool their money, and eat at least one meal together each day.” It is possible that individuals who are not members of the household may be residing with the household at the time of the survey. In most cases, but not all, someone who does not live with the household during the survey period is not a current member of the household. The definition of who is and who is not a household member is given below.

It is important to recognize that members of a household need not necessarily be related by blood or by marriage. However, not all those who are related and are living in the same compound or dwelling are necessarily members of the same household. Two brothers who live in the same dwelling with their wives and children may or may not form a common housekeeping arrangement. If they do not, they should be considered separate households.

One should make a distinction between family and household. The first reflects social relationships, blood descent, and marriage. The second is used here to identify an economic unit. While families and households are often the same, this is not always the case. You must be cautious and use the criteria provided on household membership to determine which individuals make up a particular household.

In the case of polygamous men and extended family systems, household members are distributed over two or more dwellings. If these dwelling units are in the same compound or nearby (and necessarily within the same EA) and they have a common housekeeping arrangement with a common household budget, the residents of these separate dwelling units should be treated as one household.

CHAPTER 3. COMPLETION OF THE QUESTIONNAIRES

This chapter gives you (the enumerator and the field supervisor) important information on completing the questionnaires, and reviews the formatting conventions in the questionnaires, how to administer the questionnaires in your interviews, how to deal with the community and the respondents, and other matters.

3.1 QUESTIONNAIRE TRANSLATION

The questionnaires are produced in Amharic. But some of the households to whom you will administer the Household Questionnaire may not be able to respond to the questions if they are asked in Amharic. Consequently, you must translate the questions into a language in which the survey household members are fluent. There are two points to bear in mind.

First, there are several key terms that reappear throughout sections or throughout the questionnaire as a whole. These terms include “household,” “head of household,” “activity,” “occupation,” “business,” a wide range of consumption items, and a number of other terms.

These terms should always be translated into local languages using the exact same words. The questions have been carefully worded to ensure that the desired concept is being asked. Study the questions so that you can ask them in a consistent and natural manner. If this is not done, the responses to the same question across households may not be comparable. During enumerator training, attention was paid to the translations that should be used for these terms in the various languages.

Second, the questionnaire should be administered in a language that the survey household members understand fluently. If you find that you have been assigned to conduct ERSS interviews in an area in which most survey households are only fluent in a language in which you are not fluent, you must immediately inform your field supervisor. The field supervisor will immediately transfer you to another area or household, and an enumerator fluent in the language of that area will be assigned to conduct the interviews in your original area or household.

3.2 QUESTIONNAIRE FORMATTING

The questionnaires have been designed to enable you to administer them with as little difficulty as possible.

Layout: The questionnaire is laid out in landscape (horizontal) format. Many of the questionnaire sections are grids in which the columns contain questions and the rows apply to different units. For example, in Sections 1-4, each row is a different member of the household. In Section 5A, each row is a different type of food. In Section 8, each row is a type of shock.

For Sections 1-4, information on a particular individual within the household is to be recorded consistently on the same row of each section in which information on individual household members is to be collected. This is an extremely important instruction for you to follow in completing the questionnaire. An individual ID code is assigned to each person in the household in Section 1, depending on which row

is used to record the presence of the individual in the household. This same individual ID code and row should be used for that same individual in Sections 2, 3, and 4.

Instructions: Enumerator instructions appear in some places in the questionnaire, following a question. These instructions will be in **UPPER CASE** and are not to be read aloud to the respondent. For example:

Section 1: Roster Question 4
How old is [NAME] (COMPLETED YEAR)? IF THE RESPONDENT DOES NOT KNOW, USE YEAR OF BIRTH TO CALCULATE AGE OR USE THE MAJOR EVENTS LISTED IN THE ENUMERATOR MANUAL TO PROMPT THE RESPONDENT.

Brackets: You will see the notation [...] in the questions, which requires you to insert text into the question as appropriate. For example, for Section 1 (Roster) question 7, you will say, “What is Biratu’s religion?” if you are asking about Biratu:

Section 1: Roster Question 7
What is [NAME]'s main religion?

Another example is from Section 5B about food. Here you will ask about each food listed, starting with *enjera*. So the first question will be:

“Over the past one week (7 days), how many days did you or others in your household consume any *enjera*?”

The second question will be:

“Over the past one week (7 days), how many days did you or others in your household consume any *other cereal such as rice, sorghum, millet, or wheat bread*?” Etc.

Section 5B: Food Question 1
Over the past one week (7 days), how many days did you or others in your household consume any [...]?
IF NOT CONSUMED, RECORD ZERO.

3.3 HOW TO ADMINISTER THE QUESTIONNAIRE

Before you go to a selected household, you should ensure that you are ready to begin the interview - that is, you are presentable, you know how you are going to begin the interview, you have at least two ball point pens and at least two questionnaires with you for every household that you plan to interview (since some households have more than 10 members), and you have the location and code numbers of the survey households.

You will first complete the cover sheet and Section 1 (Roster). When you start asking individual questions in Sections 2, 3, and 4, you should plan to complete these sections in full. This means that you should not complete Section 2 for all members and then go to Section 3. For example, suppose the household has two members: Meron and Girma. You should ask Meron Section 2 and then continue asking her Sections 3 and 4. Then you should ask Girma Section 2, followed by Sections 3 and 4. You should not ask Meron Section 2 and then ask Girma Section 2, then ask Meron Section 3 and Girma Section 3. This is very disruptive for the respondents. Ask Meron all the individual sections (Sections 2-4) before interviewing Girma.

The setting of the questionnaire administration should be relatively private. Some of the questions being asked are of a personal and private nature. You should respect the desire of the respondents for privacy. This is important particularly when talking about health and income matters.

No person except your field supervisor or people from the ERSS management team in Addis Ababa should come with you when you interview. If an ERSS staff member does accompany you to an interview, you should always be sure to introduce the staff member to the respondent, making clear to the respondent the purpose of the presence of the ERSS staff member. In most cases, the ERSS staff will be present to monitor the quality of your work and support and assist you in effectively carrying out your assigned tasks. The field supervisors are instructed not to interfere with your administration of the questionnaire to the survey household respondents, but will later discuss with you in private any issues related to your administration of the questionnaire. If you have a technical problem or any other problem on which the field supervisor can be helpful, you are free to ask him/her before leaving the household, but not in the presence of any household members.

Any other persons unrelated to the ERSS or to the household should not accompany you while you are introducing yourself to the household, nor should they be present during the interview. If any such individuals are present when you begin an interview, you must politely request them to leave in order to respect the privacy of the survey household. If they cannot leave at that time, you should schedule the interview for a later time or move to a more appropriate place, when or where greater privacy can be assured. In the event that the respondent requests you that he/she wants to be joined by a non-household member, you must honor their request.

Questions should be asked directly to those age 10 years and older. If you need to collect information on younger children, you must interview their mother or guardian on their behalf. Administer the questionnaire only to those identified on the Household Roster as household members.

It is also possible that a household member will be absent from the household for the entire period during which you are undertaking the ERSS administration in the EA. Collecting information on absent individuals will be problematic, as they will not be able to respond to questions themselves. For these individuals, you will have to rely on the household head or another adult member of the household.

In general, if you encounter a different or unusual case in a particular section or sections for a survey household and are not sure what to do, write all the details down on the questionnaire. Obtain as much information as possible to enable you to complete the questionnaire efficiently when you leave the household. There is plenty of space on each page of the questionnaire to do so. After you leave the survey household, check this manual for guidance. If the solution cannot be found in this manual, you should consult your field supervisor.

3.4 ENUMERATOR INTERACTIONS WITH THE COMMUNITY

Enumeration areas are relatively small, consisting of about 250 households on average. As you will be working intensively for several months with community members in carrying out the survey, it is vital that you establish a good working relationship with community leaders and, for that matter, with all community members.

Your work is not to be secretive. Please explain what it is you are doing to all community members who ask about your activities. You should be respectful, courteous, and patient with all community members. The quality of your work is to a large degree dependent on the level of cooperation you receive from the members of the communities in which the survey households reside.

While your work should not be secretive, you must, however, respect the confidentiality and privacy of the survey household respondents when administering the questionnaire. Non-household members should not be present while you are conducting your interviews, unless specifically requested by the household. If you want to have a good reception from the community, they should be clear on what exactly you are doing.

3.5 ENUMERATOR INTERACTIONS WITH THE RESPONDENTS

The policy of the CSA is always to attempt to collect the information it requires with the willing cooperation of the public. You should therefore always be courteous and tactful in your dealings with respondents.

Above all, your attitude toward the respondents in the survey households must be one of respect. You must always be patient toward survey household members. Be business-like in your conduct - never bullying, demanding, or rude. Always act in a way that warrants respect and cooperation from the respondent. During your interviews, you should work efficiently and relatively quickly, but should not rush the respondents or make unnecessary mistakes. After each interview, you should always quickly go through your questionnaire and thank each interviewee for their help and time. This is vital if the survey is to be carried out successfully.

Be willing to answer any questions the respondents ask you about the survey and its particular contents.

The survey interview will be long. This will be trying on your respondents' patience as well as your own. Nevertheless, the rules of courtesy and politeness must apply. If necessary, you may break the interviews of household members into shorter interviews.

At the start of each interview, you should always determine whether the respondent has any appointments in the next hour or two. If there is sufficient time available to complete several sections of the questionnaire before the respondent's appointment elsewhere, you must proceed and complete as much of

the interview as possible. When the respondent must leave, arrange for another meeting later the same day or the next day during which the interview can be completed.

In general, you must not unnecessarily test the respondent's patience by delaying the interview in any way, particularly through excessive probing on questions that the respondent feels that they have already answered to the best of their ability and recollection. You should attempt a compromise between:

- maintaining a smooth-flowing, continuous dialogue that allows you to obtain all the information required in the shortest possible time - that is, without testing the patience of the respondent by delaying the interview in any way - and
- allowing the respondent to ask any questions that they have about the survey so that they are convinced of its value and are cooperative. Doing so, however, will take time and will reduce the efficiency with which the interviews are completed. Do not encourage any questions from the respondents on issues unrelated to the ERSS, such as religion, sports, etc.

In conducting an interview, if it is clear that the respondent has understood the question you have asked, you must accept whatever response the respondent provides you. Probe questions can be used to make sure the respondent understands the key element of the question being asked. There are several questions across the questionnaires for which you are allowed to list more than one response. In these cases, please probe the respondent further so as to collect more information, if applicable.

You must never second-guess the respondent or make the assumption that you have a better understanding of the condition of the individual or household than the respondent does. The function of the enumerator is not to verify that the information provided is correct. The analysts of the ERSS are interested in what the respondent actually says. It is always possible that the respondent will lie to you or provide inaccurate information, but you, as the enumerator, should not make any judgments on the information provided. This is a problem for the analyst to take care of and not the enumerator.

There are exceptions, of course. At all stages of the interviews with members of a survey household, you should be alert to errors. These can be accidental or deliberate. You can never force people to give answers that they do not want to give, but you can approach the true facts by diplomatic and intelligent interviewing. For example, if the respondent says that the household has no livestock and there are chickens pecking at your feet or goats tied up nearby, you should inquire about these animals. However, you should not probe excessively after seeking initial clarification from the respondent. In any case, you should never go outside the household to get information. This is beyond the scope of your work. Instead, you should always instill trust among the household members.

Ultimately, assessing whether the answers provided are “wrong” or “right” should not apply to you in administering the questionnaire. The questionnaire is being administered to the survey household members as we rightly expect that they will be able to provide the best information about their own living conditions.

Disciplinary action will be taken against any enumerators who consistently treat their respondents with condescension and lack of respect, or who show a pattern of re-interpreting the answers provided by the respondents. Do not make up your own answers for a question asked to a respondent. You are required to be objective in recording the responses.

3.6 GENERAL INSTRUCTIONS FOR COMPLETING THE QUESTIONNAIRES

In this sub-section, basic instructions are provided on how you are to complete the questionnaire. For many of the points raised, the section will restate what has already been said. However, the section provides a useful, condensed set of general instructions for you to use as you carry out your work.

3.7 HOW TO READ THE QUESTIONS

Read the questions exactly as they are written in the questionnaire, following the established order.

You should refer to the fold-out list (flap) of household members in order to verify the age of the individuals for sections that only apply to individuals within a certain age range. Closely follow the instructions for each section when asking the questions.

3.8 FORMAT OF THE QUESTIONS

The questions are divided into three parts as described and shown in the figure below.

Question text area: This is the area where the text of the question is found. All the questions are written as they are to be read to the respondents. Enumerators should not ask the questions according to their own criteria, except in situations where the respondent does not understand the question. In such situations, you must explain the content without changing the sense of the question. This is important to ensure that all respondents are answering the same questions.

Response categories and codes area: This is the part of the question where the text of the response categories and their corresponding codes appear, or in the case of questions about birrs or days, it indicates the response type.

Response area: The responses received to the questions are recorded in this area. The responses should be recorded in the correct row corresponding to the respondent.

	Section 4: Labor Question 32
Question →	For how many days did you work for the PSNP program in the last 12 months?
Response type →	DAYS
Response area for person 1 →	
Response area for person 2 →	
Response area for person 3 →	
Etc.	

3.9 QUESTIONS NOT TO BE READ ALOUD TO RESPONDENTS

There are some questions that the enumerator does not read to the respondent. Rather, the enumerator records the response to the question. The questions are in UPPER-CASE letters. For example:

Section 2: Education Question 1
MARK 'X' IF RESPONDENT IS 5 YEARS OR OLDER

3.10 HOW TO RECORD RESPONSES

Responses should be written clearly in UPPER-CASE letters. This instruction is especially important for those questions that will be coded later, such as descriptions of occupation and industry.

3.11 HOW TO CORRECT MISTAKES

When you make a correction, you must be sure that the change on the questionnaire is clear and neat. If you are using a pen, cancel out the error by neatly marking it through with a line and then write the correct response where it can be easily read. For example:

Section 9: Housing Question 2	
How long has this household been living in this dwelling?	
Years	Months
5	6 3

3.12 THE “OTHER” CATEGORY

In order to include all possible responses that may be provided, many questions include a response option of OTHER (SPECIFY) for you to be able to record responses that are not covered by any of the pre-coded responses. When you use this code, you must provide a brief explanation of the category. For example:

What was the sickness/injury you faced?
Malaria.....1 Diarrhea.....2 Injury.....3 Dental.....4 Ophthalmic.....5 Skin Disease.....6 Ear/nose/throat (ENT).....7 Tuberculosis..8 Other (specify)9
9- Kidney disease

3.13 HISTORICAL EVENTS AND AGES

Several of the questions in the questionnaire require information on the age of respondents, assets, or other items, as well as some dates. Many respondents will find it difficult to remember such ages and dates. One way to overcome this problem is to have the respondent remember a commonly known event that occurred at about the same time as the individual was born (in the case of the age of a person), an

item was acquired, or whatever the age-related question may be. You will have a calendar of events that lists events that occurred in Ethiopia over the past century. You can use this calendar to estimate ages or dates, aided by the calculator provided to you.

3.14 NON-RESPONSE OR INABILITY TO PROVIDE A RESPONSE

All questions that are not answered because of the skip pattern or general flow of the questionnaire should be left **BLANK**. Do not write anything! No information should be recorded.

There may be cases where respondents will not answer an individual question, either because they do not know the answer or because they refuse to answer the question. In these cases, if you cannot get a response even after asking the question several times, the following codes should be recorded:

Refuse to answer. . . NR

Do not know. DK

However, you should use these codes *very rarely*. Be cautious by using these codes only when it is absolutely necessary.

3.15 FLOWS AND SKIPS

In order to have a logical order to filling in the questionnaire, it has been designed with a system of skips that allows you to follow the logical sequence of questions based on responses to questions already provided.

If there are no additional instructions, you pass directly to the next question.

The arrow symbol ► indicates that the interview should be continued with the question indicated. In the following example, if the respondent says Yes, you do not continue with Question 4, but, rather, skip (move to) to Question 5. Question 4 is skipped because the question is not relevant to those who answer Yes to question 3.

Section 2: Education Question 3
Have you ever attended school?
YES..1 (► Q5)
NO...2

The arrow symbol can also indicate that you should **SKIP** the remaining questions in the section and go on to the next row or the next section. For example, if the response to Question 18 is No, then you go to the next row (the next enterprise).

Section 11B: Non-farm Enterprises Question 18
Is any member of this household planning to open a non-farm enterprise in the next 12 months?
YES..1
NO...2 ► NEXT ENTERPRISE

Most of the questionnaire sections are grids: columns of questions and rows of observations. Complete all questions across (all columns) before moving to the next row. For example, in Section 10 Assets, ask Questions 1 and 2 for kerosene stove (item #1) before asking Question 1 for butane gas stove (item #2).

If a section is more than one page, continue with questions *across* pages before moving to the next row. For example, if the household has two enterprises, ask Questions 2-19 for Enterprise #1, then ask Questions 2-17 for Enterprise #2. **DO NOT** ask Question 2 for Enterprise #1 and then Question 2 for Enterprise #2, then Question 3 for Enterprise #1 and Question 3 for Enterprise #2, etc.

3.16 CODING

Where the question responses are pre-coded, you simply record the code for the category that matches the respondent's response. For example:

Section 1: Roster Question 9
Does [NAME]'s spouse/partner live in this household now?
ASK ABOUT FIRST WIFE FOR RESPONDENT WITH MULTIPLE WIVES
YES.1
NO..2 (► Q11)
2

When the response to be recorded is a monetary amount or a figure, write the correct response in the corresponding cell.

- Record monetary amounts in birrs with no decimal point. **DO NOT INCLUDE cents.** For any amounts in cents, round to the nearest birr.
- For any amounts greater than 1,000 birrs, include a comma. For example:

Section 5A: Food Question 4
How much did you spend?
BIRR
<i>1,000</i>

When the response is to an open-ended question that will be coded later, be sure to write the response clearly and in UPPER-CASE letters. For example:

Section 4: Labor Question 22	
Describe what kind of trade or business your secondary job over the past 12 months is connected with.	
	(Supervisor to put in occupation code <u>after</u> interview.)
WRITTEN DESCRIPTION	OCCUP. CODE
<i>LEATHER SHOE FACTORY</i>	

3.17 REFERENCE PERIODS

Past One Week (Last 7 days)	The 7 days prior to the interview. If the interview is done on a Wednesday, the last 7 days are the days since the previous Wednesday.
Past One Month (Last 30 days)	The 30 days prior to the interview. If the interview is done on the 10th of the month, the last 30 days are the days between the 10th of the previous month and the day of the interview.

3.18 RESPONDENTS

Different sections will have different respondents:

- For some sections, all individuals in the household will provide responses (Sections 1 and 3).
- In some sections, only individuals above a specific age will provide responses to the section (for example, Section 2: Education and Section 4: Time Use & Labor).
- Sometimes the household head or the most knowledgeable person will respond (for example, Section 5A: Food).

As far as possible, information should be collected from the respondents individually. Having direct informants provides the most accurate and reliable information. Each member of the household should be permitted to respond for him or herself. There are some exceptions, however. Children younger than 10 years of age will not be able to understand all the questions and respond for themselves. For children, the best-informed member of the household should provide the responses. In addition, there may be individuals in the household who are unable to respond for themselves, either because of a disability or because of age. In these cases, again, the best-informed member of the household should provide responses for them. In the manual, the sections describing the individual sections have notations on who the respondents are and who the direct informants are.

There will be occasions where the respondent is listed as the household head, but it is impossible to speak with the household head. The household head may not necessarily be in the village at that time. In these cases, you should seek the person best able to respond for the household head, depending on the section being administered. If there is a spouse in the household, he/she will be the most likely respondent.

It may also be difficult to meet with the household head because, while he or she is a resident in the household, he or she is too busy working to speak with you. You should make every effort to speak with the household head at his or her convenience. However, if you repeatedly find it impossible to speak with the household head, you should seek the person best able to respond for the household head, depending on the section being administered. Sometimes you will need to make an appointment for an appropriate time to meet him/her, which may be at an awkward hour. Some respondents may only be available early in the morning, late in the evening, or during weekends. It is the responsibility of both enumerators and field supervisors to arrange for appropriate times for the interviews.

3.19 GENERAL NOTES

- Make sure your entries are clear. If you make a change to something you wrote on the questionnaire, make sure the response is clear. Either neatly erase the old response, or cross out the wrong answer with one line and write the corrected answer beside it. Crossing out errors must be done in a clear and consistent manner.
- Write numbers clearly. Some numbers can be confused with one another if not written clearly, e.g. 0 and 6, 1 and 7, 2 and 0, 4 and 6, 5 and 8, etc.
- Remember to take two Household Questionnaires to every interview, in case the household has more than ten members and you need two questionnaires for the interview. (Remember in such cases to write “1 of 2” and “2 of 2” on the cover sheets of the Household Questionnaire.)

- We do not expect to see a lot of DK (don't know). It is your responsibility to probe and help the respondent to determine the answer, and ONLY accept DK (don't know) as a last resort.
- If a quantity is 0, then the unit should be blank, e.g. Question 2 in Section 5a:

Section 5A: Food Question 2	
How much in total did your household consume in the past week?	
QUANTITY	UNIT
0	

←Leave
Unit
blank

- Enumerators should be very careful in completing questionnaires where the Household Roster flap may not line up with questionnaire rows.
- Continue to write comments to specify or describe any unusual situation. These comments will help us in Addis Ababa to understand, and make it easier for you because we will not have to send the questionnaire back to ask for explanations.

CHAPTER 4. SECTION BY SECTION DESCRIPTION OF THE HOUSEHOLD QUESTIONNAIRE

This chapter examines each section of the Household Questionnaire in turn in order to address possible problematic issues relating to each section. These notes should be your first reference if you encounter any problems in administering the sections or questions.

The sections in the Household Questionnaire are organized as follows:

- **Cover Pages**
- **Sections 1 - 4:** Information about each individual household member
- **Sections 5 - 15:** Household information.

COVER PAGES

Q1-Q7. Enter/record the name and the area code of the region/*zone/wereda*/town/sub-city/*kebele* and EA for the enumeration area of the household.

Q8. Household serial number: Enter/record the household serial number in the space provided under this column.

Q9. Household size: Ask the head of the household and enter/record the number of the usual members of the household in the space provided. This should be the same as the number of people who are listed in Section 1 (Roster).

Q10. Agricultural Sample Survey Code.

Q11. Household head's name: Ask for the name of the head of the household. Enter the full name in the space provided.

Q12. Village name where the household head lives: Ask the head of the household for the name of the village where the household lives/resides. Enter the village name in full in the space provided.

Q14. Interview information: Record the date, start time, and end time of the interview. Since household interviews will not take place at one sitting, there is space to record up to three dates/times for each interview.

Q15, Q18, Q21. Mark the sections that are still missing or incomplete after the interview. After the third interview, if any sections are missing or incomplete, a fourth interview must be conducted.

Q22-Q26. Data entry information: Record the data encoder's name (**Q22**). In **Q23-Q26**, record the date/month/year of data entry, data verification done, and incomplete sections. This is to be completed by the data entry clerk and data entry supervisor.

Q26. Record the GPS coordinates (latitude and longitude) of the dwelling in the space provided after allowing adequate time for the GPS unit to acquire a signal. Do not forget to refresh the GPS each time before you record the GPS coordinates. (See Annex 1.)

Q27-Q33. Staff details: In this part of the questionnaire, spaces are provided for the CSA staff directly involved in the survey field work to write their names, signatures, and dates right after accomplishing the job assigned to each. Therefore, you (the enumerator) should take as much time as may be needed to check the completed questionnaire for accuracy and internal consistency before putting your name, signature, and date in the space provided.

Section to Be Completed by the Field Supervisor
Status of the Questionnaire:

Q34. This question is to be completed by the field supervisor. The question provides observations on the interview in terms of the status of the questionnaire and the status of the data entry. Use the corresponding codes provided in the code box next to the question.

Multiple questionnaires: Each Household Questionnaire contains sufficient space for the enumerator to list a household of 10 members. If the survey household has more than 10 members, you will need to use an additional Household Questionnaire.

SECTION 1: HOUSEHOLD ROSTER

The following are some important notes to keep in mind when listing household members:

- The first person to be listed on the Roster is the head of the household.
- **The head of the household** is the person commonly regarded by the household members as their head. The head would usually be the main income earner and decision-maker for the household, but you should accept the decision of the household members as to who is their head. **There must be only one head in the household.** If more than one individual in a potential household claims headship or if individuals within a potential household give conflicting statements as to who is the head of the household, it is possible that you are dealing with two or more households, rather than one. You will need to discuss this with your field supervisor.
- It is possible that the household head may not be residing in the dwelling at the time of the interview. He or she may be living and working, temporarily or permanently, in another part of Ethiopia or in another country.
- Do not include boarding school students who are residing at boarding school and are still dependent on the household.
- Do not include military personnel, prisoners, or other individuals who are residing elsewhere (in such institutions) and are not primarily dependent on the household for their welfare.
- Some household members may not be a relative of the household head, for example, a servant who lives in the household and does not keep a household elsewhere.

- Servants, other hired workers, and lodgers (individuals who pay to reside in the dwelling of the household) should not be listed if they have their own household elsewhere that they head or upon which they are dependent.
- Children who are living with other relatives (for example, an aunt or uncle) should not be listed. They would be listed in the aunt/uncle's household.

Respondents: *All individuals.*

The initial respondent to Section 1 should be the household head, if available. If he or she is not available, the most senior member of the household present should respond to **Q1 to Q6**. The questions that follow should be asked of the individuals concerned or, in the case of young children, their mother or guardian.

The cover sheet and Section 1 should be fully completed before going on to the other sections.

The purpose of Section 1 is to collect basic demographic information, such as relationship to the household head, sex, age, absence from the household, religion, marital status, spouse information, birth place, and biological parents and their education and occupation.

Q1-Q3. You MUST complete **Q1 to Q3** before continuing with other questions in this section.

Household Head: List the head of the household on LINE 1 (ID Code 1). The spouse(s) of the head and children should be listed next. Then list other household members who are relatives, ending with household members who may not be related to the head.

Make sure the person you list as the head of household in Section 1 (ID code 1) is the same person who is noted in **Q11** on the cover page of the questionnaire.

Q1. In writing the names of the household members, be sure that you uniquely identify the individuals. If two individuals in the household have the same name, ask about any nicknames or each individual's full name or other ways in which the two persons can easily be distinguished from each other.

Q2. Relationship to head: Other non-relatives (code 15) are non-relatives who live in the dwelling but do not pay. This could be a friend of the household head.

Q3. You must ask about the sex of the individual. Do not use the name of the individual to assume the sex of that individual. (Ask the sex of each individual household member (1..... Male 2..... Female.)

Q4. If an individual is age 5 years or older, give YEARS only. If a child is younger than 5 years, give YEARS & MONTHS (e.g., 59 months, 43 months, 2 months, etc.). If age is less than one month, put "0."

In **Q4**, for those age 5 years and older, the age in years refers to completed years according to their last birthday.

In **Q4**, for children younger than 5 years, report round months to above or below 15 days. That is, if a child is 6 months and 20 days old, report 7 months; if 6 months and 13 days old, report 6 months.

Q5. Ask for cumulative months of absence over the past 12 months.

For example, if an individual was absent once over a period of 3 months, and again over another period of 1 month in the past 12 months, you should write 4.

You should include portions of a month of absence in the calculations here. Include the portions in determining the total cumulative absence.

For example, an individual who was away for one period of 6 weeks (1.5 months), another period of 3 weeks (0.75 months), and a third period of half a month, the total cumulative absence was 2.75 months. This should be recorded as 3 months. (See the next point on rounding.)

In reporting the total cumulated absence that includes such portions, round down if the portion of a month is less than half, round up if it is more than half. If it is exactly half, round down. For example, if an individual was absent for 3 months and one week in total, report 3 months; if 3½ months, report 3 months; and if it is 3 months and 3 weeks, report 4 months.

In the previous example, where the total cumulative absence was 2.75 months, report 3 months.

If the respondent is 10 years of age or older, write code 1; if the respondent is younger, write code 2 and be sure it corresponds with the age in **Q4**.

Q6. IS RESPONDENT 10 YEARS OR OLDER? (See the response to **Q4**.) If he or she is 10 years or older, write Yes, use code 1, and ask the next question. If not, use code 2 and skip to **Q11**.

Q7. Do not assume that the religion of the head of the household is the religion of all others in the household. **“Ask the individual’s religious status.”**

Q8. Marital status

For men with multiple wives, use code 3 (polygamous) to describe their marital status.

Separated refers to a marital state concerning a man and woman who no longer live together as husband and wife, without being legally divorced. In this case, use code 2.

Q9. If the spouse/partner lives in the household, use code 1. If the spouse/partner does not live in the household, use code 2.

Q10. ID code of the current spouse (or first wife) who lives in the household (use the ID code from the Household Roster): This question is asked of both women and men household members who are married.

Q11. Use the region code for where each household member was born.

Q12. Ask if the biological father of each household member lives in the household. Use code 1 if Yes; if No, use code 2. The question is to be asked for household members whose age is less than 18 years.

Q13. List the ID code of the individual household member’s biological father.

Q14. Ask if the biological father of each household member who is younger than age 18 is alive or dead. Use code 1 if the biological father is alive; if not, use code 2.

Q15. List the highest educational level attained by the biological father of household members whose age is less than 18 years. Ask for the educational level of the biological father even if he is no longer living.

What is your level of education?		
Level of Education	CODE	Description of Educational Status
A. Based on both curriculums		
K.G	00	K.G, 0 grade (preparatory), nursery, or 1 st grade – cannot read and write
1 st	01	Completed 1 st grade – can read and write or cannot read and write
2 nd	02	Completed 2 nd grade – can read and write or cannot read and write
3 rd	03	Completed 3 rd grade – can read and write or cannot read and write
4 th	04	Completed 4 th grade – can read and write or cannot read and write
5 th	05	Completed 5 th grade
6 th	06	Completed 6 th grade
7 th	07	Completed 7 th grade
8 th	08	Completed 8 th grade
B. Based on previous curriculum		
9 th	09	Completed 9 th grade
10 th	10	Completed 10 th grade
11 th	11	Completed 11 th grade
12 th	12	Completed 12 th grade and has taken the ESLC exam – passed the exam or did not pass
Certificate	13	Completed grade 12+1
Teacher training certificate	14	Completed Teacher Training Certificate
1 st year college	15	Completed 12+1 years for diploma or above course

2 nd year college	16	Completed 12+2 years for diploma or above program
Diploma	17	Completed diploma course
3 rd year	18	Completed 3 rd year course
B.A / B.Sc. etc.	19	Completed a bachelor degree program (non-specialized) including MD
Above B.A/B.Sc.	20	Postgraduate diploma, M.A, Ph.D., MPhil, etc.
C. Based on the new curriculum		
9 th	21	Completed 9 th grade
10 th	22	Completed 10 th grade, passed the exam or not
11 th preparatory	23	Completed 11 th grade
12 th preparatory	24	Completed 12 th grade
Certificate (10+1) vocational and technical course	25	Completed certificate in 10+1 vocational and technical course
10+2 or not completed level 2	26	Completed 1 year course in 10+2 or level 2 vocational and technical course
Certificate 10+2 course	27	Completed certificate in 10+2 vocational and technical course
10+3 course	28	Completed 1 year in 10+3 or level 3 vocational and technical course
10+3 course	29	Completed 2 years in 10+3 or level 3 vocational and technical course
Diploma	30	Completed diploma in 10+3 or level 3 vocational and technical course
1 st year college	31	Completed 1 year course in bachelor degree or level 4 program
2 nd year college	32	Completed 2 years in bachelor degree or level 4 program

3 rd year and above college course	33	Completed 3 years or more in bachelor degree program but did not complete bachelor degree
Bachelor degree	34	Completed bachelor degree or level 4
Above bachelor degree /above level 4	35	Completed bachelor degree and attending level 5 or 1 year postgraduate degree/M.L/PhD
Informal education	93	Can read and write by attending an informal education program but has never been in regular school
Adult literacy program	94	Can read and write by attending an adult literacy program but has never been in regular school
Satellite	95	Can read and write but never attended regular school
Non-regular	96	Can read and write by attending a religious institute such as Kes or Kuran but never attended regular school
Not educated	98	Cannot read or write

Q16. Ask the respondent if the biological mother of each household member lives in the same household. Use code 1 if Yes; if No, use code 2.

Q17. List the ID code of the individual household member's biological mother.

Q18. Ask if the biological mother of each household member who is younger than 18 years of age is alive or dead. Use code 1 if the biological mother is alive; if not, use code 2.

Q19. List the highest educational level of the biological mother of each household member who is younger than age 18. Ask the biological mother's educational level even if she is deceased.

PLESAE: REFER TO THE EDUCATION LEVEL CODES IN THE TABLE ABOVE

Q20 & Q21. Both questions ask for the biological father's and mother's main industry of occupation. If the biological parents are dead, ask for their main industries of occupation while they were alive.

SECTION 2: EDUCATION

Respondents: All individuals age 5 years and older.

Direct informants: Individuals age 10 years and older.

Section 2 provides information on the educational history of all household members age 5 years and older. No information should be collected from those younger than 5 years of age. Individuals age 10 years and older should respond for themselves. Guardians/caretakers must answer on behalf of children age 5 to 9 years.

You must administer Section 2 one row (individual) at a time, NOT page by page. After asking **Q1-Q18** for the first individual, then ask **Q1-Q18** for the second individual. Repeat this process for all applicable individuals. The same rule applies to Sections 3 and 4.

Q1. Mark “X” in the space provided if the household member/respondent is age 5 years or older.

Q2. If the respondent can read and write in any language, use code 1 if Yes; if No, use code 2.

Q3. If the respondent ever attended regular school, use code 1 if Yes; if No, use code 2.

Q4. If the answer to **Q3** is code 2, ask the reason why the respondent never attended school, record the correct answer in the space provided, and skip to **Q18**.

Q5. If the answer to **Q3** is code 1, ask the respondent what is the highest level of education completed, then enter/record the response. Refer to the text box to choose the appropriate code for the level of education. For example, a respondent who is attending grade 10 will already have completed grade 9. We are interested in knowing the course level that has been completed. We are not counting the number of years spent in school.

Q6. Ask each respondent if he/she is currently attending school. If Yes, use code 1 and skip to **Q8**; if No, use code 2. If the school is on a holiday break at the time of the interview, ask about attendance just before the break.

Q7. If the answer to **Q6** is code 2 or No, ask why the respondent is not currently in school and choose the appropriate code and skip to **Q16**.

Q8. If the answer to **Q6** is code 1 or Yes, ask the respondent which grade he/she is attending.

Q9. Ask the respondent what kind of organization runs the school the respondent is attending.

Q10. Ask whether the respondent was absent from school last month for more than a week in the current school year. Use code 1 if the respondent was absent; if not, use code 2 and skip to **Q12**.

Q11. If the answer for **Q10** is code 1 or Yes, ask the main reason for being absent from school.

Q12. Ask the respondent what mode of transportation he/she uses to go to school.

Q13. Ask the respondent how long it takes to get to school.

Q14. Ask whether the respondent received any scholarship or educational assistance from any organization or the government to attend school. If Yes, use code 1; if No, use code 2 and skip to **Q16**.

Q15. If the answer to **Q14** is code 1 or Yes, ask the monetary amount or value of the assistance from the organization or the government received in kind or in cash. Please note that assistance received in kind

should be converted into cash and recorded in the space provided. This value is based on the current school year.

Q16. Ask how much money the household spent on his/her school fees during the past 12 months; if no money was spent on education, record “0.”

Q17. Ask how much the household spent on his/her other education expenses, such as school books, uniforms, stationery, etc.

Q18. Ask if the respondent plans to attend school next year. If Yes, use code 1; if No, use code 2.

SECTION 3: HEALTH

Respondents: All individuals.

In Section 3, information on both the recent and long-term health status of each household member/respondent is asked. Information should be collected on all members of the household. Individuals age 10 years and older should respond for themselves. Information on the health condition of children younger than 10 years of age should be asked of their mothers or caregivers.

Q1. It is important for you not to assign an illness status to the respondent, but to let the respondent identify his or her own illness status. If they report having no illness in the last 2 weeks but look visibly ill, you must record them as having no illness, and never be judgmental. Ask the respondent if he/she had a health problem during the last two months. If the response is Yes, use code 1; if No, use code 2 and skip to **Q4**.

Q2. If the response to **Q1** is Yes, ask the respondent about the type of sickness/injury the respondent faced in the last 2 months.

Q3. This question is about the number of days the respondent was absent from his/her usual activities due to a health problem in the last 2 months.

Q4. Ask the respondent whether, due to a health problem or not, he/she has received medical assistance or a consultation from a health institution or traditional healer during the last 2 months. If Yes, use code 1; if no, use code 2 and skip to **Q6**.

Q5. Ask the respondent about their main source of medical assistance or consultation service, the place where the respondent receives medical assistance or consultation services.

Q6. Ask why the respondent did not consult with a health institution/traditional healer about his/her health during the last 2 months.

Q7. Ask if the respondent has tried to get medical assistance or consultation services during the last 12 months, whether or not the respondent had any health problems.

Q8. If the respondent has received medical assistance/consultation, ask the number of times the respondent received medical assistance or consultations in the last 12 months.

Q9. Ask whether the respondent has been sick for at least 3 consecutive months during the last 12 months. If Yes, use code 1; if No, use code 2 and skip to **Q13**.

Q10. Ask whether the respondent or the household received any assistance free of charge for a long-term illness. If Yes, use code 1; if No, use code 2 and skip to **Q13**.

Q11. If the respondent received services free of charge, ask about each source of assistance. There are six choices of sources of assistance in **Q12**. Ask the respondent about each source of assistance.

Q12-Q17. These questions assess the extent of difficulty associated with performing a set of tasks, including seeing, hearing, walking/climbing steps, remembering/concentrating, self-care (maintaining personal hygiene), and communicating. If the respondent does not have any of these problems, use code 1; if he/she has all of these problems, even if the problems are not severe use code 2 for each problem.

Q18. In **Q12** to **Q17**, if the respondent states that he/she suffers from any one of the abovementioned problems, use code 1; if not, use code 2 and skip to **Q20**.

Q19. For **Q12** to **Q17**, if the respondent reported that he/she has had problems and these problems have had an impact that caused a reduction in the amount of work he/she could do at the domestic level, the work place or at school, choose the appropriate code and record. If the respondent is a young child, use code 4.

Q20. Ask if the respondent's age is between 6 and 59 months. If the response is Yes, use code 1; if No, use code 2 and skip to Section 4. The correct age of the child should be recorded in the Roster too.

Q21. Children's date/month and year of birth should be recorded for those between ages 6 and 59 months. This requires that the age should match with Section 1, **Q4**. You must reconfirm the age of the child in the Section 1 Roster.

One reason to check the age in the Roster is that it is possible that the father filled in the Roster. In Section 3, the mother or the guardian of the child will again provide the age of the child. The mother or guardian likely knows the *exact* age of child better than the father, and can reconfirm.

Correct the age and date of birth in the Roster if necessary.

Q22 & Q23. These questions are about the weight and length/height of children 6 months to 59 months of age. No children 5 years of age or above will be measured. No children younger than 6 months of age will be measured.

Measuring a Child's Height and Weight

- A. The mother or guardian of the child should assist throughout the measurements. The child needs to be as calm as possible when you are measuring him or her, so the mother or guardian should be nearby. You must speak politely and in a friendly manner with the child. A child who is scared or worried will be difficult to measure.
- B. Be sure that the mother or guardian understands what will be done to the child. Explain to the mother or guardian why/how the child will be weighed and height will be measured.
- C. Be sure to politely and thoroughly answer any questions or other concerns that the mother or guardian might have.

D. Complete the measurements for one child at a time. If more than one child needs to be measured in a survey household, measure both the weight and height/length of one child before taking measurements on any other child.

Q22. Weight of child. A hanging scale (Salter-type scale) to weigh children between 6 and 59 months of age will be used. Note that weights should only be recorded in kilograms, and they should be recorded to the first decimal place (nearest 100 grams). Note that the decimal point is already printed in the questionnaire.

Q22. If the child weighs less than 10 kilograms, the first blank of the three blanks in **Q22** should be filled in with a 0 (zero).

You MUST zero the scale before weighing the child.

Q23. Height/length of child:

- Children younger than 24 months should be measured lying down (length).
- All children ages 24 to 59 months should be measured standing up (height).

Q24. This question is about the results of the measurement.

Codes for Q24

Measured...1 , Not present 2, Sick or Injured3, Refused4, Other.....5

SECTION 4: TIME USE AND LABOR

Respondents: All individuals age 7 years and older.

Information for this section is collected from household members/respondents age 7 years and older. Individuals 10 years and older should respond for themselves. Guardians/caretakers must answer on behalf of children age 7 to 9 years.

Q1. This question is to be completed by the enumerator without asking the respondent.

Q2-Q8. Time spent on some economic activities.

These questions may require making some calculations. If the respondent cannot remember the number of hours over the past 7 days, ask for the number of hours in one day and ask how many days the task was done. Then multiply the number of hours by the number of days to get the total number of hours for the last 7 days.

Note: If the respondent did not do any task, write zero; if less than half an hour, write “0.5”; otherwise, round to the nearest hour.

Q9. Ask whether the respondent had any wage/salary job in the past 12 months. If the respondent was not employed in a job or casual/part-time labor/commission, skip to **Q31**.

Q10 & Q11. Description of the respondent’s job and the type of trade/business of the main job.

Note: The field supervisor will enter the occupation code and the industry code after the interview.

Q10. Occupation refers to the kind of work the person does or the kind of the work he/she did, when he/she was working for the first time. This question is to enquire specifically about the nature of the job he/she was doing most of the time in the last 12 months.

If the person uses vague answers, such as civil servant, businessman, or laborer, ask him/her the exact type of job he/she did most of the time, and then write the occupation in the space provided. Occupation will best be described by such job titles as teacher, driver, cook, etc. If a person moved from job to job, you will only record the occupation in which he/she was engaged during the reference period or the last 12 months. If a person has two or more occupations, enter the one in which he/she spends most of his/her time.

Try to get comprehensive answers. For example, it is not enough for a respondent to inform you that he/she is a teacher. Probe to find out if he/she is a primary or secondary school teacher, etc. Record “secondary school teacher” or whatever the case may be. Below are examples of some vague answers and some probing questions to assist you in arriving at a correct answer:

Vague response	Probe and ask if he/she is a...
Doctor	Medical, dental, veterinary (doctor)
Engineer	Civil, electrical, chemical, mechanical, etc.
Civil servant	Economist, nurse, clerk, accountant, etc.
Technician	Chemical engineering technician, civil engineering technician, electrical engineering technician, etc.
Inspector	School building, safety and quality, policeman, etc.
Clerk	Secretary, transport, library, stock, etc.
Laborer	Mining, road construction, building construction, etc.
Cleaner	Domestic helper, office, hotel, etc.
Driver	Driver for CSA, driver for cotton factory, etc.
Manager	Administrative, finance, personnel, marketing, etc.

Q11. This question is to determine the economic sector in which the respondent works. Write a description of what the establishment where the respondent works does.

- Industry refers to the activity of the establishment in which an individual works at his or her occupation. An industry is usually identified on the basis of the nature of the goods and services produced.

- Do not write the exact name of the company or the institution, except for those individuals who work for government ministries, or official/public organizations.
- Do not write a generic description such as “workshop,” “industry,” “factory,” etc. since this would not provide enough descriptive information.
- If the place where the person works produces more than one item (such as a factory that produces two different items), list the main/primary item produced.

Example: A person may be an accounts clerk and employed by a dairy farmer. His occupation is “Accounting Clerk” and his industry is “dairy farming.”

Below are some more specific probing guidelines for recovering better industry information:

Response	Suggested probing questions
Factory	What kind of goods does the factory manufacture or make? For example, shoes, fruit juices, clothes, etc. For instance, if a respondent says he/she is working in a factory that manufactures sweets, record “sweets manufacturing.” Alternatively, if you cannot determine what the factory produces, ask the respondent to give you the name of the factory and record this name.
Construction	What does the company build? For example, roads, dams, electrical plant, etc. For instance, if the company builds houses, then record “building construction.”
Mining	What type of mine is it? For example, coal, gold, diamond, etc. For instance, if gold is mined, record “gold mining.”
Shop	What does the shop sell? For example, shoes, clothes, groceries, etc. For instance, if the shop sells groceries, record “sale of groceries.”

Q12. Ask who was the employer of the respondent during the last 12 months.

Q13. Number of months the respondent worked at that job over the last 12 months.

Q14. Number of weeks per month the respondent worked at that job during the number of months recorded.

Q15. Number of hours the respondent worked at that job for the number of weeks recorded.

Q16, Q18, Q27 & Q29. Last payment for wage/salary job: For a job that was recently started and no payment has been received as of the interview date, the respondent should provide information on the expected payment instead.

Q17. If the respondent was paid on the basis of hours that the respondent worked, use code 1; if payment was on daily basis, use code 2; on a weekly basis, use code 3; on a 2-weeks basis, use code 4; on a monthly basis, use code 5; on a 3-months basis, use code 6; on a 6-months basis, use code 7; and on a yearly basis, use code 8.

Q16 – Q19. **Q16 & Q17** ask about the last payment for wages/salary paid for the main job in the last 12 months, while **Q18 & Q19** ask about allowances and gratuities, which include allowances and per diems paid to business employees and civil servants for costs related to travel, fieldwork, workshops, and the like (uniform/shoes).

- The amount reported in **Q18** should include hotel accommodation payments directly made by the employer on behalf of the employee, if any.
- In estimating the value of in-kind allowances or gratuities in **Q18**, the respondent should estimate what he or she would have paid for the item, had they purchased it in the market.

Q20. This question asks whether the respondent worked for a wage/salary/commission or any in-kind payment at a **secondary occupation excluding temporary day labor** in the last 12 months.

Q21-Q30. The secondary job questions are exactly the same as those for the main job, that is, **Q10-Q19**.

Productive Safety Net Program (PSNP)

Q31. Ask the respondent if he/she has participated in PSNP as a temporary laborer. If Yes, use code 1; if No, use code 2 and skip to **Q34**.

Q32. If Yes, ask the respondent the number of days worked.

Q33. Ask the income obtained for the days worked in the PSNP program for the last 12 months

Other Temporary or Casual Work

Q34. Ask whether the respondent did any casual/temporary work in the past 12 months. If Yes, use code 1; if No, use code 2 and skip to **Q37**.

Q35. Ask the number of days worked in the past 12 months.

Q36. Ask the amount of income received in the past 12 months.

Work Performed without Any Financial Return

Q37. Ask the respondent if he/she participated in labor sharing activities or worked for others without any financial return during the last 12 months. If Yes, use code 1; if No, use code 2 and skip to the next section.

Q38. If the respondent's response is Yes for **Q37**, ask for how many families the respondent worked.

Note: FILL IN "0" if none.

SECTION 5A: FOOD OVER THE LAST 7 DAYS

Respondent: Individual primarily responsible for the preparation of food.

Section 5A should be asked of the individual in the household who is primarily responsible for food preparation for the household, with the assistance of other food preparers and the head of household, if applicable.

Section 5A asks questions about the **total consumption (quantity)** of food items in the past week, which can come from purchases, own-production, and/or gifts.

Section 5A also asks about the **monetary value** of food items that were consumed over the past one week and that came from purchases. This is important to understand since Section 5A DOES NOT necessarily ask about **expenditures** on food items that were bought over the past one week.

Example: If in the past week the household purchased a large amount of teff from a wholesaler, DO NOT record the entire value of that purchase. Instead, record the **monetary value** of the maize or sorghum that was purchased and consumed by the household in the past week.

Units: You must closely study the units of food consumption included in the questionnaire. For any food item that is not reported in terms of a unit that is part of the unit codes, you are expected to do as much as possible to estimate with the respondent a standard unit (kg, gram, liter, milliliter) equivalent of the consumption reported by the respondent.

It is possible that individual household members will have consumed some food over the past one week independently of the other household members. As you are administering Section 5A, you must prompt the respondents from time to time to remind them to consider such individual consumption as they are answering your questions. Often enumerators forget the fact that this is not for an individual member or the respondent but for the entire household.

Q1. This question asks whether any member of the household **CONSUMED** over past one week any type of food as listed. If the household member did not eat one of the food items listed, ask about the next food item listed and so on.

Complete **Q1** for all foods before moving to **Q2-Q5**. First, ask **Q1** for **ALL ITEMS** in the list, **BEFORE** asking the rest of the questions **one row at a time** for items that have a YES (1) value for **Q1**.

If any of the items were given to animals OR were purchased but not consumed OR were given for free but not consumed, they **SHOULD NOT** be reported as part of household consumption. For instance, if the household just bought a 50 kg bag of rice but has not eaten any of that or any other rice, the response to **Q1** should be NO for rice.

Q2. This question asks the quantity of food items that a household has reported to have consumed over the past week. The question has two parts where you need to record: the unit measurement of the food consumed and the quantity of each food item should be recorded.

Quantity consumed: This is a number. If only part of the purchased food was consumed, please ask your respondent to estimate the portion consumed.

The unit code for the quantity is to be selected from a list of units indicated on the right side of the page.

For instance, where a household has consumed two (2) kilograms of maize, you need to record 2 in the column for quantity and one (1) in the column for unit.

Q3. This question asks of the total food items consumed as reported in **Q2**, how much came from purchases.

For example, of the two kilograms of rice that the household consumed over past one week, only one (1) kg may have originated from purchases. In this case, you **MUST** record, one (1) in the quantity column and twenty (20 for kg) in the unit column.

Consumption out of business inventory, such as a grocery inventory, **MUST** be considered as consumption originating from purchases. (**Q3** should be there too.)

Q4. This question asks the amount of money that was paid to purchase the food reported in **Q3**. Note that **Q4** refers **ONLY** to the *monetary value* of the consumed food that came from purchases.

Q5. This question seeks to capture the amount of food that was reported to have been consumed (in **Q2**) that came from *own-production* (that is, own farm/garden, etc.). Similar to the other questions, both *quantity* and *unit* **MUST** be entered here.

Q6. This question seeks to capture the amount of food that was reported to have been consumed (in **Q2**) that came from either *gifts* OR *sources other than purchases or own production/assistance*.

Unit codes for Q5 & Q6: Grams, 1; centimeters, 2; cubic centimeters, 3; number, 4; meters, 5; pairs, 6; boxes, 7; rolls, 11; packs, 12; tubas, 14; arabas, 16; kilograms, 20; tea/coffee cups, 31; liters, 32; square meters, 33.

Enumerator: THE UNITS ARE FROM THE CSA BULK UNIT CODES. CHOOSE THE APPROPRIATE UNITS FROM THE LIST. IF YOU FIND MEASUREMENT UNITS OTHER THAN THOSE LISTED ABOVE, USE THE NAMES AND CODES IN THE 2010/2011 FAMILY EXPENDITURE SURVEY.

SECTION 5B: FOOD

Note: Please read the question out loud to the household head and ask his/her opinion.

CODES: Each food item is pre-coded.

Q0. In this section, all food items are listed.

Q1. This question seeks to find out if any person(s) who is/are not household member(s) consumed any food at a given household over the past one week.

Q2. This question seeks to find out the number of days over past one week that items from various food categories were consumed in the household. If none, use code 2 and skip to **Q3**.

Note: Values recorded for **Q1** **MUST NOT** exceed 7. **For example:** within the Other Cereal category, a household may have consumed rice for 3 days over the course of the past one week and millet for 7 days. In this case, 7 should be recorded for **Q1**.

Q3-Q5. These questions seek to find out the total number of days and meals over past one week during which the household shared any food with non-household members in different age categories. If Yes for **Q3**, use code 1 and ask **Q4** and **Q5**. If No, use code 2 and skip to the next section.

Ask **Q4** & **Q5** if the household shared food with non-household members in the age groups listed below during the last 7 days. Otherwise, record “0”.

- A- Children age 0 to 5
- B- Children age 6-15
- C- Adults age 16-65
- D- Elders over age 65

SECTION 6: NON-FOOD EXPENDITURE

CODES: Each material is pre-coded.

Respondent: *Head of household or most knowledgeable member.*

Section 6 consists of two separate tables. The recall periods and the items listed in each table are different. The recall period for the items listed in the first table (**Q1** & **Q2**) is the past one month. The recall period for the items listed in the second table (**Q3** & **Q4**) is the past 12 months.

Only birr expenditures are recorded; no quantities are recorded.

You must provide the respondent with examples of the sorts of items that they should consider in accounting for expenditures on all of these items. Several examples are given in the questions, which can be expanded.

Q1. Ask if the household has purchased any of the non-food items in the last one month . If Yes, use code 1; if No, use code 2. Ask about the item listed in the first row, then the second row, and so on

Q2. Ask how much money the household spent on each non-food item in the last one month.

Q3. Ask if the household has purchased any of the non-food items in the last 12 months. If Yes, use code 1; if No, use code 2. Ask about the item listed in the first row, then the second row, and so on .

Q4. Ask how much money the household spent on each non-food item in the last 12 months.

SECTION 7: FOOD SECURITY

Respondent: *Individual primarily responsible for the preparation of food.*

In addition to food consumption information, we would like to know more about the existence of a set of dietary practices in the last 7 days, and how they may indicate the level of household food security, i.e., having enough to eat and possessing the ability to access food if need be.

At the beginning of Section 7, a reminder to the respondent concerning the objective of the ERSS may be necessary. The respondents may be thinking that exaggerating answers may enable them to receive a certain service/product so as to have a positive impact on their living standards. This survey will not be affiliated with any direct assistance to surveyed households.

Q1. Did the household have concerns as regards to the amount of food over the past 7 days? If the response is Yes, use code 1; if No, use code 2.

Q2. Whether the response to **Q1** is Yes or No, **Q2** must be asked. It is possible that the person reports in **Q1** about not having any worries in the past 7 days about having enough food, but that the household still took actions, as listed in **Q2**. If no action was taken, record “0.”

Q2a. In the past 7 days, how many days have you or someone in your household had to rely on less preferred foods? If the respondent answered that the household relied on less preferred foods during the past 7 days, record the number of days in the space provided. If the respondent answered that the household never relied on less preferred foods during the past 7 days, record 0 in the space provided.

Q2b. In the past 7 days, how many days have you or someone in your household had to limit the variety of foods eaten? If the respondent answered that the household limited the variety of foods eaten during the past 7 days, record the number of days in the space provided. If the respondent answered that the household never limited the variety of foods eaten during the past 7 days, record 0 in the space provided.

Q2c. In the past 7 days, how many days have you or someone in your household had to limit portion size during mealtimes? If the respondent answered that the household limited portion size at mealtimes during the past 7 days, record the number of days in the space provided. If the respondent answered that the household never limited portion size at mealtimes during the past 7 days, record 0 in the space provided.

Q2d. In the past 7 days, how many days have you or someone in your household had to reduce the number of meals eaten in a day? If the respondent answered that the household reduced the number of meals eaten in a day during the past 7 days, record the number of days in the space provided. If the respondent answered that the household never reduced number of meals eaten in a day during the past 7 days, record 0 in the space provided.

Q2e. In the past 7 days, how many days have you or someone in your household had to restrict consumption by adults for small children to eat? If the respondent answered that the household restricted consumption by adults for small children to eat during the past 7 days, record the number of days in the space provided. If the respondent answered that the household never restricted consumption by adults for small children to eat during the past 7 days, record 0 in the space provided.

Q2f. In the past 7 days, how many days have you or someone in your household had to borrow food or rely on help from a friend or relative? If the respondent answered that any member of the household had to borrow food or rely on help from a friend or relative during the past 7 days, record the number of days in the space provided. If the respondent answered that none of the household members borrowed food or relied on help from relatives during the past 7 days, record 0 in the space provided.

Q2g. In the past 7 days, how many days have you or someone in your household had no food of any kind in your household? If the respondent answered that the household had no food of any kind in the household, record the number of days in the space provided. If the respondent answered that there was no day that there was no food in the household, record 0 in the space provided.

Q2h. In the past 7 days, how many days have you or someone in your household had to go a whole day and night without eating anything? If the respondent answered that any member of the household spent a whole day and night without eating anything, record the number of days in the space provided. If the respondent answered that none of the household members spent a whole day and night without consuming food, record 0 in the space provided.

Q3. This question asks whether a household consistently consumes some meals every day. The question further asks whether children younger than age 5 eat the same number of meals compared with those older than 5 years. As such, if all the members of the household consume the same number of meals every day, then both columns will have the same number, while the opposite will be true if the household members have different numbers of meals each day served to individuals in different age-categories.

Q3a. Ask the household head how many times the household members, age 5 and older, eat in a day, including breakfast.

Q3b. Ask the household head how many times the children between ages 6 and 59 months eat in a day, including breakfast. If the household does not have any children, put “-”.

Q4. Whether all household members eat the same diet.

Q5. Who in the household eats a diversity of foods and who eats less diversity of foods. Use code 1 for diversity of foods or code 2 for less diversity. Record the household members who eat a variety of foods/less variety of foods according to their age.

Q5a. Ask the household head whether male household members eat a variety of foods or less variety of foods. If the response is that male household members eat a variety of foods, use code 1; if less variety of foods, use code 2.

Q5b. Ask the household head whether female household members eat a variety of foods or less variety of foods. If the response is that female household members eat a variety of foods, use code 1; if less variety of foods, use code 2.

Q5c. Ask the household head whether children 6 to 59 months old eat a variety of foods or less variety of foods. If the response is children (6-59 months) eat a variety of foods, use code 1; if less variety of foods, use code 2.

Q6. Ask whether the respondent was faced with a situation when there was a lack of food in the last 12 months. If Yes, use code 1; if No, use code 2 and skip to the next section.

Q7. Ask about specific months when the lack of food was experienced in the household. For the 2003/2004 EC, the household interview started in January.

2003 EC (2011)YearJanuary, February, March, April, May, June, July, August
2004 EC (2011)YearSeptember, October, November, December

Q8. What was the cause of this situation? If the response for **Q6** is Yes and if the month and year of food shortage experienced by the household is recorded in **Q7**, you must specify the causes of food shortage in this column. We have listed possible options for the causes. Please record three possible causes in order of their importance ranked 1st – 3rd in the sub-questions below.

Q8a. In this sub-question, please record the first most important cause of food shortage for the household in the space provided.

Q8b. In this sub-question, please record the second most important cause of food shortage for the household in the space provided.

Q8c. In this sub-question, please record the third most important cause of food shortage for the household in the space provided.

Codes for Q8a,b & c

The household could not store some food items due to drought/poor rains.....	1
The household could not store some food items due to crop pest damage.....	2
The household could not store some food items due to small size of land holdings....	3
The household could not store some food items due to shortage of farm inputs.....	4
Food prices were too expensive in the local market.....	5
The cost of transport to get to the local market is too expensive.....	6
There were no food crops in the market.....	7
Floods/water logging/hailstorm	8
Other (specify).....	9

SECTION 8: SHOCKS

Respondent: *Head of household or most knowledgeable member.*

Direct informant: *Head of household.*

Section 8 collects information on negative economic shocks -- more or less unforeseen events that negatively affected the welfare of the household. Section 8 has a comprehensive list of coping strategies that the enumerators can choose from while assessing the category to which the respondent's answer refers. It is important to solicit more than one coping strategy, if applicable, since the survey allows for listing up to three.

Q1. A list of 17 types of shocks is provided. Go through the entire list in **Q1** before continuing with the rest of Section 8.

Q2. Review with the respondent the negative shocks that the respondent noted as having been experienced by the household over the past 12 months.

Have the respondent select which was the first, second, and third most significant shock experienced. The most significant shock is that shock experienced over the past one year that led to the greatest reduction in the welfare of the survey household.

With the exception of the three most significant shocks, all other cells should be left blank in **Q2**.

If three or fewer shocks were identified in **Q1**, have the respondent rank all of them.

Q3. This question is only being asked about the shocks for which rankings are provided in **Q2**. Complete **Q3-Q6** for no more than three shocks.

A reduction in income concerns a reduction in the amount of cash or other resources (e.g., harvest from household plots) that are coming into the household.

A reduction in assets concerns a reduction in the amount of goods that the household possesses. These goods may be either productive (land, livestock, agricultural and other work tools) or non-productive (house, furniture, transport, and other durable goods).

Ask about a reduction in food production, food stocks, and food purchase as a result of shocks.

Q4. Actions (*coping strategies*) taken by household members to respond to the negative economic shock that they experienced.

Up to three responses can be noted. These must be listed according to the *order of importance*, listing first what the respondent viewed as the most effective or important coping strategy.

Always prompt the respondent to see if there was more than one coping strategy in response to a given shock.

Q4a. In this sub-question, record the **first most important coping strategy** that the household used in response to the shocks to try to regain his/her former welfare level.

Q4b. In this sub-question, record the **second most important coping strategy** that the household used in response to the shocks to try to regain his/her former welfare level.

Q4c. In this sub-question, record the **third most important coping strategy** that the household used in response to the shocks to try to regain his/her former welfare level.

Q5. Ask the number of times the shock mentioned by the respondent occurred during the last 12 months and record the frequency number in the space provided. **THIS QUESTION SHOULD ONLY BE ASKED CONCERNING THE THREE MOST SEVERE SHOCKS, AS NOTED IN Q2.**

Q6. Ask the number of times the shock mentioned by the respondent occurred during the last 5 years and record the frequency number in the space provided. **THIS QUESTION SHOULD ONLY BE ASKED CONCERNING THE THREE MOST SEVERE SHOCKS, AS NOTED IN Q2.**

Codes for Q4

Used the amount we saved...1, Received unconditional assistance from relatives/friends... ..2, Used assistance offered by the government... ..3, Used assistance/aid offered by nongovernmental organizations and religious organizations... ..4, Changed eating patterns (relied on less preferred food options, reduced portions or number of meals per day, or household (HH) members skipped days of eating, etc.)...5, HH members who are employed have taken additional part-time jobs ... 6, HH members who did not have work previously have started to work... 7, HH members migrated to another area.... 8, Reduced expenditure on health and/or education...9, HH has borrowed some money... 10, HH has sold its agriculture assets... 11, HH has sold its durable assets... ..12, HH sold houses/rented out land..... ..13, HH sold stocked food..... ..14, HH sold livestock15, Intensified fishing business... 16, Sent the children to live with relatives..... ..17, Engaged in spiritual efforts (prayer, scarifies, and divine consultation) ...18, Did not do anything..... 19, Other (specify)..... ..20

SECTION 9: HOUSING

Respondent: *Head of household or most knowledgeable member.*

Information in Section 9 is asked primarily of the head of household, who may be assisted by other informed adults within the household. In the absence of the head of household, the most-informed adult member of the household should be selected as the respondent.

Q1. Did the survey household exist 12 months ago?

This question asks if the household existed as a unit 12 months ago. More specifically, the question is asking if the people who make up the Household Roster were sharing living quarters with each other 12 months ago.

For example, a household consisting of a newly married couple who married within the last 12 months would be a household that did not exist 12 months ago.

Note that the question is *not* asking whether the dwelling in which the household currently resides existed 12 months ago.

Q2. How long has this household been living in this dwelling?

This question pertains to the specific dwelling in which the household is now residing. Write the number of years and the number of months in the space provided. If the household has been living in the dwelling for less than a year, write “0” for years and provide the number of months. Round up to the nearest month – for example, if the household has been living in the dwelling for 14 days, write “0” for years and “1” for months.

Q3. On what basis does the household occupy the dwelling?

Option 2 (“free of rent”) should be selected, regardless of whether the household is authorized or unauthorized (i.e., squatting) to occupy the dwelling rent-free. If the dwelling is not owned by the household, not free of rent, and not rented, choose option 4 (“other, specify”) and write their specific situation in the space provided.

Q4. How many rooms (excluding kitchen, toilet, and bathroom) does the household occupy?

A room in a housing unit is said to be a room if it is surrounded by walls, if it has a height of at least 2 meters measured from the floor to the ceiling, and if it has an area of at least 4 square meters that can accommodate an adult’s bed. In this question, the total number of rooms that the household is utilizing for various purposes is required and thus, the enumerator should note that the definition given above is valid for housing units having more than one room.

- Do not count passageways, verandas, lobbies, bathrooms, toilets, garages, or storerooms as rooms even if they meet the above criteria.
- A room used for both eating and sleeping counts as one room.
- If a room is divided by fabric, folding screens, cartons, plastic, or other temporary material, the room is considered as one room.
- Minor rooms in the dwelling should be excluded from the room count. These include bathrooms and toilets, storerooms, carport/garage, and so on.
- However, you should include all other rooms, including rooms that are usually unoccupied, such as those that are reserved for guests. If there are rooms that are not being used/are not occupied, they should be included or counted. For example, if two people live in a house with seven bedrooms, all bedrooms should be counted.

Note that many houses in rural areas will consist of a single room. These should be included in the room count. All of the qualifying rooms in the separate houses of dwellings made up of several separate structures should be counted.

Q5. The walls of the main dwelling are predominantly made of what material? Ask the respondent the material of the walls of the main dwelling -- whether they are made of wood and mud, wood and thatch, wood only, stone only, reed/bamboo, asbestos, stone and mud, stone and cement, blocks plastered with cemented, blocks unplastered, or any other materials not specified in the options and record the answer in the space provided.

Codes for Q5

Wood and mud...1, Wood and thatch....2, Wood only....3, Stone only....4, Stone and mud ...5, Stone and cement ...6, Blocks, plastered and cemented... 7, Blocks, unplastered8, Bricks....9, Mud bricks, traditional10, Steel (“lamera”)11, Cargo container ..12, Parquet or polished wood...13, Chip wood...14, Corrugated iron sheet15, Asbestos ..16, Reed/bamboo17, Other (specify) ... 18

Q6. The roof of the main dwelling is predominantly made of what material? Ask the respondent the material of the roof of the main dwelling -- whether it is made of corrugated iron sheet, concrete/cement, thatch, wood and mud, reed/bamboo, asbestos, or any other materials not specified in the options and record the answer in the space provided.

The roof is the upper part and cover of the housing unit resting on the walls, which protects the housing unit from rain, wind, etc. Ask the head of the household the material with which the majority of the roof of the main dwelling unit is made and enter the correct code among the given alternatives in the space provided. If the material with which the roof is made is other than one of those listed, code 9 should be marked. If the housing unit is a multi-storied one, the material with which the roof of the top story is made should be taken for all the housing units beneath.

Codes for Q6

Corrugated iron sheet...1, Concrete/cement ...2, Thatch ..3, Wood and mud4, Bamboo/reed5, Plastic canvas6, Asbestos....7, Bricks8, Other (specify)9

Q7. The floor of the main dwelling is predominantly made of what material?

If two or more different types of materials are used for the walls, roof, or floor, report the material that is used in the majority.

Record the floor finishing. For example, if there is a cement floor with a tile covering/finish, record tile.

Codes for Q7

Mud/dung...1 Bamboo /reed.. .2, Wood planks..... 3, Parquet or polished wood..... 4, Cement screed..... 5, Plastic tiles..... 6, Cement tiles...7, Brick tiles..... 8, Ceramic/marble tiles..... 9, Other..... 10

Q8. What type of kitchen does the household use?

For the purposes of this question, a kitchen consists of a room that is largely used for the purpose of cooking and/or preparing food. Note that the room may also have other purposes (e.g., eating food, socializing) but may still be considered a kitchen. If there is no room as such, you can select option 1 (“No kitchen”). Otherwise, determine whether the kitchen is traditional or modern, and whether it is inside or outside the housing unit, and then choose the appropriate option accordingly.

Q9. What is the primary type of oven (mitad) used for baking injera/bread? Ask the respondent the primary type of oven (mitad) used by the household for baking injera/bread and answer the appropriate answer from the options listed below in the space provided.

Make sure to distinguish between a removable and a non-removable traditional mitad.

Codes for Q9

Removable traditional injera oven...1, Non-removable traditional injera oven...2, Improved energy saving oven (rural technology).....3, Electric mitad oven.....4, None...5

Q10. What type of toilet facilities does the household use? Ask the respondent the type of toilet facilities used by the household and record the appropriate answer from the code box. If the response is other than the options provided, record code 9 and specify.

Note: “Communal” refers to facilities that are shared with one or more other households.

Codes for Q10

Flush toilet private.....1, Flush communal toilet...2, Private pit latrine with vent-pipe.....3, Communal pit latrine with vent-pipe.....4, Private pit latrine without vent-pipe.....5, Communal pit latrine without vent-pipe.....6, Bucket7, Field/forest....8, Other (specify)9

Q11. What type of bathing facilities does the housing unit have? Ask the respondent the type bathing facilities the household has and record the appropriate answer from the options in the space provided.

Make sure to distinguish between private bathing facilities and shared facilities (e.g., facilities that are shared with one or more other households).

Codes for Q11

Bathtub (private)...1, Bathtub (shared)....2, Shower (private).....3, Shower (shared)....4, A room reserved for bathing (private).....5, A room reserved for bathing (shared).....6, No fixed place for bathing7

Q12. What type of solid waste disposal facilities does the household use? Ask the respondent the type of solid waste disposal facilities the household uses and record the appropriate code from the options in the space provided. If the response is other than the options provided, record code 8 and specify.

Codes and alternative responses for Q12

Solid waste disposal vehicle.....1 Waste disposal container.....2 Dug-out.....3 Throw away.....4 Use as a fertilizer.....5 Burn the waste.....6 Use the municipality’s solid waste collection service (public waste).....7 Other (specify).....8

Q13. What is the main source of drinking water in the rainy season? Read the following choices to the respondent and record the respondent's response. If the response is not among the options listed, record the answer and write code 51 in the space provided.

Q14. Ask the respondent about the source of drinking water during the dry season. If the response is not among those listed, record the answer and write code 41 in the space provided.

Codes for Q13 & Q14

Tap water (available in the house).....1, Private tap water (available in the compound).....2, Communal tap water (in the compound).....3, Tap water outside the compound... ..4, Buying from an individual person or organization..... 5, Private protected spring or well water.....6 Communal protected spring or well water... ..7 Unprotected spring or well water.....8 , River/lake/pond.....9 Rain water..10 Other (specify)... ..11

Q15. Ask if the household is in the habit of boiling water before drinking. Choose option 1 for Yes; otherwise, choose option 2 for No.

Q16. Ask the household head whether the household is in habit of purifying drinking water using chemicals like Wuha Agar.

For this question, a habit of doing something should be understood to mean regularly performing the action specified. For example, if the household regularly boils or purifies water before drinking, choose option 1 for Yes; otherwise, choose option 2 for No.

Note: Even if the household does boil/purify water from time to time (perhaps for guests or for some other specific reason), this should not be considered a habit unless it occurs regularly.

Q17. Does any member of the household (including the household head) own another dwelling or house? If Yes, go to **Q18**; if No, skip to the next section.

These questions refer to other dwellings or houses that are owned by any of the people listed on the Household Roster. Exclude dwellings owned by a domestic helper/guard/hired peasant.

Note: A dwelling may be defined as any permanent, semi-permanent, or traditional structure where people live and sleep. It may be a hut, house, stores with a sleeping room or rooms at the back or sides, a shelter of reeds/straw such as those used by fishermen, or any other structure where people sleep.

Q18. How many dwellings does the household own in total, including others?

Make sure to include the present dwelling of the household, as long as it is owned by the household (i.e., not rented or free of rent). Dwellings owned by maids and/or guards should not be included in this number.

Q19. What is the main source of light for the household?

The household could use more than one source for light. Please ask and record only the MAIN source.

Codes for Q19

Electricity meter-private...1, Electricity meter-shared.....2, Electricity from generator.....3, Solar energy....4, Bio-gas... 5, Electrical battery.....6, Lantern...7 Light from a dry cell with a switch.....8, Kerosene light lamp (imported)...9, Local kerosene lamp (kuraz).....10, Candle/wax ...11, Firewood.... .12, Other (specify).... 13

Q20. Ask about electric power failure/interruption lasting for at least one hour during the last week.

Codes for Q20

Don't use electricity.....1, No interruption....2, Only once.....3, Twice.....4, Three times.....5, More than 3 times....6

Q21. Ask about the main source of fuel. If the household uses more than one source for cooking fuel, please ask and record only the MAIN source.

Codes for Q21

Collect firewood....1, Purchase firewood....2, Charcoal....3, Crop residue /leaves....4, Dung/manure....5, Saw dust..... 6, Kerosene..7, Butane-gas....8, Electricity.... 9, Solar energy...10, Bio-gas.... 11, None...12 , Other (specify)...13

SECTION 10: ASSETS

Respondent: *Head of household or most knowledgeable member.*

Section 10 should be asked of the head of household, who should be assisted by other informed adults within the household. The focus of Section 10 is on all assets that are owned by the household at the time of the survey.

Item codes: The codes for the items are given in the item code column.

Item names: The names of the items are given in the item name column.

Q1. Does the household own [ITEM]? How many of each of the following items does the household own?

Who owns each item? Or who is the owner of the items in the household? Record up to two members of the household from the Household Roster if the materials are communal assets. Enter the individual ID code from the Household Roster of the first owner mentioned in the column headed "HH ID Code #1". If

another owner is mentioned, enter his/her ID code from the Household Roster in the column headed “HH ID Code #2”. Do not enter the ID codes of any subsequent household members that are mentioned as owners of the asset. Only list the main first and second owners.

SECTION 11A: NON-FARM ENTERPRISE- PART 1

Respondent: *Head of household or most knowledgeable member.*

A household non-farm enterprise is an organized commercial activity and/or a commercial establishment that is owned and managed by household members. It can be very informal and have no hired labor or formal registration. For instance, non-agricultural, one-man operations providing goods/services for various different non-household members/groups, i.e., working independently on their own-account, must be classified as non-farm enterprises.

Section 11 collects detailed information on the ownership and operation of any income-generating enterprises by the survey household that were in operation over the past 12 months.

The main criterion for an enterprise to be listed in Section 11 is that it operated at some point over the past 12 months, including those that operated over the past 12 months but are closed temporarily or permanently as of the interview date, and those that may not have operated full-time every month over the past 12 months.

Household non-agricultural income-generating enterprises include those that produce or trade goods or services, including owning a shop or operating a trading business, no matter how small. Enterprises might include, for example, making mats, bricks, or charcoal; working as a mason or carpenter; selling firewood; metalwork; tailoring; repair work; food processing; fish marketing; petty trading; and so on. Examples of household enterprises to list in Section 11B include:

- Tailoring – repairing clothing and shoes at a stall in the market
- Business woman – going to another country to buy clothing, and then bringing it to sell in the local market
- Trader – buying maize from remote villages and transporting it to sell elsewhere
- Bricklayer – working for different stores/shops in town when they need repairs
- Making charcoal, then carrying it to sell along the road
- Owning a car and using it as a taxi in Addis Ababa
- Architect – designing roads and consulting with many different firms and sometimes the government for different projects.

Note: Do not list *household farms* in this section.

Do list household enterprises based on post-harvest processing and trading of own-produced agricultural byproducts, such as starch, juice, beer, jam, oil, seed, bran, etc., as well as household enterprises based on trading agricultural crops purchased from non-household members.

Q1. Over the past 12 months, has anyone in your household operated any non-agricultural income-generating enterprise that produces goods or services or has anyone in your household owned a shop or operated a trading business? If Yes, use code 1; if No, use code 2.

Non-farm activities include business/trades, metal works, crafts, mechanic, carpenter, tailoring, barber/beauty salon, etc.

Regardless of the response to this question, the enumerator will proceed throughout the remaining questions in Section 11A. However, make sure to refer to the note for the enumerator in order to read the correct text before moving on to question **Q2**, depending on whether the respondent confirmed or denied operating a non-farm enterprise during the past 12 months.

Q2-Q8. "... owned a non-agricultural business...", "... owned a professional office...", etc.

These are filtering questions for the entire section. If no member of the household operated a non-agricultural income-generating enterprise during the past 12 months, the rest of the section should be skipped (left blank).

Q2. Ask the respondent if any person in the household engages in brewing local drinks – areke, tella, and tej – and selling them and/or making and selling injera. Please note that livestock byproducts and fresh and processed fish should be excluded.

Q3. Ask the household whether the respondent engages in selling goods in a stall or on the roadside.

Q4. Ask the household whether the respondent engages in selling fuelwood, charcoal, bricks, or wood work.

Q5. Ask the household whether the respondent engages in professional work: medical treatment, guard, translation, birth attendant, tutor, etc.

Q6. Ask the respondent whether the respondent engages in driving for transport and carrying goods.

Q7. Ask the household whether the respondent owned a hotel, restaurant, cafeteria, etc.

Q8. Ask the household whether the respondent engages in small business and sells in the house or on the roadside.

Enumerator: Please do not forget to include any enterprises that were closed down during the past 12 months.

Q9. If questions 1-8 have been marked "2," **SKIP to Section 11.B Q18.**

SECTION 11B: NON-FARM ENTERPRISE – PART 2

Respondent: *Head of household or most knowledgeable member.*

Each row of Section 11B on the questionnaire represents one household enterprise. There is room in Section 11B to list five enterprises that the household operated in the past 12 months.

Q1. What income-generating enterprises did individuals in this household operate over the past 12 months?

All enterprises **MUST** be listed here before **Q2–Q19** are asked for each enterprise.

The description should be short and succinct (to the point), sufficient to inform the field supervisor about the sort of industry in which the enterprise should be classified. Examples include:

- vegetable seller in the market
- bicycle repair
- palm mat weaving
- furniture or coffin making
- food preparation and sales
- used clothes trading
- beer brewing
- charcoal making.

Note: The field supervisor will enter the industry code after the interview is complete.

Q2. Where does this enterprise operate primarily?

This question seeks information on where the enterprise is located. Ask the respondent where the business takes place. If the business has been moved temporarily, inquire about the usual place of business.

Codes for Q2

Home (inside residence).....1	Home (outside residence).....2	Traditional market.....3	Shop in commercial area.....4	Roadside.....5
Mobile.....6	River/lakes/ponds.....7	Construction sites.....8	Other (specify).....9	

Q3. Who in the household owns/owned this enterprise?

The owner of the household enterprise is noted here. Record the individual ID for the owner from the Household Roster. Space is provided for up to two owners.

There must be at least one person listed as an owner. If there are more than two owners in the household, record the two who have the most authority in the business.

Q4. What were the main sources of start-up capital for this enterprise?

Start-up capital is wealth in the form of money or property that an individual or partners have accumulated in order to cover the costs of setting up a business.

The main source of funds used to start up the household enterprise, if there are multiple sources, is the source from which the largest amount of money was obtained. Record a maximum of two sources and rank them as primary and secondary, respectively.

- Note that a “loan” needs to be formally repaid, while a “gift” does not.

- “Sale of assets” means the owner sold some item of value in order to obtain the money needed to start up the household enterprise.

If no start-up capital was required, record **99** in the primary column and move to the next question.

Codes for Q4	
Agricultural income.....1	Non-farm self-employment income.....2
Wage or salary income.....3	
Remittances.....4	Sale of assets.....5
Bank or cooperative loan.....6	Family or friends located in this community.....7
Private moneylenders.....8	Micro credit and savings institutions.....9
Other (specify).....10	

Q5. When did this enterprise start operating?

If the enterprise stopped its operations briefly and restarted, the date should be when the enterprise **first** started operating. Do NOT record the date when it was restarted after a brief period of inactivity.

Q6. To whom does/did this enterprise mostly sell its products?

- “Local consumers or passers-by” implies that the enterprise is retail-oriented.
- “Cooperatives” are to be distinguished from nongovernmental organizations.
- “Government” includes public schools, hospitals, prisons, and the like.
- “Other (specify)” should be chosen if none of the options corresponds to the respondent’s reply. For example, if the enterprise provides unfinished products or raw materials to other enterprises that use them as part of the process of creating a final product for the market, record “7” for “other” and then specify “manufacturers.”

Codes for Q6:		
Local consumers/passers-by.....1	Market.....2	Traders.....3
Cooperatives.....4	Nongovernmental organizations.....5	
Government.....6	Other (specify).....7	

Q7. Are the activities of this enterprise seasonal?

This question refers to whether the enterprise’s activities vary based on the season. The enterprise may only operate during one season and may be entirely inoperative during another. For example, it is unlikely that an enterprise based on post-harvest processing and trading of own-produced agricultural byproducts will be operational before the harvest.

Q8. During the past 12 months, in which months was enterprise activity highest?

This question is meant to elicit the months during which the enterprise was most active. List three months in order of importance (not in chronological order based on the calendar), starting with the most active month for the enterprise.

Q9. How many months was this enterprise active?

Q10. How many days per month did the enterprise operate in months when operating?

Q11. How many hired workers did this enterprise employ in months when operating?

Record the appropriate number of months, days, and employees, respectively, based on the response of the respondent. Make sure that the response is based on information for the past 12 months.

Q12. Which household members worked in this enterprise in the past 12 months?

List here the individual IDs based on the Household Roster of all household members who contributed to the enterprise in any way during the past 12 months. This might include assisting with sales, transportation, preparation of goods, or any other service for the enterprise that contributed to its existence.

Q13. During the months the enterprise was operating, what were average monthly sales?

Q14. What were average monthly operating costs (including stocks and hired labor)?

Record the average sales and/or operating costs for a given month. Make sure to include the costs of all inventory, inputs, and employment in the total amount recorded for average monthly operating costs.

Q15. Over the past 12 months, what share of total household income came from this enterprise?

If no household income came from the enterprise, select option 1 for “Almost none.” If all household income came from the enterprise, select option 5 for “Almost all.”

Q16. List the three most important constraints to non-farm business operations and growth.

Refer to the list of constraint codes to the right of the questions and select the codes that correspond most closely to the responses of the respondent. List the codes in order of importance – clarify with the respondent that the first constraint code recorded is the primary constraint faced by non-farm business operations and growth.

Q17. Does the enterprise have a license?

This refers to an official license provided by the government to authorize the existence of the enterprise.

Q18. Is any member of this household planning to open a non-farm enterprise in the next 12 months?

If the answer is 2 for No, skip to the next enterprise or to Section 12 if there are no enterprises remaining.

Q19. List up to three primary constraints preventing household members from opening a non-farm enterprise.

Refer to the list of constraint codes to the right of the questions and select the code(s) that correspond most closely to the response(s) of the respondent. At least one code must be recorded, but as many as three can be listed if necessary.

Codes for Q16 and Q19

Lack of electricity provision in the area.....11, Electricity service interruption.....12, Electricity bill payment is too expensive.....13, No telephone service in the area.....21, Telephone service interruption.....22 , Telephone bill payment is too expensive....23, Lack of water provision.....31, Water provision interruption.....32, Water bill payment is too expensive.....33, Lack of police service.....41, Lack of getting enough police service.....42, Payment for police service is too expensive.....43, Lack of roads for transport service.....61, The road for transport service is degraded.....62, Payment for transport service is too expensive.....63, Lack of transportation to carry goods/products.....64, Problem of getting a loan from friends/relatives.....71, Problem of getting a loan from a bank/micro-finance/legal lenders.....72, Too high interest rate.....73, Bank's lending process is discouraging.....74, Unable to repay/fear of repayment.....75, Lack of local market or inaccessibility of the market.....81, Lack of market information.....82, Lack of demand for produced goods.....83, Problem of corruption.....91, Discouraged by economic policy.....92, Existence of rules & procedures.....93, Existence of crime/murder/theft/misconduct.....101, Disagreements.....102, Lack of training.....111, Market assessment is too expensive.....112, Lack of computer....113, Lack of information and technology.....114, Duration and expenses of registration process...121, Expenses are too high for acquiring the business license.....122, Difficulty/tedious in acquiring business license and registration.....123, High income tax rate.....131, Unofficial levies.....132

SECTION 12: OTHER INCOME

Respondent: Head of household or most knowledgeable member.

Section 12 collects aggregated and general information on “other” income sources for the household. The reference period for Section 12 is the past 12 months.

In Section 12, you do not include income that is asked in other parts of the Household Questionnaire. Do not collect information in Section 12 about:

- Wage employment
- Household enterprises and farms
- Programs carried out by the government or by nongovernmental organizations (NGOs).

The following items are listed as sources of other income:

Item 101 Cash transfers/gifts from individuals (friends/relatives)

Item 102 Food transfers/gifts from individuals (friends/relatives)

Item 103 Non-food in-kind transfers/gifts from individuals (friends/relatives)

Item 104 Savings, interest, or other investment income

This item includes interest from an account at a savings bank (passbook account) or other savings institution as well as dividend interest from holding corporate ownership shares.

These payments are received as a percentage of the amount deposited, and are made on a regular basis, typically annually.

Item 105 - Pension Income

This item is provided to retired workers, usually retired civil servants. However, larger private commercial firms may also provide pensions for their long-term employees who retired.

Depending on the program, pension payments are sometimes received by the surviving spouse or other dependents of a civil servant or long-term worker in a private commercial firm. Be sure to make inquiries about this possibility.

Items 106-109 - Rental Income

This item includes income received from renting a shop/store, or renting a car/truck/other vehicle. Do not include any non-farm enterprise income under these items.

Items 110-112 – Revenue from Sale of Assets

Item 113 - Inheritance/Lottery/Gambling Winnings

Q1. During the past 12 months, did you or any member of your household receive any [SOURCE]?

Q2. How much [SOURCE] did your household receive in total during the past 12 months?

For items 102, 103, and 111, ask the respondent to estimate the cash value of the in-kind goods received. Do not just record the items received (e.g., “maize”, “television”) but instead record the cash amount in birrs.

Q3. How much of [SOURCE] came from rural/urban/international locations?

Note that this question only refers to incoming transfers/gifts, i.e., items 101, 102, and 103. Indicate the correct cash amount from each separate type of location. The type of location depends on where the individual sending the transfer/gift is based.

Q4. Who in your household kept/decided what to do with the money from [SOURCE]?

List at least one individual ID from the Household Roster for the primary decision-maker. Another ID may be listed if there is a secondary decision-maker within the household, or if decision-making responsibilities are shared.

SECTION 13: ASSISTANCE

Respondent: *Head of household or most knowledgeable member.*

In Section 13, assistance refers to programs established by the Government of Ethiopia or by NGOs to offer social protection to needy households. They can provide cash or in-kind transfers, such as school feeding programs, employment through labor-intensive public works programs, or school scholarship programs.

Section 13 collects information on whether or not anyone in the household benefited from any such programs over the past 12 months.

Do not include pension transfers or assistance provided by self-help groups and/or by friends (this is collected in Section 12). Do not include free agricultural inputs, such as chemical fertilizer and maize seed (this is collected in the Agricultural Questionnaire).

Q1. Did you or members of your household receive any [...] in the past 12 months from the government or a nongovernmental institution (such as a church/mosque)? Exclude assistance received from relatives and friends.

Q2. What is the name of the organization/program that provided this assistance?

List the name that the respondent provides. An approximation is acceptable if the respondent cannot remember the name. Make sure to proceed through the remaining questions for the source of assistance before moving on to the next item.

Q3. How much cash did your household receive from this organization in the past 12 months?

Q4. What was the value of food the household received from this organization in the past 12 months?

Q5. What was the value of any other in-kind assistance received in the past 12 months?

Questions **Q3** through **Q5** are meant to capture all value received from the specific line item by asking for the amount of cash, the value of food, and the value of other in-kind assistance received. Record answers to the three questions accordingly.

- For example, for a food-for-work program that provided **only** food, record “0” for cash received in **Q3**, record the value of the food in birrs in **Q4**, and record “0” for other in-kind assistance received from the program in **Q5**.
- Similarly, for a cash-for-work program that provided only cash, record the amount of cash received in **Q3** and record “0” for **Q4** and **Q5**.

Q6. Was this aid given to the entire household or to specific persons in the household?

Record “2” if aid was given to either one specific person or to multiple people in the household (but **not** to the entire household). If 2 is recorded, at least one household member must be excluded from receiving any of the benefits from that particular line item.

Q7. Which members of the household participated in this program?

At least one individual ID from the Household Roster must be recorded, and up to three may be recorded if appropriate.

SECTION 14: CREDIT

Respondent: Head of household or most knowledgeable member.

Section 14 collects information on credit for farming or business purposes received or sought by household members over the past 12 months.

The credit could have been obtained from an informal source, such as a relative or a local moneylender. However, there must be an explicit agreement between the lender and the household member who took the loan that the loan would be repaid within a certain period of time and/or with the addition of a specific interest charge on top of the principal amount of the loan.

Do **not** include the following in Section 14:

- Gifts from family/friends or others (covered in Section 12)
- Assistance received from transfer programs/social safety nets (covered in Section 13)
- Credit for consumption purposes, such as to purchase food when there is no food remaining in the household food stores or for weddings or funerals
- In-kind agricultural inputs acquired on credit.

In Section 14, list **all cash loans** that may have been used to purchase agricultural inputs, as this is a different form of credit than acquiring actual agricultural inputs on credit from an input supplier/company/other organization.

Q1. Over the past 12 months, did you or anyone else in this household borrow on credit from someone outside the household or from an institution for business or farming purposes, receiving either cash or inputs?

Q2-Q9. Each row corresponds to a loan received in the past 12 months. You must first list the sources of ALL loans received by household members in **Q2**. Following this exercise, **Q3** through **Q9** should be asked **one row/loan at a time**.

Q2. From whom did you or anyone else in your household borrow on credit money for business or farming over the past 12 months?

Please write the name of the source in detail.

Codes for Q.2, Q10, & Q13

Relative ..1, Neighbor...2, Grocery/local ...3, Moneylender (katapila)...4, Employer ...5, Religious institution ...6, Microfinance institutions.....7, Bank (commercial).... 10, NGO...11, Other (specify)... 12

Q3. Which household member was responsible for the loan? Name of the household member who took the loan.

Record the individual ID from the Household Roster of the household member who was responsible for the loan. At least one individual ID must be recorded. Up to two individual IDs may be listed.

Q4. What was the main reason for obtaining the loan?

Read the possible options for the codes to the respondent and then ask the respondent to choose the option that best corresponds to the reason for the loan. Do not wait for the respondent to volunteer a reason. If none of the options is relevant, mark 7 for “Other (specify)” and write down the reason.

Codes for Q4, Q11, & Q14

Purchase house/lease land for business/farming...1, Purchase agricultural inputs for food crop...2, Purchase inputs for other crops...3, Business start-up capital...4, Expanding business...5, Purchase non-farm inputs...6, Other (specify)...7

Q5. When did you get the loan within the past 12 months?

Make sure to write both the month and year of the loan according to the **Ethiopian** calendar.

Q6. Is the loan repaid? Ask for each loan taken by the respondent.

Repayment indicates **full** repayment of the loan – partial payment against the loan does not qualify as the loan being repaid and should be recorded as 2 for No.

Q7. Approximately when do you expect to pay back the money? Ask the household/respondent each loan’s repayment month and year.

Make sure to write both the month and year of the expected repayment date according to the **Ethiopian** calendar. Repayment indicates **full** repayment of the loan.

Q8. How much did you pay (do you expect to have paid) in total when you (will have) paid off this loan (PRINCIPAL)?

The amount reported here should be the principal amount received by the borrower from the lender.

Q9. How much did you pay (do you expect to have paid) in total when you (will have) paid off this loan (INTEREST)?

The amount reported here should be the amount of interest repaid to the lender by the borrower. Record the expected amount to be repaid if the loan is not repaid yet.

Q10-Q15. These questions collect information on whether household members attempted to obtain a loan for business or farming purposes in the past 12 months, and were either denied credit **OR** are awaiting word on a loan. Use the codes at the bottom of the page and follow the skips where necessary.

Note:

Codes for **Q10 & Q13** are the same as for **Q2** above.

Codes for **Q11 & Q14** are the same as for **Q4** above.

Q15. ENUMERATOR: WERE THE ANSWERS TO **Q10** AND **Q13** ALWAYS "NO"?

This question is not asked to the respondent but is answered by the enumerator.

Q16. Why did no one in the household attempt to borrow in the past 12 months? LIST UP TO TWO ANSWERS IN ORDER OF IMPORTANCE.

- Ask the two most important reasons and put the codes in order of importance.

SECTION 15: CONTACT INFORMATION

Respondent: Head of household or most knowledgeable member.

In Section 15, you **MUST** solicit contact information that is as comprehensive as possible, so as to ensure the success of future efforts that will be tracking ERSS households. The quality of the contact information obtained in Section 15 will greatly influence the quality of future ERSS household survey efforts.

Q1. In order for us to be able to contact you in the future, could you kindly provide us with your telephone numbers?

If the household has a telephone, whether a landline or a cell phone, you **MUST** record this number as it will be of considerable use in the future, particularly in urban areas.

Q2. In case we are not able to make contact with you, could you kindly provide us with the telephone numbers of some other adult members of this household?

Identify household members that may have access to telephones (landlines or cell phones), and record their individual ID codes from the Household Roster as well as the phone number provided for each member of the household.

Q3. If you were to move in the next two years, who are the people in this village/town/city who would be most likely to know your new address?

The contact names should be of individuals from other households who will know where the survey household will have gone if the household moves its residence in the coming years. These individuals may be relatives, religious leaders, village authorities, or other well-informed individuals, preferably within the same community.

- We recognize that in urban areas establishing contact persons may be more problematic. Nevertheless, you **MUST** make every effort to identify contact persons, who will be helpful in tracing the household in the future, if need be.

CHAPTER 5. SECTION BY SECTION DESCRIPTION OF THE AGRICULTURE QUESTIONNAIRE

The Agriculture Questionnaire has three modules: Post-Planting, Livestock, and Post-Harvest. The modules are implemented in three different visits in different months. Therefore, each module comes with its own cover pages and Household Roster.

5.1 POST-PLANTING MODULE

The post-planting module consists of the following sections:

- Cover Pages
- Section 1: Household Roster
- Section 2: Parcel Roster
- Section 3: Field Roster
- Section 4: Crop Field Roster
- Section 5: Seeds Roster
- Section 6: General Questions at the Holder Level
- Network Roster

COVER PAGES

Note: Cover pages include questions on household identification and interview status. They also have sections on data entry dates that will be completed later by the data entry and verification unit.

Q.1-Q5. Record the name and area code of the region, zone, wereda, kebele, and enumeration area.

Q6. Household ID

Fill in the household ID code from the list of agricultural households selected for the survey.

Q7. Holder ID

Record the holder ID from the Household Roster.

Q8. Household Head Name

Write the full name of the head of the household selected for the agriculture survey.

Q9. Holder Name

Write the holder's full name.

Note: Please note there may be more than one holder in the household. Thus, the total number of questionnaires in each household depends on the number of holders in the household.

This is to arrange the total number of questionnaires used per household in serial order when it is more than one. For example, if three questionnaires were used for a farming household, the interviewer must complete questionnaire **1 of 3/total, questionnaire 2 of 3/total and questionnaire 3 of 3/total.**

Q10. Household Family Size

Record the number of household members who live in the dwelling.

Q11. Village Name

Write the residence area/village name of the household in full.

Q12. Agricultural Sample Survey Code.

Q13. Type of Agriculture

Ask the holder the type of agricultural activities (farm/holding type) in which he or she is engaged. Three options are provided. Write the appropriate response in the space provided.

Codes for Q3
Crop production ...1 Livestock ...2 Both...3

Q14-Q25: Interview Visits (First, Second, and Third) and Completeness: First Visit

Record the date/year of the interview and the time of the start and end of the interview. After each visit, any incomplete section should be marked "X".

Q26. GPS coordinates: Enter the latitude and longitude of the GPS coordinates of the sample household. (See Annex 1 on how to use the GPS.)

Q27-Q34. Staff Details

Q34. Status of the questionnaire: This section refers to the completeness of the questionnaire in the field for data entry purposes (bulk code). Six options are provided. **THIS SECTION IS TO BE COMPLETED BY THE SUPERVISOR.**

SECTION 1: HOUSEHOLD ROSTER

The main objectives of this section are to identify all the persons who should be considered household members and to collect general information on them, such as age, gender, and whether the member is an agricultural holder or not.

Q0. Household Member ID

Record the household member ID.

Enumerator: THE HOUSEHOLD MEMBER ID CODE SHOULD BE THE SAME AS THE ID IN THE HOUSEHOLD QUESTIONNAIRE ROSTER.

Q1. Household Member's Full Name

Record the full name of the household member.

Note: The interviewer should make a complete list of all individuals that normally live and eat their meals together in the household, starting with the head of the household. The individual ID code has already been filled in for the interviewer on the left-hand side of the name. Provision is made for 12 household members. If there are more than 12 household members, a second Household Questionnaire should be used and the first person on that questionnaire should be number 13 and so on. **The interviewer should confirm that the household head here is the same as the household head listed on the cover page.**

Q2. Enter the age of each household member. The completed age should be recorded.

Note: Number 97 should be entered for a household member age 97 or older.

Q3. Against each of the names listed in **Q1**, indicate the sex by putting the correct code. For instance, if you write Elizabeth or Helen, then you will write code "2" for their sex. In short, write code 1 for male household members, or code 2 for female members. The interviewer must also ask the sex of small children when in doubt. And in communities where some names are unisex (e.g., Tsega, Alem, Netsanet, etc.), always ask the sex of the household member before recording it.

Q4. Farm/holding type: Ask the type of agricultural activity (holding type) in which each household member is engaged and use the following codes.

Codes for Q4			
Crop production ...1	Livestock ...2	Both...3	None.....4

Q5. Mark "X" if the response in **Q4** is 1, 2, or 3, i.e., if the member is a holder. Most of the time there is only one holder in the household.

SECTION 2: PARCEL ROSTER

Parcel ID

Record the parcel ID. Parcels should have a serial number starting 01, 02, and so on.

Q1: Description of Parcel

Record the description of the parcel.

Enumerator: A parcel can have one or more cultivated or uncultivated fields. Use the type of crops planted as the parcel description you observed during the parcel visit. If crops are not planted, record a brief note of the current status/land use of the parcel.

Q2. Ask the number of fields in this [PARCEL].

Count the fields within the parcel and record the number of fields in each parcel.

Q3. Ask how the household acquired the parcel in **Q1**. Note: Skip to **Q7** if the response is 3. Skip to **Q11** if the response is 4, 5, or 6.

Codes for Q3

Granted by local leaders.1 , Inherited... 2, Rented3, Borrowed for free4, Moved in without permission.....5, Other (specify).....6

Q4. Ask if the household has a certificate for the parcel in **Q1**. If Yes, use code 1; if No, use code 2 and skip to **Q11**.

Q5. Ask when the holder obtained a certificate for the parcel in **Q1**. Ask the month/year of issuance of each parcel's certification. Record the month and year using the Ethiopian calendar. Use month codes from 1 to 13 for September to Pagume.

Q6. Under whose name(s) is the certificate issued for this [PARCEL]? Ask under whose name the ownership certificate is issued for each parcel recorded in **Q4** and record the household ID. Record up to two household member IDs and move to **Q10**.

Q7. Ask how much the holder paid for the use of [PARCEL] in the [CURRENT AGRICULTURAL SEASON]. If the parcel is rented, ask how much the holder has paid to the owner in order to use the parcel recorded in **Q1** in this meher season. Record the birr amount paid to the owner in the space provided.

Note: There are two columns, one for a cash payment and the other for an in-kind payment. If payment was made in kind, estimate the value in birrs and record the amount in the space provided.

Q8. What period of time did this payment cover? Ask how long the amount paid allows the holder to use the rented parcel listed in **Q1**. Use the following codes:

Codes for Q8

Meher season.....1, Belg season.....2, Full year.....3, Other (specify).....4

Q9. Who owns this [PARCEL] you rented? Ask the name of the owner of the parcel rented by the holder of the parcel recorded in **Q3**.

Q10. Ask if there were any fields on this [PARCEL] rented out during the [CURRENT AGRICULTURAL SEASON]. Use code 1 if Yes, and 2 if No.

Note: Rented out fields will not have follow-up questions in other sections of the Agriculture Questionnaire. These fields could be rented out to another holder in the EA or elsewhere.

Q11. Ask the amount the holder would get if he or she were to rent out this [PARCEL] today for 12 months. Record the birr amount in the space provided.

Q12. Ask how many fields are rented out by the household.

Q13. Ask how much the holder earned from rented out fields within the parcel in this meher season.

Note: If the payment is made in kind, estimate the value in birrs and record the cash amount in the space provided.

SECTION 3: FIELD ROSTER

Parcel ID and Field ID

Record the parcel number from Section 2 of the Agriculture Questionnaire. Then in the next column, on the same row, record the number (Field ID) for each field within each parcel owned by the holder in serial numbers starting from 01.

Enumerator: THE PARCEL NUMBER IS THE SAME FOR ALL FIELDS IN EACH PARCEL. For example, if there are three fields in the first parcel, the parcel ID will be 01 for all the fields and the field IDs will be 01, 02, and 03.

Q1. Field Description

Enumerator: USE THE NAMES OF THE CROPS PLANTED THAT YOU OBSERVED DURING THE FIELD VISIT AS THE FIELD DESCRIPTION.

Q2. Ask the holder the size and the units of the field listed in **Q1**. Use the following unit codes and names.

Codes for Q2

Hectare..1, Square meter...2, Timad....3, Boy...4, Senga...5, Kert... 6, Other (specify)...7

Q3. Ask the status of the field in this agricultural season. Include areas covered by the house, the plot used for water harvesting, and the plot used for accumulation of harvested crops.

Codes for Q3

Single crop....1, Mixed crops....2 , Grazing ...3, Fallow...4, Forest...5, Land prepared for belg season...6, Other (specify).....7

Q4. Enumerator: WAS THE FIELD MEASURED USING GPS? Use code 1 for Yes (measured), and 2 for No. If the answer is No, skip to **Q8**.

Q5. Record the area of the field using GPS. See Annex 1 on how to use the GPS.

Enumerator: AREA IN SQUARE METERS.

Q6. Enumerator: RECORD THE COORDINATES FOR THE CORNER OF THE PLOT IN WHICH YOU STARTED AREA MEASUREMENT.

Q7. Field appearance (again). This is about objects or trees that interfere with the measurement. Check if there is anything in/around the field and record the correct code.

Codes for Q7

Flat..... 1, Permanent/tree crop..... 2, Home/compound..... 3, Partially (covered by trees or other objects) 4, Other (specify) 5

Q8. Was the field measured using a rope and compass? Use code 1 if Yes, and 2 if No.

Q9. Field appearance: This question refers only to the fields measured by GPS.

Codes for Q9

Flat..... 1, Sloppy (moderate).....2, Sloppy (steep).....3

Q10. Ask the type of crops planted on the field. Is it single crop or pure stand, mixed cropped or intercropped, or any other land use such as trees, grass, or fallow land?

Codes for Q10

Pure stand.....1, Mixed crop.....2, Other land use (specify).....3

Q11. Ask if the field is under an extension package program. Record 1 if Yes, and 2 if No.

Note: This is a field level question. Ask whether the holder is receiving an extension package with respect to the activities carried out on this field.

Q12. Ask if the field is irrigated. Record 1 if Yes, and 2 if No.

Q13. Ask the holder where the source of irrigation is.

Codes for Q13

River..... 1, Lake..... 2, Pond..... 3, Rain water harvesting..... 4, Other (specify)5

Q14. Ask if the holder ever used fertilizer on the field listed in **Q1**. Record 1 if Yes, and 2 if No.

Q15. Ask if Urea is used on the field listed in **Q1**. Record 1 if Yes, and 2 if Urea is not used.

Note: If the holder used Urea mixed with Dap, then the answer for this question is Yes.

Q16. If Urea is used, ask the quantity used on the field. Record the quantity in kilograms in the space provided.

Q17. Ask where the holder got the Urea used as fertilizer. Check the source of the fertilizer.

Note: Record the source in the Network Roster, assign the code for each source, and then record the response code in the space provided.

Q18. Ask whether Dap fertilizer is used on the field listed in **Q1**. Record 1 if Yes, and 2 if Dap is not used.

Note: If the holder used Dap mixed with Urea, then the answer for this question is Yes.

Q19. If Dap is used, ask the quantity used on the plot. Record the quantity in kilograms in the space provided.

Q20. Ask where the holder got the Dap used as fertilizer/source of the fertilizer.

Record the source in the Network Roster, assign the code for each source, and then record the response code in the space provided.

Q21. Ask whether cattle dung is used in the field listed in **Q1**. Record 1 if Yes, and 2 if No.

Q22. Ask where the holder acquired the cattle dung used as a fertilizer. Record the sources in the Network Roster, assign the code for each source, and then record the response code in the space provided. *REMEMBER to use option 1 if the source is own holder.*

Q23. Ask whether compost is used on the field/plot listed in **Q1**. Record 1 if Yes, and 2 if No.

Q24. Ask where the holder got the compost used as fertilizer/source of the fertilizer. Record the source in the Network Roster, assign the code for each source, and then record the response code in the space provided.

Q25. Ask whether natural fertilizer is used in the field listed in **Q1**. Record 1 if Yes, and 2 if No.

Q26. Ask where the holder got the natural fertilizer used as fertilizer/source of the fertilizer. Record the source in the Network Roster, assign the code for each source, and then record the response code in the space provided.

Q27. Ask whether members of the household participate in various agricultural activities. Record the IDs of the household members from the Household Roster for those who participated in various agricultural activities in the field listed in **Q1**.

Note: Family member IDs should be the same as the IDs in the Household Roster. For each household member who participated in various agricultural activities, enter the total number of days that the member worked on the field in a week. In the same manner, record the number of hours worked per day. And enter the number of hours worked per day on average. The questionnaire allows for recording entries for up to **four** family members. If more than four members participated, use another questionnaire.

Q28. This refers to whether the household/household member has hired labor for the agricultural activities in the field listed in **Q1**.

Ask whether, in the current agricultural season, the holder has hired labor for land preparation and the like. Please note that this does not include hired laborers during harvesting season.

MALE:

Number of male laborers: Ask the number of hired male laborers that worked on the holder's field for activities like land preparation and the like in the current agricultural season.

Number of days worked: Ask the number of days the male laborers have spent on land preparation and the like in the holder's field in the current agricultural season.

Total amount paid per day: Ask the total amount the holder paid per day in the current agricultural season for the activities.

FEMALE:

Number of female laborers: Ask the number of hired female laborers engaged in the holder's field for activities such as land preparation.

Number of days worked: Ask number of days the female laborers have spent on land preparation and the like in the holder's field.

Total amount paid per day: Ask the total amount that the holder paid per day in the current agricultural season for the activities.

CHILDREN UNDER AGE 15:

Number of children under 15 years of age: Ask the number of hired children younger than 15 years of age engaged in the holder's field for activities such as land preparation.

Number of days worked: Ask the number of days child laborers younger than 15 years of age have spent on land preparation and the like in the holder's field.

Total amount paid per day: Ask the total amount the holder paid per day in the current agricultural season for children younger than 15 years.

Q29. Ask the holder if persons from other families came and participated in various agricultural activities on the field recorded in **Q1**.

The following questions concern adults and children who came from other families to work on the holder's field during land preparation and the like in the current agricultural season.

MALE:

Number of male laborers: Ask the number of hired male laborers engaged in the holder's agricultural activities on the field, such as land preparation and the like in the current agricultural season.

Number of days worked: Ask the number of days the male laborers have spent on land preparation and similar activities in the holder's field in the current agricultural season.

FEMALE:

Number of female laborers: Ask the number of hired female laborers engaged in agricultural activities on the holder's field, such as land preparation and the like.

Number of days worked: Ask number of days the female laborers have spent on land preparation and similar activities on the holder's field.

CHILDREN UNDER AGE 15:

Number of children younger than 15 years of age: Ask the number of hired children younger than 15 years of age engaged in the holder's field for activities such as land preparation.

Number of days worked: Ask the number of days child laborers younger than 15 years of age have spent on land preparation and similar activities in the holder's field.

Q30. Ask how many times the temporary crop field can be used in the meher agricultural season. Choose from the following options and write in the space provided: Once 1 Twice.....2

Q31. If the response for **Q30** is 2 or twice, ask the holder the type of crop first produced and record the name of the crop; then ask and record the name of the second crop.

Q32. Ask if the field is protected from erosion. Use code 1 if the answer is Yes, or code 2 if the answer is No.

Q33. Ask the holder what method is mostly used to protect the field from erosion.

Codes for Q33

Terracing..... 1, Water harvesting.....2, Tree planting.....3, Plough in opposite way.....4, Other (specify).....5

Q34. Ask the holder about the previous status of the field.

Codes for Q34

Fallow.....1, Crops planted.....2, Grazing land/forest/uncultivated land/wet land....., Crops planted but different holder.....4, Other (specify).....5

SECTION 4: CROP FIELD ROSTER

Parcel ID, Field ID & Crop ID

Parcel ID

In the first column, record the parcel ID from the Agriculture Questionnaire, Section 3 (Field Roster).

Field ID

In the second column of the same row, record the field ID from the Agriculture Questionnaire, Section 3 (Field Roster).

Crop ID

In the third column of the same row, record in the space provided the ID for the crop planted in the field.

Note: For a field with more than one crop (mixed stand or intercropped field), repeat the parcel and field ID and number the crop ID 1, 2, etc.

Q1. Ask the name of the crop planted on the field.

Ask the holder what crop is planted on the field in this current agricultural season and record the response in the space provided.

Q2. Type of crops planted on the field: Ask whether the field/area was planted with pure or mixed crops and record the crop name.

Q3. Approximately how much of the field was planted with crop/s: Ask the holder about the field recorded in **Q1**. How much of it was covered by crop/s? Fill in the response in percent.

Q4. Ask the holder whether any measures taken to prevent crop damage on the field recorded in **Q1**. Use code 1 if the answer is Yes, or code 2 if the answer is No.

Q5. Ask whether pesticide was used to prevent crop damage on the field listed in **Q1**. Use code 1 if the answer is Yes, or code 2 if the answer is No.

Q6. Ask whether herbicide was used to prevent crop damage on the field listed in **Q1**.

Q7. Ask whether fungicide was used to prevent crop damage on the field recorded in **Q1**. Use code 1 if the answer is Yes, or code 2 if the answer is No.

Q8. Ask whether there was any crop damage on the field in this season. Use code 1 if the answer is Yes, or code 2 if the answer is No.

Q9. If the response to **Q8** is Yes, ask the reason why the crop/s was/were damaged.

Codes for Q9

Too much rain..... 1, Too little rain..... 2, Insects..... 3, Crop disease..... 4, Weeds..... 5, Frost.....6, Snowfall.....7, Floods..... 8, Wild animals..... 9, Locust..... 10, Birds..... 11, Lack of seeds..... 12, Reduction of soil fertility.....13, Security problem..... 14, Bad seeds.... 15, Other (specify)..... 16

Q10. Inquire about the percentage share of damage on the field and record the answer in percent in the space provided.

Q11. Type of seeds used on the field: Ask the holder what type of seeds were used on the field recorded in **Q1**.

Codes for Q11

Local seeds..... 1, Improved seeds..... 2, Permanent crop not planted in this agricultural season..... 3

Q12. Month/year the crop was planted: Ask the holder the month and year when the crop was planted on the field and record the answer.

Q13. Ask if the field was planted with a permanent crop. Use code 1 if the answer is Yes, or code 2 if the answer is No.

Q14. Ask the number of permanent crops that are ready to produce.

This includes permanent crops that are ready to produce/supposed to produce and also have been producing. Please exclude permanent crops that are in the seedling stage.

Q15. Ask the percentage share of permanent crops that are ready to produce in this agricultural season.

In this question, inquire about the percentage share of permanent crops from **Q14** that are ready to produce.

Q16. Ask in which year most of the permanent crops were planted and record the answer.

SECTION 5: SEEDS ROSTER

Parcel ID, Field ID & Crop ID

Parcel ID: Record the parcel ID from the Agriculture Questionnaire, Section 3.

Field ID:- Record the field ID from the Agriculture Questionnaire, Section 3.

Crop ID:- Record in the space provided the ID for the crop planted on the field.

Crop Name & Crop Code

Crop Name: Name of the crop planted on the field: Ask the holder the name of the crop planted on the field.

Crop Code: Write Crop code.

Q1. Type of seeds used on the field: Ask the holder what types of seeds were used on the field listed in [Crop Name]

Codes for Q1

Local seeds..... 1 Improved seeds..... 2 Permanent crop/not planted this agricultural season..... 3

Q2. Reason for choice: Ask the main reason why the holder chose the seeds that were used on the field.

Codes for Q2

Shortage of improved seeds..... 1, Improved seeds are too expensive..... 2, Local seeds are my preference..... 3, Advised by DAs..... 4, Advised by seed suppliers..... 5,

Advised by friends..... 6, Supplied by Kebele.....7, Others (specify).....8

Q3. Ask if the holder purchased any of the seeds used during the current agricultural or meher season. If no, write 2 and then **SKIP to Q14.**

Q4. Ask the holder who/which institution was the source of the seeds bought in cash or credit. Please record the source of the seeds code from the Network Roster. Up to two network IDs can be filled in.

Q5. Ask what quantity of seeds the holder bought/borrowed in this meher season and record the quantity of seeds.

Q6. Ask the type of transportation used to bring the seeds from the place where they were bought.

Codes for Q6

On foot.....1, Bajaj..... 2, Bicycle/horse cart..... 3, Bus/minibus/lorry..... 4,
Horse/donkey..... 5, Other (specify)..... 6

Q7. Ask the how much money was paid for transporting all purchased seeds and record the amount of money paid in birrs.

Q8. This question asks the value of all the seeds that were purchased or purchased on credit during the current agricultural season by the holder. Write the value in birrs.

Q9. Ask the holder the source of the money paid for purchasing seeds. If the response is option 1, **which is own money**, then **SKIP to Q13.**

Q10. This question asks about the payment made up-front for purchasing seeds. **REMEMBER:** Include cash payments and the estimated value of in-kind payments. **If nothing, record Zero.**

Q11. Ask the holder how much money has been repaid or will be paid for the seeds. Record the amount of money paid in birrs. **REMEMBER:** Include cash payments and the estimated value of in-kind payments. **If nothing, record Zero.**

Q12. Inquire about the source of the money borrowed for purchasing seeds. Record the amount of money paid in birrs. List network IDs from the Network Roster.

Q13. Ask whether the holder has received seeds as a gift or free of charge in this meher season. Use code 1 if the answer is Yes, or code 2 if the answer is No. If the response is option 2, **SKIP to Q17.**

Q14. If the response to question 14 is Yes, ask the holder the total amount/quantity of seeds received as a gift or free of charge and record the response in kilograms.

Q15. Inquire about the source of the seeds received as a gift or free of charge and record the response in the space provided.

Q16. Ask how much money was paid to transport seeds received as a gift or free of charge to the parcel/field location.

Q17. Ask whether, during this agricultural/meher season, the holder used leftover seeds from the last agricultural/Meher season. If the answer is 2, or No, then **SKIP to Q19**.

Q18. What quantity of the seeds used during this agricultural season were leftovers from the last agricultural season? Record the amount of leftover seeds used on the plot during this agricultural season.

Q19. Ask the total quantity of seeds used during this agricultural season. Record the total quantity of seeds (leftovers from the last agricultural season, purchased, or gifts) used on the plot in this agricultural season.

SECTION 6: GENERAL QUESTIONS AT THE HOLDER LEVEL

Q1. Inquire whether the holder does/did crop rotation on the parcel/field in this or the last agricultural season. The purpose of crop rotation is to maintain the fertility of the land/field. Use code 1 if the answer is Yes, or code 2 if the answer is No.

For instance: Crop rotation is the agricultural practice of growing different crops year after year on the same land. An example would be if the holder planted wheat/teff on the field in this agricultural season and on the same field sorghum was planted in the last agricultural season. This is the opposite of monocropping. Monocropping is the agricultural practice of growing the same crop year after year on the same land.

Q2. Ask whether the holder uses chemical fertilizer on the parcel/field. Use code 1 if the answer is Yes, or code 2 if the answer is No.

Q3. Inquire about the main reason for not using chemical fertilizer on any of the parcel.

Codes for Q3

Have no idea of the benefit1, Chemical fertilizer is expensive 2, Lack of money to buy 3, Unavailability of loan4 . Unavailability of supply5, Have doubts about the benefit it gives6, Other (specify).....7

Note: If the household used chemical fertilizer on at least one of the fields owned by the holder/household, you should skip this question.

Q4. Ask if the holder ever participated in an extension program. Use code 1 if the answer is Yes, or code 2 – and then **SKIP to Q6** – if the answer is No.

Note: At least one of the fields owned by the holder/household should be under an extension program.

Q5. If all fields recorded in Section 6 are not under an extension program, ask the main reason.

Codes for Q5

Have no idea of the benefit..... 1, Lack of money to buy..... 2, Have doubts about the benefit it gives..... 3, Unavailability of the program4, Unavailability of enough agricultural land 5, Other (specify).....6

Q6. Ask if the holder took a loan for agricultural activities or other purposes in this agricultural season. Use code 1 if the answer is Yes, or code 2 if the answer is No.

Q7. Ask what was the main reason for not using a loan service if the response to **Q6** is No.

Codes for Q6

Unavailability of loan service1, Unable to repay the loan 2, Unavailability of enough loan service..... 3, Have no idea about the benefit..... 4, No use 5, Other (specify)..... 6

Q8. Ask the holder if he/she participated in a consultation service. Use code 1 if the answer is Yes, or code 2 if the answer is No.

Q9. Inquire about the main reason for not using a consultation service, if the response to Q8 is No.

Codes for Q9

Unavailability of the service1 Unavailability of enough service 2 Have no idea about the benefit 3 No use 4 Other (specify) 5

Q10. Ask where the holder often buys chemical fertilizer and record up to two sources of chemical fertilizers. Write response(s) in the space provided.

Codes for Q 10

Government organization 1 Private organization 2 Merchants 3 Other (specify) 4 Never used fertilizer 5

Q11. Ask how many oxen the holder owns during this agricultural season. Record the number of oxen in the space provided.

Q12. If the holder does not have enough oxen, ask how he/she ploughs the field/parcel.

Codes for Q 12

Rent oxen 1 Rent an ox 2 Have an ox combined with another animal

3	Use other types of animals	4	Dig with hands	5	Borrowing oxen
..... 6	Other (specify)	7			

Q13. The total amount of chemical fertilizers (Dap and Urea) bought/acquired on loan, free of charge, or as gifts by the sampled household in this agricultural season/meher should be recorded in kilograms in the space provided.

Q14. The total amount of Dap bought/acquired on loan, as a gift, or free of charge in this agricultural season/meher should be recorded in kilograms in the space provided.

Q15. The total amount of Urea bought/acquired on loan, as a gift, or free of charge in this agricultural season/meher should be recorded in kilograms in the space provided.

Q16. The total amount of Dap + Urea chemical fertilizers bought/acquired on loan, as a gift, or free of charge in this agricultural season/Meher should be recorded in kilograms in the space provided.

Note 1: The amount of fertilizer acquired as a gift/on loan and free of charge should be included in **Q9**.

Note 2: Record the amount of fertilizer under each category if the holder buys each fertilizer (Dap/Urea) separately and mixes them together before applying on the field or applies each type of fertilizer on the field one after another. But if it is not possible to get the amount of Dap and Urea used separately, you should record the total amount of both in **Q16**.

NETWORK ROSTER FOR POST-PLANTING

The Network Roster is completed in the post-planting and post-harvest modules. The roster has three questions including network name, network type, and location. Complete all the three questions in the roster whenever the respondent says Yes to a business relationship or network related question. A more detailed explanation about the Network Roster is given in Annex 2.

5.2 LIVESTOCK

The livestock module consists of the following sections of the Agriculture Questionnaire:

- Cover Pages
- Household Roster
- Section 8A: Livestock/Beehive Population
- Section 8B: Livestock Feeds
- Section 8C: Livestock Byproducts and Disposition

COVER PAGES

Questions on the cover pages are the same as those on the post-planting module presented above.

SECTION 1: HOUSEHOLD ROSTER

The Household Roster is the same as the Household Roster in the post-planting module presented above.

SECTION 8A: LIVESTOCK/BEEHIVE POPULATION

Note the blocked columns and rows in the questionnaire. Some questions are asked for some livestock types only. Pay attention to the time durations.

Livestock codes: Livestock codes are recorded.

Q1. Livestock name: The names of the livestock owned by the holder are recorded.

Q2-Q16. Ask the number, sex, age, and type of breed of livestock.

Q17-Q25. These questions are about livestock use/purpose: meat, wool, breeding, draught power, milk, agricultural purposes, and transportation.

Q26-Q29. These questions are about honey production by type of beehive (traditional, modern). Questions are asked to collect information on the total number and types of beehives and honey production.

Q30-Q32. These questions focus on milk production by breed. Questions include the number of milk cows, lactation period, and average milk production per cow per day.

Q33-Q40. These questions focus on egg production by breed (local, exotic, hybrid). [Note: *Per clutch refers to the duration between when a hen starts laying eggs until it stops.*]

Q41-Q42. These questions are about livestock diseases and treatments during the last 12 months.

Q43-50. These questions are on livestock births, deaths (including causes), purchases, gifts, sales, and slaughters in the last 12 months.

Q51-Q57. These questions are about livestock diseases, treatments, and vaccinations during the last 12 months.

Q58-Q59. These questions are mainly applicable to pastoral areas. These are questions related to livestock grazing outside the village and the months when livestock were moved outside the village for grazing. Use month codes (1-13) for **Q59**.

Q60. This question asks the total value of sales if LIVESTOCK sales took place in the household but otherwise record **Zero**.

Q61 & Q62. These two questions obtain information on hired labor for taking care of LIVESTOCK and, if any, the total cost of this labor in the past 12 months. If there was no hired labor in this period, SKIP to **Q63**.

Q63 & Q64. Ask if the household incurred other expenses related to fodder, vaccination, medicines, or veterinary services for LIVESTOCK in the past 12 months. If the household did have these expenses, ask the total value of additional expenses during the same period of time.

SECTION 8B: LIVESTOCK FEED

Q1. This question asks whether the household used animal feed in the last 12 months. If the response is Yes, record code 1 and ask the following questions; if No, write code 2 and close the interview.

Q2 What type of livestock feed was utilized during the last 12 months and what percentage of livestock feed was utilized?

GREEN FODDER: Ask the holder if he/she utilized GREEN FODDER during the last 12 months. If the response is Yes, ask the percentage of GREEN FODDER utilized during the last 12 months and write it in the space provided.

CROP RESIDUE: Ask the holder if he/she utilized CROP RESIDUE during the last 12 months. If the response is Yes, ask the percentage of CROP RESIDUE utilized during the last 12 months and write it in the space provided.

IMPROVED FEED: Ask the holder if he/she utilized IMPROVED FEED during the last 12 months. If the response is Yes, ask the percentage of IMPROVED FEED utilized during the last 12 months and write it in the space provided.

HAY: Ask the holder if he/she utilized HAY during the last 12 months. If the response is Yes, ask the percentage of HAY utilized during the last 12 months and write it in the space provided.

BYPRODUCTS: Ask the holder if he/she utilized BYPRODUCTS during the last 12 months. If the response is Yes, ask the percentage of BYPRODUCT utilized during the last 12 months and write it in the space provided.

OTHER ANIMAL FEEDS: Ask the holder if he/she utilized OTHER ANIMAL FEEDS during the last 12 months. If the response is Yes, ask the percentage of OTHER ANIMAL FEEDS utilized during the last 12 months and write it in the space provided.

Q3. If the response is Yes in **Q1**, ask the holder or the respondent what types and percentages of LIVESTOCK FEED were used in the past 12 months. Lists of types and sources of animal/livestock feed are provided in the questions to select the responses.

Codes for Q3

Own holdings (own source)..... 1, Purchased2, Community holdings.....3, Combination of own holdings & purchased4, Combination of own holdings & community holdings.....5, Combination of purchased & community holdings.....6, Combination of all sources7, Other (specify)8

Q4. Ask the respondent if he/she participated in any LIVESTOCK extension program in the past 12 months.

Q5. If the response in **Q4** Yes, ask what type of extension program the holder participated in. There are five option codes in the question to select the appropriate response.

SECTION 8C: LIVESTOCK BYPRODUCTS AND DISPOSITION

This module collects detailed information on the production use and sales of livestock products over the past 12 months. Each row of the module on the questionnaire represents one type of livestock product, including milk, eggs, meat, honey, animal skins, and manure.

Q00. Under these two columns, 14 items of livestock byproducts are listed with codes assigned across each item.

Q1. Ask the holder if he/she produced the first listed livestock byproduct in the past 12 months. Write option 1 for Yes, or option 2 for No, and ask about the next byproduct listed.

Q2. Ask the holder out of the total percentage of byproducts how much was used for household consumption, sold, endowed, or used for some other purpose.

HOUSEHOLD CONSUMPTION: Ask the holder out of the total percentage of byproducts how much was used for HOUSEHOLD CONSUMPTION.

SALE: Ask the holder out of the total percentage of byproducts how much was SOLD.

WAGES IN-KIND: Ask the holder out of the total percentage of byproducts how much was used for WAGES IN-KIND.

OTHER PURPOSES: Ask the holder out of the total percentage of byproducts how much was used by the household for OTHER PURPOSES.

5.3 POST-HARVEST

The post-harvest module consists of the following sections:

- Cover Pages
- Section 1: Household Roster
- Section 9: Crop Cutting and Harvest
- Section 10: Hired Labor
- Section 11: Crop Disposition: Temporary Crops
- Section 12: Crop Disposition: Permanent and Root Crops
- Network Roster

COVER PAGES

Questions on the cover pages are the same as those on the post-planting module presented above.

SECTION 1: HOUSEHOLD ROSTER

The Household Roster is the same as the Household Roster in the post-planting module presented above. This section should be pre-filled in using the household's already completed post-planting questionnaire.

Note: Pre-filling in the Questionnaire: The role of the interviewer in completing questionnaires for the post-harvest panel survey is crucial. Some sections in the post-harvest panel questionnaires should be pre-filled in by the field staff from the post-planting questionnaires. The essence is (i) to aid in the development of tracking policy which will ensure that the same households/respondents interviewed during the post-planting (first visit) period responded during the post-harvesting (second visit) period; (ii) to explore the relationship between post-planting and post-harvesting in the panel survey; and (iii) to confirm and validate inconsistencies in the data collected.

SECTION 9: CROP CUTTING AND HARVEST BY FIELD

Parcel ID, field ID, crop ID, crop name, crop code: These are to be transferred from the post-planting questionnaire.

Parcel ID

In the first column, record the parcel ID from the Agriculture Questionnaire, Section 3 (Field Roster).

Field ID

Then, in the second column on the same row, record the field ID from the Agriculture Questionnaire, Section 3 (Field Roster).

Crop ID

Then, in the third column on the same row, record in the space provided the ID for the crop planted on the field.

Crop Name

In the fourth column, write the crop name.

Crop Code

In the fifth column, write the crop code.

Note1: The crops listed in this section should be the same as the ones listed in Section 4 (Crop Field Roster). Exclude TREE & ROOT CROPS. However, DO NOT RE-NUMBER the parcel, field, or crop IDs.

Note 2: For **Q3**, **Q4**, and **Q5**, additional instructions are given in the Crop Cut Manual.

CROP CUTTING (Q1-Q5)

Q1. If crop cutting was done on the field, the response is Yes and write code 1, or, if No, write code 2.

Q2. If the response in **Q1** is Yes, record the date and month the crop cutting was done. The total area of the crop cutting is 4m² OR 2m by 2m.

Q3. Record the fresh cut weight of the crop in kilograms in the space provided.

Q4 & Q5. Record the date of dry weighing of the crop and also write the amount of dry weight of the crop in kilograms in the space provided.

Q6. Ask the holder if any portion of the crop was used before the harvest. Write option 1 for Yes, or option code 2 for No.

Q7. Ask the respondent if the area harvested was less than the area planted. Record option code 1 for Yes, or code 2 for No, and then SKIP to **Q9**.

Q8. If the response in **Q7** is Yes, ask what were the reasons why the area harvested was less than the area planted. The respondent can give up to two responses in order of importance. Up to six reasons are listed in the questions.

Q9. This question asks if there was any damage to crops planted on the field. If the response for **Q9** is No, then SKIP to **Q12**.

Note: The query in **Q9** refers to the entire field.

Q10. What was the main cause of the damage to [CROP]?

If the answer for **Q9** is Yes, ask the respondent the cause of the crop damage.

Codes for Q10

Too much rain..... 1, Too little rain.....2, Insects..... 3, Crop disease..... . 4,
Weeds..... 5, Hail..... 6, Frost..... 7, Floods..... 8, Wild animals.... . 9, Locusts..... 10, Birds
.... 11, Shortage of seeds..... 12, Depletion of soil fertility. 13, Security problems ... 14 Spoiled
seed..... 15, Other (specify).....16

Q11. Ask about the percentage of crop damage. (If the answer for **Q9** is Yes, ask the respondent the extent of damage in percent and record it in the space provided.)

Q12. Ask the holder how much of the crop harvested in this agricultural season was from the field selected for crop cutting. Write the amount harvested in kilograms in the space provided. If the crop harvest was not completed at the time of the interview, ask the amount of harvest the holder expects for the crop from this field in this meher season.

Note: This is the holder's self-reported yield estimate. The enumerator should ask the holder and get the response for all temporary crops whether they were selected for crop cutting or not. For those crops selected for crop cutting, the enumerator should not extrapolate the yield from the 2m by 2m crop cut results.

Q13. Ask in which months the harvest started and ended in this meher season. Write the starting month in the first column and the ending month in the second column.

SECTION 10: HARVEST LABOR

This section is for labor used during crop harvesting and threshing. It does not include labor used during cultivation (plowing, seeding, and treating) and weeding.

Parcel ID, field ID, crop ID, crop name, crop code: This information is to be transferred from the post-planting questionnaire.

Parcel ID

In the first column, record the parcel ID from the Agriculture Questionnaire, Section 3 (Field Roster).

Field ID

Then, in the second column on the same row, record the field ID from the Agriculture Questionnaire, Section 3 (Field Roster).

Crop Name

In the third column, write the name of the crop.

Crop Code

In the fourth column, write the crop code.

Q1. This question refers to whether the household/household member has hired labor for the agricultural activities in the field.

Ask the respondent whether the holder has hired labor during the harvest season for crop cutting, harvest, or threshing in this current agricultural season. And ask how many days labor was hired and the amount paid per day. The questions are separately organized for males, females, and children (under 15 years old).

Q2. This question refers to adult and children household members that participated in crop cutting/threshing in this agricultural season. List the household members' ID codes from the Household Roster.

If no one in the household participated in the activities, write a dash (---).

If more than four members of the household participated, use additional questionnaires.

- Record the total number of weeks worked.
- Record the total number of days the household members participated in crop cutting/threshing works per week.
- In the same manner, record number of hours household members worked per day.

Q3. Ask the holder if persons or females/males/children from other families came and participated in crop cutting/threshing without any financial returns. And ask the number of days they spent on these activities.

The following questions concern adults and children who came from other families to work on the holder's field during crop cutting/threshing without any financial returns or as a form of labor sharing practice in the current agricultural season.

This question asks the same question asked for hired labor. It also collects information separately for male and female adults as well as children younger than 15 years of age. However, it asks only the total number of workers and the number of days worked. It does not ask the amount paid.

SECTION 11: TEMPORARY CROP DISPOSITION

CROP ID: Write the ID of the crop planted on the field.

CROP NAME: Write the name of the crop planted on the field.

CROP CODE: write the crop code.

Q1. Ask the holder if the crop harvested in this current agricultural season was sold. Select option 1 for Yes, or option 2 for No and SKIP to **Q10**.

Q2. If the crop was sold, ask who bought it or what the main outlets for the crop sales were. Two columns are provided to record up to two Network Roster ID codes.

Q3. Ask the holder how much of harvested crop was sold in total and record the amount in kilograms.

Q4 to Q7. These questions obtain information on the estimated value of all sales in birrs, the decision-maker who decided what to do with the earnings within the household, and the month and year when the sales took place. In **Q7**, record the approximate number of transaction while selling the crop.

Q8 & Q9. Both questions ask about the main mode and cost of transportation associated with all crop sales. **REMEMBER** in **Q9** that all trips made from and back to the farm should be included. If nothing, record ZERO and continue.

Q10 & Q11. Both questions require information on crops given as gifts and reimbursement. **Q10** asks if the crop was given as a reimbursement for land or labor used by the holder during the current agricultural season. **Q11** asks if the crop was given as a reimbursement for inputs borrowed/acquired on credit. For both questions, record the amount in kilograms.

Q12 to Q14. These questions are about the quantity of harvested crops used for animal feed, or as inputs for byproducts that the household sold, if any; for cash/in-kind goods/services; and for crops saved for seed in **Q12**, **Q13**, and **Q14**, respectively. The quantity is to be recorded in kilograms.

Q15. This question aims to obtain information on the quantity of crop loss in kilograms (to fill in option 1) as well as in percent (to fill in option 2) during the post-harvest period. Loss refers to rotting, insects, rodents, thefts, etc. **REMEMBER** to include the quantity of the crop used for animal feed due to pest damage.

Q16: This question asks the reason for crop loss. Up to two responses are allowed in this question.

Q17. This question asks about the availability of harvested crops in storage. If none, record 2 and then **SKIP to Q21.**

Q18. If the respondent answered Yes in **Q17**, then ask the respondent the method the household used to store the crop.

The **enumerator** is to read the response codes to the respondent in **Q18.**

Q19 to 21. **Q19** asks how much of the harvested crop is being stored during the agricultural season. **Q20** asks about the method used to protect the stored crop. **Q21** asks the main purpose for storing the crop. The response codes in **Q20** and **Q21** are to be read to the respondent and up to two responses can be recorded.

Q22. This question asks what proportion of crop production is used for different purposes, such as for household consumption, seed, sale, wages paid in-kind, animal feed, and other purposes. The proportion for each purpose is to be recorded in percent.

SECTION 12: PERMANENT/ ROOT/ TREE CROP DISPOSITION

This section is for all permanent and root crops reported in Section 4, such as: potatoes, taro or godere, sweet potatoes, enset, fruits, coffee, chat, sugarcane, and cassava.

CROP ID: Write the ID of the crop planted on the field.

CROP NAME: Write the name of the crop planted on the field.

CROP CODE: Transfer the crop code from the crop code book.

Q1. FRUIT/ROOT CROP NAME: Write the name of the crop planted on the field.

CROP CODE: write the crop code.

Q2 & Q3. In **Q2**, ask the last completed production period for FRUIT/ ROOT crops. Fill in the beginning month and year as well as end month and year. **REMEMBER:** If there is no particular production period, use the last 12 months. In **Q3**, for the crops listed in **Q2**, record in kilograms the total amount of FRUIT/ROOT crops harvested in the past 12 months.

Q4 & Q5. Both questions ask about any losses of FRUIT/ROOT crops and the causes of losses. For **Q4**, if none, write 2 and then **SKIP to Q6.** For **Q5**, use the list of option codes to select one response.

Q6 to Q8. These questions are about selling FRUIT/ROOT crops. For **Q6**, if none, write code 2 and then **SKIP to Q10.** **Q7** and **Q8** are about the total quantity sold in kilograms and the value of the sales in birrs, respectively.

Q9. This question asks about the outlets where most of the crops were sold. **Enumerator:** List up to two network ID codes.

Q10 to 13. These questions aim to obtain information on losses during post-harvest. Fill in option 1 if Yes; otherwise fill in option 2 and **SKIP to Q14.** Loss refers to crops lost due to insects, rodents, thefts, etc. **Q11** asks the reason for crop loss. In **Q12**, record the amount of loss in number 0 – 10 units. In **Q13**, record the value of the loss.

Q14 to 18. These questions ask whether the household has crops in storage, the quantity of harvested crop in storage in kilograms, the main method used to store crops, and whether any type of protection was implemented to protect stored crops. In **Q14 & Q17**, if none, **SKIP to the next row.**

Q19. The question asks about the proportion of FRUIT/ROOT crop production used for different purposes, such as household consumption, seed, sale, wages paid in-kind, animal feed, and other purposes. The proportion for each purpose is to be recorded in percent.

NETWORK ROSTER – POST-HARVEST

The Network Roster is completed in the post-planting and post-harvest modules. The roster has three questions: network name, network type, and location. Complete all the three questions in the roster whenever the respondent says Yes to a business relationship or network related question. A more detailed explanation of the Network Roster is given in Annex 2.

CHAPTER 6. SECTION BY SECTION DESCRIPTION OF THE COMMUNITY QUESTIONNAIRE

The Community Questionnaire has the following sections:

- Section 1.1: Area Identification and Staff Details
- Section 1.2: Direct Observation by Supervisor
- Section 2: Roster of Informants
- Section 3: Basic Information
- Section 4: Access to Basic Services
- Section 5: Economic Activities
- Section 6: Agriculture
- Section 7: Changes
- Section 8: Community Needs and Actions
- Section 9: Productive Safety Nets Program (PSNP)
- Section 10: Market Prices

SECTION 1.1: AREA IDENTIFICATION AND STAFF DETAILS

This section is used to record identification information on the location of the community. The location identification codes used are identical to the codes used in the ERSS Household Questionnaire. The codes must be entered carefully so that this information can be matched correctly to the household information.

Q1-Q7. Region, zone, wereda, town, sub-city, kebele, and EA: These codes should be provided to you by the ERSS management team.

Q8-Q13. Staff details: In this part of the questionnaire, spaces are provided for the CSA staff directly involved in the survey field work to write their names, signatures, and dates right after accomplishing the job assigned to each.

The date that is written should be the date that the first interview of community members is done for the Community Questionnaire.

SECTION 1.2: DIRECT OBSERVATION BY SUPERVISOR

This section is based on your observation and is not asked of the informants. Do not ask these questions of the community leaders. Look around at the inhabitants of the community as you are entering the community and are walking around supervising the enumerators. Look at the children and adults to see how they are dressed – are their clothes neat and do they have shoes? Look at the condition of the dwellings – are they tidy or is trash collecting around the dwelling? Mark your observations in **Q1-Q11**.

Q1 – Q3. Neat clothing is clothing that is clean and does not have too many tears or holes.

Q2 – Q4. Shoes include leather shoes, canvas shoes, or any kind of sandals, including plastic.

Q5. Observe the cleanliness of the surroundings of the house and use the code provided.

Q6- Q7. Observe the wall and roof materials of most of the houses and use the codes provided for each question.

SECTION 2: ROSTER OF INFORMANTS

Q2. Record the names of the individuals who are participating in the interview. The community respondents should be a mix of the local leaders and knowledgeable members of the community – local headman, religious leader, school teacher, health worker, business leaders, police, etc. Choose community respondents who have lived in the community for a number of years. A minimum of five respondents should make up the group that completes this questionnaire. The community respondents should be as diverse as possible with respect to sex, age, religion, and ethnicity, so that it is representative of the population of the community.

Q3 – Q7. Ask each leader for their personal information: sex, age, occupation and/or expertise, the number of years they have lived in the community, and education. The number of years lived in the community should be the total years since birth (“cumulative years”). For example, if a 40 year old man has lived in the village his whole life, except for 4 years in which he worked, then the total number of years in the village should be 36 years.

SECTION 3: BASIC INFORMATION

The questions in this section are designed to determine the general characteristics of the community in terms of religious practices, use of land, and types of marriages.

Q8 – Q11. To determine percentages of land, ask the respondents to try to determine the total area in the community and the total amount of land in each category (bush, forest, and agriculture). Calculate the percentages by dividing the total amount of land by category by the total land in the community.

SECTION 4: ACCESS TO BASIC SERVICES

This section is designed to ask questions concerning the level of access households in the community have to infrastructure (roads, transportation, markets, postal services, telephones, schools, health clinics, and banks).

Q1, Q8, and Q11. These are based on your observation and are not asked of the respondents. Do not ask these questions of the community leaders.

Q2. If there is a tar or asphalt road in the community itself, record 0 for the distance to the road. All the roads in the community do not have to be tar or asphalt.

Q4 – Q5. If the road is always passable, record a dash (--) as the answer.

Q18. This question concerns the number of churches (Christian congregations, groups of worshippers) in the community, even if they may be all of the same denomination (CCAP, Catholic, SDA, etc.). The congregations do not need to have a dedicated church building to be counted, but may make use of another sort of building or no building at all.

Q20 – Q28. These may require information that can only be provided by a local teacher or headmaster. If the members of the group of community informants do not know the answers to these questions, following the completion of the interview with the community respondents, you should ask these questions of individuals in the area – headmasters, teachers – who are familiar with the local schools.

SECTION 5: ECONOMIC ACTIVITIES

This section is designed to ask questions that will show the most important economic activities in the EA.

SECTION 6: AGRICULTURE

This section is designed to collect information on the type of agricultural activities common in the community.

Q16 – Q18. These questions ask the respondents to compare the situation of today to that of five years ago. These questions ask about opinion and value judgments. Consequently, the responses are coded in terms of more or less (**Q16**) or better or worse (**Q17 & Q18**).

SECTION 7: CHANGES

This section is designed to ask questions that show how conditions and characteristics of the community have changed over the last five years – since 2006 (1999 Ethiopian calendar). Explain to the respondents that you are going to ask a series of questions that compare the conditions that the community is experiencing today against the conditions that existed five years ago. Ask the community respondents to come to a consensus on the answers that they provide.

These questions will probably raise discussions among the community respondents. It is your purpose as facilitator to keep the discussions as brief as possible, while allowing all community respondents to express an opinion. Because there are about 32 topics to include in this section, it will be necessary to have a balance between the amount of time to discuss each topic and the need to make the total interview time as short as possible to get information for all sections.

Q33 – Q35. For these questions, it is not as important to come to a consensus with all community respondents because it is possible to record more than one answer.

Q33. The same type of event can be mentioned more than once (for example, having a drought twice in the past 5 years would be two entries).

In these questions, the community respondents can list all the events that, in general, made the lives of the people living in the EA worse off or better off. Read the explanation given in **Q33** and make sure that the respondents understand what they need to respond.

Record up to four events that made people worse off and up to four events that made people better off, as provided by the respondents.

If the respondents come up with more than four answers, ask them to prioritize the events and record the four most important.

Q34. Determine the year in which each event occurred. It must have occurred in the period between 2006 and 2011, i.e., 1999-2004, Ethiopian calendar.

SECTION 8: COMMUNITY NEEDS & ACTIONS

This section asks about how the community was able to access things that are useful to development. To start this section, you should ask the first two columns about whether the community, either through the community leaders or through the people themselves, has ever tried to get the items listed.

Ask the first two columns for all items before moving on to **Q3**. Ask **Q3** and the remaining questions for all items that have a Yes in either column (1) or column (2) or both.

Q4. The community could be considered as finding ways to address their need for an item if they were able to successfully obtain this item for their community in the time since they started working to acquire it.

Q7. This question asks about the steps that the community took to try to address their need. You should read each category to the respondents as some communities may have used more than one method. In some cases, the method would not be applicable and this should be noted.

Q12. “Voluntary” in this question means that people in the community were free to donate as much as they would like to the project or nothing at all. “Compulsory” is if some or all of the people in the community are required to give money to the project. Contributions would be considered compulsory if any group in the community is required to give, even if there are some groups, such as the poor, who are exempt from the required giving.

SECTION 9: PRODUCTIVE SAFETY NETS PROGRAM

This section is about the PSNP in the community. It provides information such as the degree of involvement of the community members in these programs.

SECTION 10: MARKET PRICES

This section is about the market prices of selected items. You should collect prices from the local market in the community. You should also capture the GPS coordinates of the local markets where the prices are collected.

Note that some of the items may not be available for sale in the community’s nearest market. In this case, leave the space blank.

CHAPTER 7. FIELD DUTIES AFTER COMPLETING THE QUESTIONNAIRE

7.1 COMPLETION OF THE INTERVIEW

Following the completion of all the questionnaires of interest, the enumerator **MUST** quickly go through the questionnaires for obvious errors.

For each questionnaire, this exercise **SHOULD NOT** last more than 10-15 minutes as the enumerator has been with the respondents for some hours.

7.2 SUBMISSION OF THE QUESTIONNAIRE TO THE FIELD SUPERVISOR

After reviewing the questionnaires for obvious errors, the enumerator will submit the completed questionnaires to your field supervisor.

The field supervisor will review the questionnaires for completeness, consistency, and accuracy, and fix the obvious mistakes. He/she will also code the responses to the questions on occupation and industry in Section 4 (**Q10, Q11, Q21, Q22**) and Section 11B (**Q1**) in the Household Questionnaire.

ANNEX 1. HOW TO USE THE GLOBAL POSITIONING SYSTEM (GPS)

The Global Positioning System (GPS) is a piece of technology equipment used for a variety of activities (navigating, mapping, etc.). The advantage of this technology over the old method of farm surveying (i.e., compass, pole, and tape) is enormous. It is more accurate in measurement, faster, easier, and requires fewer people to use.



HOW TO USE GPS TO MEASURE PLOT (FARM) AREA

First walk round the farm boundary to observe the farm shape and possible obstacles on the farm.

Step 1: Switch on the GPS by pressing the **POWER BUTTON** for 1-2 seconds.

Step 2: Wait for at least two (2) minutes for allowing the GPS to initialize and locate satellites just like when you wait for your computer to boot.

Step 3: Make sure that the satellites are good, i.e., a minimum of four satellites are received and scattered on the screen.

Step 4: The GPS will indicate **READY** before you can start navigating or using.

Step 5: Move to the **MAIN menu** (page) by pressing the **PAGE BUTTON** key repeatedly.

Step 6: On the main menu, select **TRACK**.

Step 7: On **TRACK**, press **Thumb Stick** to enter the track menu.

Step 8: On the **TRACK menu**, by using Thumb Stick, move the cursor to **OFF/ON** corner to click **OFF**. The cursor will move to **ON**, then click it again. **ON** will look dull indicating it is ready for survey work and the cursor will stay on **OFF**.

Step 9: Mark your starting point before you begin to walk around the farm boundary and make sure you return to your starting point.

Step 10: Stop and save, by moving the cursor to save mode and press; it will save by the current date.

Step 11: After saving, a **sketch map of the movement** around the PLOT will be shown on the screen. Then, move the cursor to the area of the surveyed PLOT shown on the screen and record the area in square meters (m²).

Step 12: Before surveying another farm, move the cursor to **CLEAR** and press to rub off the previous PLOT. Otherwise there will be an overlap.

Step 13: Repeat the same procedures to survey other plots (farms). Please note that you are to save the last ten farms you surveyed.

HOW TO USE GPS TO GET THE COORDINATES OF A LOCATION

Walk into the center of a PLOT (a farm) or a point to read the coordinates from the GPS.

Step 1: Switch on the GPS by pressing the **POWER BUTTON** for 1-2 seconds.

Step 2: Wait for at least two (2) minutes for allowing the GPS to initialize and locate satellites just like when you wait for your computer to boot.

Step 3: Make sure that the satellites are good, i.e., a minimum of four satellites are received **and scattered** on the screen.

Step 4: The GPS will indicate **READY** before you can start navigating or using.

Step 5: When **READY** is seen on the screen, the coordinates will be displayed on the screen as well. Make sure that you are **at the point** where you need to locate or track before recording the coordinates.

Step 6: Repeat the same procedures for other targeted locations (points). Please note that you must be at the point where you need to locate or track before recording the coordinates.

ANNEX 2. NETWORK ROSTER DETAILS

The Network Roster is attached to the post-planting and post-harvest modules of the Agriculture Questionnaire. The roster captures information on the holder's business relationships with individuals, organizations, and markets.

Note: The Network Roster is like the Household Roster. One network is included only once. If the same person, organization, or marketplace is referred to again in another question, this network should not be recorded again. For example, if Mr. Kebede, a friend of the holder, is mentioned once and given N1 in the Network Roster, this person's network ID is always N1.

Q1. Enter the name of the individual, company, or organization to which you are referring.

Q2. Select one of the codes from the code list. These codes classify the entities in the Network Roster into different categories.

Codes for Q2

Relative.....1, Friend/neighbor.....2, VDC member.....3, Village headman....4, Traditional authority....5, Political leader.....6, Main farm/plot..... 7, Roadside..... 8, Mobile market.....9, Local market.....10, Private trader in local market...11, Local merchant/grocery.....12, Main market... .13, Private trader in main market....14, Auction in main market.....15, Private company/business person..16, Employer.....17, Government agency.....18, Parliament member.....19, Moneylender/katapila...20, Private microfinance institution.21 Savings & credit cooperative.....22, Commercial bank.....23, Government-financed lender.....24, Parastatal organization.....25, Agricultural cooperative.....26, Farmer based club/association....27, NGO.....28, Trust.....29, Private veterinary.....30. District veterinary.....31, Religious group/institution.....32, Other (specify).....33

Q3. Select one of the codes from the box "Codes for Q3." These codes simply state where the individual or organization is located.

Codes for Q3

Within the village.....1, Near the village.....2, In/near the town.....3, In/near the district/urban center...4, Outside the district.....5, Outside the region.....6

ANNEX 3: OCCUPATION AND INDUSTRY CODES

Occupation Code

01. Legislators, Senior Government Officials and Managers
02. Professionals/ Physical, Mathematical and Engineering Science Professionals
03. Technicians and Associate Professionals/ Physical and Engineering Science Associate Professionals.
04. Clerks, Office clerks
05. Service Workers and Shop and Market Sales Workers/ Personal and Protective Service workers, Travel attendants and related workers
06. Skilled Agricultural and Fishery Workers Market-Oriented Skilled Agricultural and Fishery Workers
07. Craft And Related Trades Workers, Extraction and Building Trades Workers
08. Plant and Machine Operators and Assemblers, Stationary-Plant and Related Operators
09. Elementary Occupations, Sales And Services Elementary Occupations
10. Army/ Member of the Armed Forces

Industry Code

01. Agriculture, Hunting, Forestry and Production of Related Products and Services
02. Fishing, Fish Farms and Service Activities Incidental to Fishing
03. Mining and Quarrying
04. Manufacturing of Food Products Including Processing, Caning and Preserving.
05. Electricity, Gas, Steam and Hot Water Supply
06. Construction, Site Preparation, Land Clearing
07. Wholesale and Retail Trade, Repair of Vehicles, Personal and Household Goods/ Sale, Maintenance and Repair of Motor Vehicles and Motorcycles; Retail, Sale of Automotive Fuel.
08. Hotels and Restaurants/ Hotels (With Hotel Rooms); Camping Sites and Other Provision of Short-Stay Accommodation
09. Transport, Storage and Communications/ Land Transport – People and Merchandise
10. Financial Intermediation (Except Insurance and Pension Funding)
11. Real Estate, Renting and Business Activities)
12. Public Administration and Defence , Compulsory Social Security
13. Education
14. Health and Social Work
15. Other Social, Cultural, Personal and Household Activities Including Sewage and Refuse Disposal, Sanitation, and Similar Activities
16. Private Households with Employed Persons
17. Extra-Territorial Organizations and Bodies including International Organizations and NGOs