



# **2004 AGRICULTURAL CENSUS SUPERVISOR'S GUIDE**

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## **CHAPTER 1: GENERAL INTRODUCTION**

Supervisors should take pride in their work and carry out their supervision responsibilities as they are representatives of the authorities. They should be aware that whatever happens to the team in the field is their sole responsibilities. Again they need to know that they represent ASU management in terms of managing and supervising the field staff.

This manual contains the instructions or guides that will be needed in the field to carry out the assignment. It explains exactly what should be done when checking questionnaires. We expect minimum errors from supervisors since they have been involved in censuses and surveys of this kind for a long time.

This manual should therefore, be kept and used for reference at **all times** during the census period.

## **1.2 Your Job As A Supervisor**

Your responsibilities as a supervisor include:

- ❖ General management of the team you are working with.
- ❖ Identification of the selected block boundaries
- ❖ Control the flow of questionnaires to enumerators and back to you
- ❖ Check coverage for the selected block ( in Form I). Divide the block into smaller areas along roads, streams or any outstanding landmarks that can stand as an identifiable boundary during the listing. Then assign these sections of the block to enumerators for listing.
- ❖ Check entries in the questionnaires for completeness and consistency
- ❖ Do the selection in Form I. You may ask one of your team members to assist you or cross check your selection. This is very important to avoid wrong selections.
- ❖ The sample selection should be carried out when the frame within the selected block is complete in all respect (i.e. when the listing of dwellings is completed).
- ❖ Draw up work schedules so that you can be easily located by the quality control team. This should be done as a team and should be submitted to the office at the earliest. Again this will help monitor your team's work. You are encouraged to discuss the work programme with your colleagues in advance to avoid any

should also be planned during the time when

- ❖ It's the supervisor's responsibility to include a driver and treat him as a team member. Create a good atmosphere within your team for better management and work relations.
- ❖ Ensure that all questionnaires are checked before leaving the block.
- ❖ Follow CTO regulations whenever necessary. Make sure that the vehicle is serviced when it is due. Plan your field work or trips logically to reduce kilometres driven (in terms of distance, direction and location of blocks in a particular district as well as camping locations or points).
- ❖ Avoid travelling at night. Make sure the fuel is filled in time.
- ❖ It is the responsibility of the supervisor to ensure that his\her team has survey materials and equipment (i.e. maps, envelopes, questionnaires, pens, measuring tapes, compasses, ranging rods, extra questionnaires).
- ❖ Ensure that sketch maps of enumeration areas are drawn at the backside of Form I showing relative positions and dwelling numbers along with important landmarks, roads, paths, streams etc.
- ❖ Remember, each dwelling listed should have a dwelling number and name of the head of household for easy identification during enumeration.
- ❖ Ensure that all procedures are followed during interviewing. Some of the procedures discussed in the manual can be discussed again as a team to ensure that every team member knows what to do. Again ensure that questions are asked the way they should be. It's your responsibility to help enumerators whenever they need your assistance.
- ❖ Ensure that callbacks are spaced reasonably.
- ❖ Ensure that your team has a common understanding of characteristics of an agricultural holding.
- ❖ Ensure that rules to be followed when a holder has more than one household are adhered to.

## **Section I: Locality Identification**

The front page for this form is for identification purposes. The identification part on the face page (questions 1 through question 4) for each form for a particular block must always be the same. You can obtain the correct information from the outside of the block envelope or from the other forms as the case may be. Print clearly all information so that it is legible.

engaged within a particular block for listing and therefore, the forms will not be numbered sequentially, i. e adjacent or opposite dwellings may not necessarily be in an orderly and fashionable order. Note that two spaces have been provided for codes corresponding to Agricultural District. The first digit always represents the region code and should therefore be the same as the digit under agricultural region. The second digit represents the district code. If the Agricultural district under consideration for example is Kgatleng which is district 5 and in region 2, then the Agricultural District code should be 25.

**NOTE: BOX NUMBERED 5 LABELLED “FORM CONTINUATION” WILL BE FILLED IN BY THE SUPERVISOR IN THE FIELD AFTER COLLECTING ALL THE FORMS FROM INDIVIDUAL ENUMERATORS.**

Since it is possible to have more than **ONE (1)** Form I completed for a block, we would like a record keeping system to be able to know how many forms were completed for that particular block. This record keeping system helps us realise that at least the **Sampling Frame** within a block is **complete**. Example of how to complete boxes.

- ❖ If only one form I was completed, then, the information inside BOX 5 titled “Form Continuation” should read:
  - Total Number of Forms ‘**1**’ and
  - This page is **Part 1 of 1**
- ❖ As an example if N forms (where N is the total number of forms completed, say 3) have been completed then the information inside BOX 5 labelled “Form Continuation” should read:

- (a) **Total Number of Forms ‘3’ and (First Form)**
- (b) **Part 1 of 3 (First Form)**
- (c) **Part 2 of 3 (Second Form)**
- (d) **Part 3 of 3 (Third Form)**

- ❖ Enumerators should write their names in the space provided **(Q6)**.
- ❖ Write the date during which the listing of the block commenced **(Q7)**.
- ❖ Write the date when listing of the block was completed **(Q8)**.

write their names, and dates after reviewing  
 eted questionnaires (Q9 & Q10).

The two tables for questions 11 and 12 are to be used by the supervisor for selecting the sample of holders for form II. In question 12, the **“Total Number of Holders”** refers to all the identified agricultural holders, inclusive of Cattle Holders. The total number of holders is entered in 12a (**Total Number of Holders**) and the total number of cattle holders is entered in 12b (**Total Number of Cattle Holders**). The number for selection in question 13a is equal to **“Total Number of Holders” minus “Total Number of Cattle Holders”**.

It is this **“Total Number for selection”** that constitutes a new frame of agricultural holders from which a block sample is drawn. This number determines the class, the random start and the sampling interval that are provided as Appendix II on page 101. Given the class, the random start and the sampling interval, a sample is drawn and the size of this sample is the figure that is entered in question 13b labelled **“Number of selected Holders”**. In questions 13c, 13d and 3e the office seeks to establish at first hand the total sample of holders, the total number of listed dwellings and the total number of occupied dwellings. This information is very important in the sense that the office can determine the occupancy rate quicker and decide whether a particular block needs to be visited for quality control purposes.

## **Section II: Listing Of Dwellings and Households.**

### **Question 14a**

The listing of dwellings and households, as well as capturing information on livestock counts is done in this question. Make sure that every cell is completed.

On arrival at the Lolwapa, greet the occupants and identify yourself as an Agricultural Statistics enumerator. For each dwelling unit in a block, record the numbers as indicated in the metal plate on one of the doors or placed somewhere within the dwelling unit.

### **Column 1: Dwelling Number (Census Number Plate or 77xxx).**

Write the dwelling number. This is found in one of the doors of the dwelling units. These dwelling numbers were used during the 2001 population and

the dwelling units which are found without a should assign “77001” for the first dwelling, dwelling and so forth. Make sure you list all dwelling units in a block. If the number of dwellings per block is decreasing when compared to the census count and the occupancy rate is going down, this could be due to any of the following:

- ❖ The listing was not complete or
- ❖ People might have migrated to land areas during ploughing\planting seasons or
- ❖ People have moved from a particular area during that particular time, particularly after harvest people tend to move to either cattle posts or villages

Please do not rush to finish the listing and sampling from an incomplete frame. This has an adverse effect on our statistics.

### **Column 2: Is This Dwelling Occupied At This Time ?**

Ascertain that the dwelling unit is occupied. If it is occupied, i.e. if there are people present or there is a “sign of life” enter code 1 otherwise enter code 2 if there is no sign of life indicating or showing any presence of people in the dwelling unit. This tendency of putting a 2 is a major concern now because information is lost through laziness. If there is a sign of life, that is, there is enough evidence to suggest that someone is living in the household but is not at home at the time of your visit, try to find information about the holder from neighbours to arrange for a convenient time to re-visit. **Make at least 3 callbacks.** Make sure you list all dwelling units within a selected block, regardless of type of condition. If a “YES” is indicated for any particular row, then all other relevant questions on the list should be filled in with answers, except where digit 4 (**refusal**) and 5 (**not at home**) appear in column 4.

### **Column 3: Household Number**

You must assign a number to each household in a dwelling. Some dwellings may have more than one household. If you come across such a case, number the households consecutively on the form. For example, if dwelling No. **1** has one household then the household number will be **1**, if the second dwelling (dwelling No. **2**) has two households, then the first household number will be **2** and the second household number will be **3** and so on until the list of households in that block is exhausted.

The codes under this question show the nature of the interview irrespective of the time and date of the interview, i.e. whether the interview is completed during the first visit or completed at the time you made a callback. Codes should be used accordingly. **Note that the dwelling units can only be declared “5 - Not at home”, after several visits.** Make sure that once the holding is declared occupied, i. e when a code “1” appears in column 2, the expected codes under column 4 should appear as follows:

Column 2	Column 4.
1	1.
1	2, 2, 2, 5.
1	2, 2, 2, 4.
1	2, 2, 2, 1.

Once the dwelling is declared unoccupied, the correct codes under columns 2 and 4 are 2 and 3 respectively. For example the codes should be as follows:

Column 2	Column 4.
2	3.

#### **Column 5: What Is The Name of the Head Of This Household?**

Establish the head of the household and write his\her name in the space provided. Usually the head of the household is someone who stays with the housing unit \household most of the time. In any case take what the respondent tells you. Write first names first and then the surname, in block letters.

#### **Column 6: Sex.**

Enter the appropriate code for the sex of the head of the household. Make sure the information is for the person listed in Column 5. It is usually easy to identify a person’s gender by physical appearance, especially the older

...ented especially when establishing the gender  
 ...g names to establish a person's sex because

**Column 7: Is The Head Of This Household Living In This Household At This Time?**

Determine if the **Head of Household** is “living” in this housing unit. If he or she is living in the household, enter code 1 otherwise enter code 2 for not living in the housing unit. If the head has gone to town for a night or is staying over night with his or her cattle, then he or she would be considered living in the household unit. However, if he or she were staying in a home at another place (mines, cattle post, lands, cities and towns), then he or she would be considered not living in that housing unit.

This should not be confused with the household schedule in FORM II when dealing with people who spent the night in the household.

**Column 8: How Many People Live In This Household At This Time?**

People who live in this household most of the time are considered living in the housing unit at the time of your visit. If a person has recently moved in the housing unit with an intention to stay is considered living in the housing unit even though most of the time he\she was living elsewhere. Include the total number of people “living” in the housing unit (family, friends, servants, employees and so forth). Exclude family members or Head of Household who are not “living in the household”. Do not forget babies and the elderly.

**Column 9: Does Any Member Of This Household Own, Manage or Operate any of the following (include owned and mafisa livestock).**

This question is very important since it determines whether any member of the household is an agricultural holder or not. It has many parts and all parts must be asked and answered. Answers should be given in code form (Q9a, Q9b and Q11a), except where the total number of any type of livestock is required (Q9c – Q9j). Then the total number should be recorded as reported by the respondent.

**Column 9A: Does Any Member Of This Household Own, Manage Or Operate Any Lands?**

... in the household who owns, manages or operates lands. If anyone does, enter code **1** or else code **2**. Some respondents may report that the land they have ploughed on is borrowed. For this particular agricultural season, they are considered operating some piece of land because the crop land is under their use. Do not count them out.

**Column 9B: Does Any Member Of This Household Own, Operate Or Manage Any Crops?**

Enter code **1** if there is anyone within the household unit who owns, manages or operates any crops or otherwise enter code **2**. If code **1** is entered in this question then code **1** should have been entered in column 9A for land operation. As explained above the land is temporarily under the holdings sole use.

**Columns 9C-9H: Does Any Member Of This Household Own, Operate Or Manage Any Cattle, Sheep, Goats, Donkeys\Mules, Horses And Pigs?**

If the answer is **“YES”** for any of the above, ask for the total number of livestock and write the numbers in their appropriate boxes. Where the answer is **“NO”** enter **“0”** i.e. zero. **Note** that mules and donkeys are counted together.

**Column 9I and 9J: Does Any Member Of This Household Own, Operate Or Manage Any Poultry Or Any Other Livestock?**

This would include chickens and any other types of birds. If the answer is **“YES”** enter the number in the provided space (being the total number of chickens and other birds **(9I)**). Also ask whether there are other types of livestock other than those indicated in columns 9A-9H. If the answer is **“YES”** enter the number in the space provided **(9J)** otherwise enter **ZERO (0)**. Some of such livestock would include cats, camels, dogs etc. and are to be counted together.

Columns 9A – 9H are used to identify an agricultural holding. Any entry greater than zero **“0”** in columns 9A - 9H will render a holding an agricultural holding. **Note that these two columns (9I & 9J) on their own cannot be used to identify an agricultural holding.**

**Name Of The Holder (the person who makes the decisions)**

**If this name is the same as that in column 5 then write “same”)**

To identify the holder, the following should apply:

- ❖ If the entry in column 9A is **1** and/or the entry in column 9B is **1** or **2** or both columns 9A and 9B are **1** and all entries in columns 9C – 9H are all **“0”**, then, the household qualifies as an agricultural holding.
- ❖ **WHEN** the entry in column 9A is 2 and hence the entry in column 9B is 2, **BUT** there are entries or numbers in any one of the columns 9C – 9H that are not zero, then that household qualifies as an **Agricultural Holding**.
- ❖ **Note that all the above situations can happen at the same time.** That is, if the entry in column 9A is **1** and/or the entry in column 9B is **1** or **2** or both columns 9A and 9B are **1** and/or there is an entry in any of the columns 9C – 9H besides **“0”**, then, the household qualifies as an agricultural holding.

You should therefore ask for the name of the holder. If it is the same as in column 5 write **“SAME”** to avoid repetition of name. In cases where the head of household is not the holder, write the full name of the holder in the provided space. Note that this column can only be filled in with the name of the holder or “same” as the case may be **if and only if** the household qualifies as an agricultural holding.

**Column 11A: To Be Used By Supervisor To Identify Agricultural Holders And For Sample Selection.**

Supervisors should indicate those households which are engaged in Agriculture. You should never write anything on the columns or spaces labelled **“For Office Use”**. If the household is not an agricultural holding and hence does not qualify to be selected for Form II, the supervisor should indicate this by placing a **zero (0)** in this column. **Column 11B is for office use.**

**Column 12: Do You Have Any Other Permanent Dwellings Other Than Here, And If Yes, Where Are They Located? (Write Locality Names).**

es where the respondent or the household has her than the one occupied during the time of could be either within Lands stratum, Village stratum, and Cattle post stratum or in Cities and Towns depending on the place of interview. This information can help you avoid or detect duplication during sample selection within the district (especially at village, cattle-post and lands strata).

Upon completion of the interview in any holding:

- ❖ Review the form(s) for completeness and accuracy before leaving the selected block. Make sure there is a flow of information before putting your signature in any questionnaire.
- ❖ Thank the respondent and inform him or her that you might need to ask him/her for some information at a later stage during the course of the survey year.

### Section III: Sketch Map Of The Block

#### Question 15

- ❖ Draw roads, rivers, schools and other landmarks on the map that can help you or any quality control team to revisit the selected holdings should the need arise.
- ❖ Place dwelling numbers on the map where possible, that is, when the dwellings are not clustered so that the readings are legible.
- ❖ Sketch maps are to be drawn for all blocks without fail and should be done on page 4 of **Form 1** using the following legend: -

	Main Road
-----	Secondary Road, Main Track
#####	Railway Line
~~~~~	River, Sand River

#### Enumerator / Supervisor Comment Box

The comment box should be used to write any pertinent information or difficulties encountered during listing that might have contributed either negatively or positively to the listing of households and identifying agricultural holdings. Please write clearly. The supervisor should always assess the enumerator’s comments and should address any queries thereof.

help the quality control team in reaching  
 g and coding in the office.

## CHAPTER 7: SELECTION OF HOUSEHOLD SAMPLE

### 7.1 General

The supervisors are responsible for selecting the sample from a frame of identified agricultural holders in a selected block. A sample is selected because the cost in terms of manpower, finance and time is a constraint in any census\survey work. Therefore a sample is chosen in order to minimise the cost. It will be more costly to interview every agricultural holder within a block. Also it is very costly and time consuming to select the sample in the office and then make another trip to obtain the Form II information. The supervisors are responsible for following the steps outlined in this chapter for the selection of the holders to be enumerated for Form II. However, **all supervisors and enumerators must know the procedure for selecting the sample.** Other team members should be able to assist the supervisor in selecting the sample so that any wrong selection made should not be the responsibility of the supervisor alone.

#### **Step 1 Identifying Agricultural Holders**

- First determine if any member of the household is engaged in any agricultural activity. This is determined by **Column 9** in Form I.
- If entries in column 9A is **1** and/or 9B is **1** or **2** and/or there is an entry besides “0” in any one of Columns 9C – 9H, then the household is considered as an agricultural holding.
- If you have determined that a person is an agricultural holder then place a “**1**” in Q14a column 11A in Form I.
- If a person is not an agricultural holder, then place a ZERO (**0**) in Q14a column 11A in Form I.
- Add up all the “**1**” in column 11A and enter this total at the bottom of the column where it is written “ **Total number of holders on this FORM**” (**Q14d**). This total is inclusive of cattle holders in the block.

#### **Step 2 Identifying Cattle Holders (CH):**

has reported a total of 100 cattle or more in automatically choose that holder by putting a **1** in column 11A.

- Count the total number of cattle holders in that particular form and record the number at the bottom of column 11A in the space provided written **‘Cattle Holders with 100 cattle or more’ (Q14e)**. This is so because all cattle holders are to be included in the sample without selection.

### **Step 3    Completing questions 14b and 14c**

- Check the questionnaire for completeness and consistency particularly dwellings listed (column 1), dwellings occupied (column 2) and interview status (column 4)
- Count the number of listed dwellings using Q14a column 1. Always remember that where a dwelling has more than one household, it is listed as much as the number of households **BUT** counted **ONCE**. Enter the number in the box written **‘Number of Dwellings Listed (Q14b)**
- Count the number of occupied dwellings using Q14a column 2. Always remember that where a dwelling has more than one household, it is listed as much as the number of households **BUT** counted **ONCE**. **Again** remember that if at least one of the households is occupied, the dwelling is considered occupied and counted as such.

### **Step 4    Completing Form I Face Page information (Q5, Q12 and Q13)**

- On page 1 question 5 of FORM I, record the number of forms under **‘Total Number of Forms’**. Again assign all the forms or parts numbers so that Q12 can be entered with ease. For each form this should be written under **“This page is part 1 of N** (where N is the total number of all forms). Remember that this information is entered on the first part of form I.
- If you have more than one form 1, transcribe the number in Q14d into Q12 under **‘Total Number of Holders’**. Always remember that every Form I is referred to as a **‘Part’**. Therefore information for each Form I should be transcribed accordingly. Then sum up these entries and enter the number in **Q12a**. This number should be the same as the total at the bottom of the table written ‘supervisor use’ at the top.
- Again for every Form I or part completed, transcribe the number in Q14e into Q12 under column written **‘Number of Cattle Holders’**

up these entries and enter the number in

### **Step 5 Locating the Class in which the Number for Selection Falls**

- Subtract the total number of cattle holders (Q12B) from total number of holders (Q12A) and enter the difference into the box marked “number for selection”(Q13A).
- In the adjoining box, (Q11) you will now find the class that the number for selection” falls into. **Although you will determine the class, the random start and the sampling interval have been calculated for you in Appendix II on page 100. Every number for selection obtained from the calculations above has its own random start and interval. This is pre determined to make your lives easy.** For example: Eight holders fall into the 1 - 20 class, and hence a “Take all”. Twenty-five holders fall into 21 - 40 class and therefore from the table, locate 25 (as number for selection) and locate the random start and sampling interval. In this case, the random start is ‘1’ as well as the interval. Note that the maximum number of selected agricultural holdings is fixed at 20 for every selected block. This excludes cattle holders. **Circle** in the box that contains the correct number for selection; write the random start and the sampling interval.

**NOTE:** The interval stays the same in a class for all the blocks, but the **random start** changes because of the randomness involved when choosing the random start number. The random start (RS) and sampling interval (SI) are calculated as follows:

### **Step 7 Selection Process**

- Now you are ready to select the sample. For example, using the random start of 5 (RS. of 5), you would count down to the fifth name and select the first holder at position 5. Then select by putting a circle around ‘1’ in column 11A of Q14A. With a random start (RS.) of 1, you would start with the first holder. **Note that** names that have been previously enclosed in or surrounded with a square, that is, those who have reported 100 cattle or more, are automatically included in the sample and should not be counted.
- Using the interval provided, you will proceed to select the rest of the holders at this interval until you have exhausted the list of all the holders in each form. When you finish the first form, continue on to the next form I. Do not start over again on each Form I. For example,

you would proceed to select every third holder. Skip all holders who have been previously selected. Skip holders, that is, those who have reported 100 cattle or more.

**Note:** In step 7 circle the “1s” in column 11A for all selected holders using a green pen provided.

**Step 8** Double check all work done to identify any wrong selections before enumeration takes place.

**Step 9** Once the selection is completed and have double-checked your work, complete the following:

**Q13a** (number of selected holders). These are all those “1s” surrounded by a circle.

**Q13c** (Total sample of holders). These are all those “1s” surrounded by a circle and those surrounded by a square (CH).

**Q13d** This would be equal to the sum of Q14b for all forms in a particular block (as described in step 4).

**Q13e** This would be equal to the sum of Q14c for all forms in a particular block (as described in step 4).

## **Step 10**

Now you are ready to complete Form II for each of the selected holders, that is, all names enclosed in a circle or enclosed in a square in column 11A. These are all the names of holders who have reported 100 cattle or more and the additional names of holders who were selected using the systematic random sampling technique, that is, using the specified random start number and the specified Intervals for a given class. It is not necessary to finish completion of a form before another form is started because completion of the forms is independent. Thus, several enumerators could be used for listing dwellings within the block at the same time.

## **CHAPTER 8: FORM II QUESTIONNAIRE**

Form II is used to capture information from the holders selected in Form I. There are four sections in this form and information captured includes:

ould be the same as that of Form I.

7, which is in two parts:

- Household schedule, which deals with demographic characteristics of members of the holding such as age, sex, citizenship, place of usual living, educational attainment, occupation and industry.
- The other part deals with information on the operation of the holding, thus whether (1) operated individually by holders living within the holding or elsewhere, (2) operated by a group of persons living within the holding or elsewhere and (3) there are any economic activities taking place within the holding.

**Particulars of the holder**, which deals with information on the holder such as sex, age, marital status and other occupations that the holder could be having other than farming.

**Crops and fallow fields operations**, which deal with fields planted and fallow land, crops planted and how much has been planted in terms of seeds quantities, sources of seeds as well as implements used in ploughing.

**Lastly is the fields' measurement.**

## Section I: Identification

Enter on Form II questions 1 to 6 the identification data for the selected holders as they appear in Form I questions 1 to 3 and section II Q14a columns 1, 3 and 10 respectively. Note that information from Form I questions 1 to 3 is obtained from face page of Form I, part 1, while information obtained from section II Q14a columns 1, 3 and 10 respectively is obtained from different parts or form Is (from those forming the total sample of holders). The identification part from Form I should correspond with that in Form II in order to avoid the mismatches.

Supervisors are expected to fill in this information if it is not already filled in from the office, but a little help from members of the team (if time allows) will be appreciated.

**Note:** For **“Name of Holder”**, enter the name written in column 10 of Form I or the name written in column 5 if the entry in column 10 is **“same”**.

## Question 7: Name Of Respondent

Write down the name of the respondent in full. Ask the most popular but real names that the respondent is known by. In cases of nicknames, make

Also identified and written down. Where the holder, write **'same'** in the space provided.

### Question 8: Is The Respondent The:

1 Holder	1
2 Spouse of holder	2
3 Son of holder	3
4 Daughter of holder	4
5 Other relatives of holder	5
6 Not related	6

Try and establish the relationship of the respondent to the holder and circle the appropriate code. This question should have only one answer.

**Enumerator's Visit Log:** Put the date and time in which you visited the holder. If more than two visits have been made please put in both the visit numbers, dates and time. We do not need oral explanations about the number of visits, dates and time. Every visit should be indicated. There is also a comment box just underneath the visit log where you can write anything relevant and necessary comment relating to the holding.

**Name Of Enumerator:** Enumerators are required to write their names and dates of completion of enumeration, as well as placing their signatures on the questionnaire they filled in. Print your initials and your surnames in capital letters.

**Name Of Supervisor:** Supervisors will also write down their names, signatures and the dates on which the questionnaire was checked and passed. Supervisors will review questionnaires while the team is still within the block before putting down their signatures so that any queries are addressed while the respondent is within reach. This exercise should be done without fail whenever possible. We do not expect any cancellations by supervisors, only enumerators are allowed to do so. However when you cancel a number\word, you should make a single line across the number\word and not many lines, so that the number\word remain visible. You can then write your corrections beside the cancelled word. Supervisors should use plain papers to make their comments to the enumerator and discuss with them so they can make their own corrections. Please do not erase someone's work. In some cases, the supervisor may also rule a line

or above the line so that the old entry can be take.

## SECTION II: PARTICULARS OF THE HOLDING

### Question 10. Household Schedule.

The Household Schedule is divided into three parts:

**Part I - All Persons:** Consists of columns 1 to 7 and requires information from every person (**column 2**) in the household who spent last night in the household including visitors. This information includes; relationship of every listed person to the head of the household (**column 3**), sex (**column 4**), age (**column 5**), citizenship (**column 6**) and place of usual living (**column 7**).

**Part II –Persons Aged 2 Years+:** Consists of columns 8 and 9 which seeks to establish the information on school attendance of individuals with respect to everyone who is listed in column 2 but discriminates against persons who are less than 2 years.

**Part III – All Persons Aged 10 Years And Over:** Consists of columns 10 to 14 which requires information on economic activity but discriminates against those who are less than 10 years. Ten years is used here as opposed to the usual 12 years because in agriculture activities, normally child labour is very common.

### Completing The Household Schedule

The questions within and between the three parts are related. That is, there is a logical sequence between the questions. You must exercise great care and use logic and common sense so that consistency between questions is realised.

In the Household Schedule, you must list all those persons who spent the census night with the household in the Lolwapa. Also to be included are those who would have slept in the Lolwapa if they had not been on night duty such as a nurse, guard, policemen, railway staff on night shift, persons working in hotels and prisons throughout the night, hunting parties who slept in the bush, parties away cutting grass, persons at overnight prayer meetings and persons away at funeral wake keeping.

it is to be interviewed even if no one spent the respondent is available to attend to your household schedule should be left out with accompanying note. People should not be tempted to skip the household schedule due to laziness since the truth will always come out and the lie will catch up with them.

Ask for the head of the household or, if he or she is not present, ask for the next most senior person.

- Work steadily and systematically through the questionnaire and make sure that you understand the connection between the questions before writing their answers down.
- After recording each name, enter each person's relationship to the household head and their sex.
- Read out each person's name and establish his or her age in column 5, establish citizenship & place of usual living.
- From here you should move **across** the page and obtain all the other relevant information required for each person listed, taking into consideration the discrimination criteria mentioned earlier (**i.e. age restriction**).

## **PART 1 – ALL PERSONS**

**Question 10, Columns 2- 7:** Collect the basic information about the persons in the household (name, relationship to the head, sex, age, citizenship and place of usual living) that identifies every person enumerated in the household.

### **Column 2: Names**

#### **What Are The Names Of All Persons Who Spent Last Night With This Household?**

Enter the names of all persons who spent the census night with the household, starting with the head. **Every household must have a “head” from amongst those who spent the census night in the Lolwapa.** If the “usual” head is not present, someone else should be chosen as head. Include small children and babies if they slept there, even if they were born the day before. If they have not yet been given a name, write “BABY BOY” or “BABY GIRL”. A baby born in the Lolwapa before six o'clock in the morning of the day of your visit should be included in the enumeration. Include persons in the hospital and did not spend the night in the

per to include their babies for those who

Include persons usually belonging to the household who were away from home on the night before your visit if they were elsewhere in the country and **did not spend the night in another household**. Examples of such persons include night watchmen or policemen on night duty; railway staff on the night shift; persons working in hospitals, hotels and prisons throughout the night; hunting parties who slept in the bush; parties away cutting thatch; parties away fishing all night, persons at overnight prayer meetings; and persons away at funeral wake keeping.

If a person was with another household, assume that he or she was enumerated with that household. Only the name of the head of household should be written in full. For other members, the first name (or the name by which the person is usually known) will be sufficient. **You must write the name of the head of household on the first line.** The order in which you record the names of the other members of the household does not matter greatly, but you might wish to list them in this order:

- ❖ Head or acting head of household
- ❖ Spouse of head
- ❖ Never married children of head or spouse
- ❖ Ever married children of head or spouse and their own children
- ❖ Other relatives
- ❖ Non-relatives and visitors

### **Column 3: Relationship.**

#### **What Is 's Relationship To Household Head?**

Enter the appropriate code in the provided space under column 3 as follows:

00	Head of household	07	Parent in law
01	Spouse	08	Grand parent
02	Son/Daughter	09	Brother/Sister
03	Child in law	10	Nephew/Niece
04	Step child	11	Other relatives
05	Grandchild	12	Not related
06	Parent		

as spouses a man and woman who are not legally married. They may be living together without having gone through any form of marriage ceremony, whether tribal, civil, religious or other. Nevertheless, **if the respondent indicates so, you should code as reported, even if you were told in Question 17 that the two individuals are “living together”**. A person may effectively be the spouse, in terms of the role that person plays in the household, even though, legally that person is not married to the head of the household.

#### **Column 4: Sex.**

Enter the appropriate one-digit code in the provided space under column 4 as follows:

#### **[1. Male                      2. Female]**

Usually a person’s sex will be obvious, but be careful to get the sex of young children right. Other names are also unisex hence you would not guess the sex of the person from the name. Such names as Pako, Thato, Batho, Othusitse, Karabo, Ndiye, Kitso, Phetogo, Laone and many others are examples of unisex names. **Please do not guess - ASK!**

#### **Column 5: Age.**

##### **How Old Is...In Completed Years?**

This is one of the most important questions in the questionnaire. It is also one that is often difficult to answer correctly especially if it is asked an elderly person. You should take particular care with it. You should record the age of a person **in completed years** that is to say as **of last birthday**.

A person aged twenty-six years and four months should be recorded as “26”. Similarly, a person aged twenty-six years and 11 months should be recorded as “26”. A child aged under one year should be recorded as “00” even when he or she is 11 months old. This requires that if a respondent gives you the age as “26”, your duty is to confirm if that is the completed age because people have a tendency of rounding off to the next age most of the time. For persons aged 98 years and over, enter 98. A person aged 98 will therefore be coded 98 and so will a person aged 99 or 104. The code 99 is for “age not known” and is to be used only when you cannot possibly estimate a person’s age, even using the techniques described below.

by their ages but would know of some popular events when they were born or when they were growing

- Ask first for the event year in which the person was born or could remember during his/her childhood.
- Then look up the age in the Botswana Events Calendar.
- If still the respondent does not know or remember any event then it is for you to read some of the events to remind him/her and find out the year from the events calendar.
- Ask how old the person was at the time of some known event and check the answer by relating it to some other event the person can remember well that belongs to the district in which the person was born.

The events listed in the Botswana Events calendar are arranged alphabetically by District. Corresponding to each event you will find listed the year in which the event occurred and the number of years ago the event occurred. From this information you can calculate or estimate the person's age.

If you already know the age of another person in the household, you may find it helpful to ask if the person is older or younger and by how many years.

- If there is no other way, you may have to estimate the person's age by looking at him or her (if present).
- Other documents such as Birth Certificates, Clinic Cards, Passports or Omang Cards could help you in accurately establishing ages.
- Suggest to the respondents that they might refer to such documents. They might even show you these documents, **but do not demand to see them.**

When you have made the best estimate you can, you should check whether it is compatible with the person's position in the family or in the household. For example, a child should be at least 12 years younger than his natural mother. Of course, if the mother is not the **natural** mother, then the age difference will be irrelevant. Do not accept answers that are obviously wrong. Try and get accurate answers.

## **Column 6:      Citizenship: What Is The Country Of...'s Citizenship?**

001 in the space provided. The same applies  
 des are provided. If a person is a citizen of a  
 ame of that country in the space provided.

### **Column 7: Place Of Usual Living: Where does ... usually live?**

The place where a person spends or lives most of the time is that person's place of usual living. For example, for children in boarding school or teachers teaching away from home, enter the name and code of the village where the school is located. If the school is outside Botswana, enter the name and code of the **country** (provided it's a SADC country) where the school is located. If the country is not listed, write its name in the space provided.

For a person who usually lives in this housing unit (i.e. where he is being enumerated), enter 0001. For a person who usually lives elsewhere in the general locality where enumeration is taking place, enter 0002. (However, in urban villages, if they live elsewhere in the same village they should be coded 0002 even if the actual locality within that village is different from the one stated in Form I). That is, different wards in urban villages do not have specific codes as far as column 7 is concerned. The responses for "**elsewhere in this locality**" are lumped under one code, which is 0002.

For a person who usually lives somewhere else in Botswana, write down the name of the district/town in the space provided.

For a person who usually lives outside Botswana, enter the name and code number of the country (provided it's a SADC country), prefixing the code number by 7, e.g. if Zimbabwe, write code 7010. Otherwise if the country is not among the listed ones, write its name in the space provided.

For non-citizens working permanently or on contract in Botswana, their place of usual living is where they usually live **in Botswana**. People whose usual place of living is outside Botswana will include; tourists or visiting businessmen (in Botswana for anything from a few days to a month or so); children who are at boarding school outside Botswana, but who, during the census, are here on holiday; and people who work outside Botswana (e.g. in the mines in South Africa) and are visiting their families or friends for a period of leave. In cases where the place of usual living is not known, write 7999 if it is known that the person was outside Botswana although the exact country where the person is living is not

known that the person was somewhere in exact location is not known, the code to use probe as much as you can before resorting to these codes because at the end of the day the information is not much useful.

## **PART II - PERSONS AGED 2 YEARS AND OVER**

### **COLUMN 8: & 9 - School Attendance**

#### **Column 8: Has Ever Attended School?**

This section refers to formal schooling and including pre-schooling and non-formal education but does not include tertiary education. Tertiary is considered as training rather than formal education.

If a person has never attended school, enter code 1 in column 8 and go to column 10 **if and only if** that person is 10 years and over, otherwise put all dashes from column 10 across and move on to the next person.

If a person is still attending school or has left school, enter codes 2 and 3 respectively in column 8 and go on to column 9. Remember that we would like to use and utilise our data as much as possible but responses such as “don’t know” are not useful in all cases. In that regard probe as much as you can to get some usable information for this question. However, only after you fail completely to get any information then you can use code 9 or 99 depending on the number of digits for a particular question.

#### **Column 9: What Was The Highest Level Or Grade That ... Has Completed?**

Enter the actual grade or level the person has completed as per the codes below and should be a two-digit code:

For Pre-school

- ❖ If year 1 not completed enter 00
- ❖ If year 1 completed enter 01
- ❖ If year 2 completed enter 02
- ❖ If years at pre-school are not known enter 09

For non-Formal Education

enter 60

er 61

- ❖ If prima 2 completed enter 62
- ❖ If prima 3 completed enter 63
- ❖ If prima 4 completed enter 64
- ❖ If prima 5 completed enter 65
- ❖ If exact prima completed is not known enter 69

For Primary school

- ❖ If standard 1, not completed enter 10
- ❖ If standard 1, enter 11
- ❖ If standard 2, enter 12
- ❖ If standard 3 completed, enter 13
- ❖ If standard 4 completed, enter 14
- ❖ If standard 5 completed, enter 15
- ❖ If standard 6 completed, enter 16
- ❖ If standard 7 completed, enter 17
- ❖ If it is known that the person went as far as primary, but the standard completed not known enter 19

For someone who completed Sub A or Sub B enter 11 and for those currently in form I, enter code 17 because they have completed standard 7.

These codes show grades which have been completed not grades being studied now.

The codes for different levels of education are given below the page of the household schedule, that is, for pre-school, primary, secondary and non formal respectively.

If the person has attended or is attending secondary school, enter the highest form completed:

- ❖ If Form 1 completed, enter 21
- ❖ If Form 2 completed, enter 22
- ❖ If Form 3 completed, enter 23
- ❖ If it is known that the person went as far as secondary, but the form completed not known enter 29
- If Form 4 completed enter 24
- If Form 5 completed enter 25
- If Form 4 completed enter 26

If the person is currently in form 1, enter 17. Someone who completed Form 3 but failed the exam will be coded 23. Someone who completed

the two year JC certificate system will be completed the three-year JC will be coded 23.

### **PART III – ALL PERSONS AGED 10 YEARS AND OVER.**

#### **ECONOMIC ACTIVITY**

This section identifies persons who are economically active and those who are not. Economically active persons are those who, during the specific reference period supply labour for the production of goods and services. The employed and job seeker constitute the economically active population. Job seekers are regarded as economically active because these persons are willing and available to work but there is no work for them. The economically active population can be measured as the currently active and the usually active. For the purpose and nature of this agricultural census, we would only relate to the usual economic activity.

#### **Economic activity includes:**

***Any activities on your own farm/lands/cattle post (e.g. planting for own consumption or sale).***

##### **Examples:**

- Weeding crops
- Harvesting crops
- Chasing birds/other pests away from the crops
- Activities related to the storage of crops
- Activities related to livestock production, i.e. herding/milking cattle, slaughtering etc
- Activities related to poultry production
- Other agricultural activities like hunting/fishing/forestry etc

#### **Construction/major repair or maintenance of:**

##### **Examples:**

- Farm buildings or fences
- Own dwelling (not minor repairs)
- Other construction activities

#### **Trading/Sales:**

##### **Examples:**

street vending

- Engaged in agriculture products and other related trades

**Transport:**

**Examples:**

- Running own taxi/combi
- Other transport activities

**Services:**

**Examples:**

- Cutting hair for cash (barber)
- Repair services: shoes, watches etc (not for own house hold)
- Collection of firewood, fetching water and other services for business

**Manufacturing/processing (for sale not own use)**

**Examples:**

- Milling (include hand milling)
- Beer brewing, baking for cash etc
- Making clay pots/baskets/traditional chairs/mats/hats/other handcrafts
- Spinning/weaving/dressmaking/tailoring
- Other manufacturing /repair/maintenance

**Wage employment: payment in cash or kind (e.g. food/clothing/accommodation)**

**Examples:**

- Permanent
- Temporary/casual
- Part-time

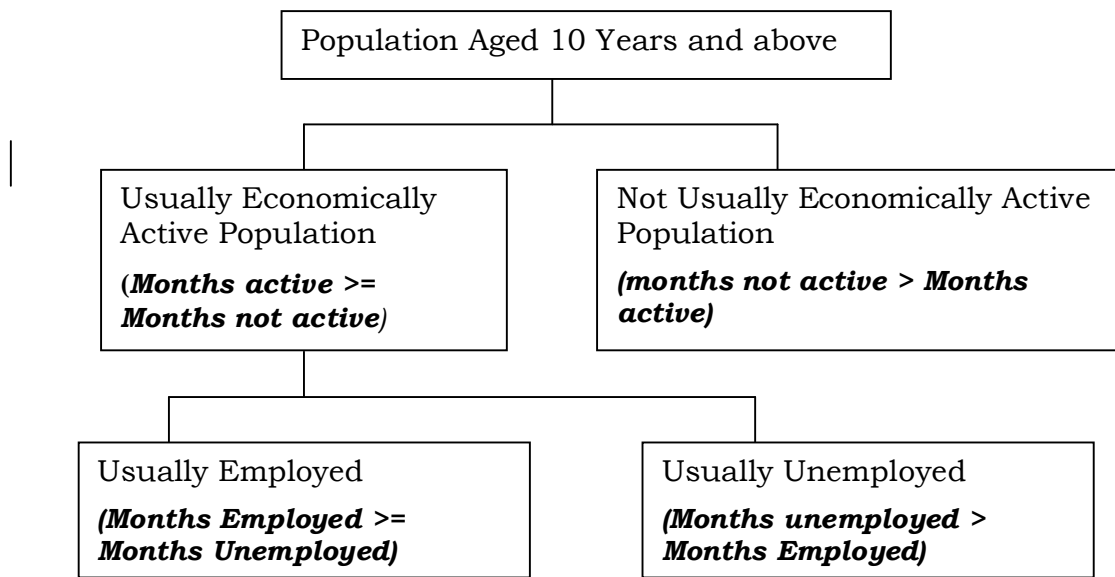
It is very important that you and the respondents realise that all the done activities are included.

**USUAL ECONOMIC ACTIVITY**

years and over who were employed or job  
onomically active during the major part of the  
agricultural season. For this section if the  
person is under 10 years of age, put dashes in the spaces provided for  
columns 10-14 and proceed to the next listed person in the household. For  
those who are 10 years of age or more, continue with columns 10-14.

**Always remember the basic rules regarding Economic and Non-economic Activities which are;**

- ❖ **Economic** activities take preference over **Non-economic** Activities
- ❖ Within economic activities **Employed** take preference over **Unemployed**.



**Column 10**

**What Has ... Been Doing Mainly During This Agricultural Season?  
(Include work for payment in cash, in kind or for no payment)**

listed options i.e. seasonal and non-seasonal work. These options are to assist in determining the employment status of an individual. Often one would have been engaged in more than one work activity during the past 12 months or agricultural season (thus from October the previous year to September the current year). For instance, an individual could have had casual wage employment some months back, but during other months performed an agricultural activity. A person is usually employed if months employed are greater or equal to months unemployed. A person is usually unemployed if months unemployed are greater than months employed. If a person did none of the listed work activities, ask him/her what was his/her main activity during this agricultural season.

This column is categorized into three groups; (1) those who did seasonal work, (2) those who did non-seasonal work and (3) those who were not working at all. Those who did some work either seasonal or non seasonal (codes 1,2,3 and 4) will be asked columns 12 to 14, while those who did not work (coded 5), will be asked **column 11 only** and dashes put in columns 12 to 14

### **1 and 2 Seasonal Work**

Codes 1 and 2 should be used respectively for someone who did seasonal work for payment and for no payment respectively. Seasonal work should be regarded as work or economic activity, which is normally done during certain seasons or periods of the year. Such activities include phane gathering, which is normally in December and in April, harvesting which is normally done for three months of the year when it is the time for harvesting, ploughing, gathering thatch etc. So those people engaging in such activities for payment should be coded 1 and those for no payment like those in family business should be coded 2. Payment could be in cash, in kind or any other form.

### **3 and 4 Non-Seasonal work**

This refers to economic activity or normal work usually done at all times of the year. Just like in seasonal work above this could also be done for payment and for no payment. Payment would be either in kind or for cash. When the activity is done for payment the code to be used should be 3 and 4 when the activity is done for no pay.

more than one activity during the season, it is must be taken (that is which took up most time coding). There is, however an exception to this:

## 5 No Work

There are some activities which respondents do not consider as work. In order to minimise on the under enumeration of the economically active, there is need for further probing for those who responded as not doing any work during the agricultural season. Try to establish whether they have not worked at lands or cattle posts. In the event they report that they did some work at lands or cattle posts code them 1.

### Column 11: Then What Did Do During This Period?

This column relates to persons who were neither self-employed nor working for other persons for any kind of payment during this agricultural season **(that is, those who were coded 5 in column 10)**. Find out what they were doing during most of the reference period and probe if necessary. Enter the appropriate one digit code in the space provided. If respondents give any other responses other than the specified ones, enter it in the space provided.

If a person says he or she does housework, or that he or she is a student, retired or other, probe to find out whether he or she did any work for any form of payment during this agricultural season, no matter how little the payment or how short the period. If yes, go back to column 10 and correct the codes as appropriate, enter a dash in column 11, and continue to seek information for columns 12, 13 and 14. **Note that everything takes precedence over “housework”**. For example, if a person spent all his or her time doing housework except for half a day when he or she went looking for work, he or she must be coded 1 as “actively seeking work” and not 2 as doing “housework”.

### Actively Seeking Work

A person who **has applied for any job or physically went out looking for one** during this agricultural season is actively seeking work. A person who stays home not making any effort of finding a job is not actively seeking work even though he/she considers himself/herself as actively seeking work.

Remember that **either** a woman or a man could be responsible for daily housework, that is, cleaning of the house and premises, preparing food or generally caring for the other members of the household. It should however be noted that domestic servants working for pay are classified as economically active.

### **Student**

A student here for economic activity refers to any person, at least 10 years of age, who, as a result of attending school for most of the day, does not work. Students on school vacation should be coded under this category not as housework although they will be doing housework most of the time.

### **Retired**

A retired person is a woman or a man who, as a result of old age, ill health or other reason, cannot do any type of work. It should be noted that a person who has retired from his/her permanent job but at the moment working somewhere (working on contract basis or any paying job) should not fall under this category. Such a person is economically active and should be classified as such.

### **Sick**

This is a person who cannot work or had to leave work as a result of illness or due to poor health conditions. A medical doctor could have made a recommendation that the person should not work at all.

### **Other (specify)**

If a person was doing something other than the possibilities listed above, then write in what the person was doing in the space just below the words **“Other (specify)”** in column 11. If you need more space, use the

n says he or she was doing “nothing” during  
to find out what the person was really doing.

## **Column 12: What was ... working as during this agricultural season?**

This column is meant to capture the employment status of an individual. The column relates to persons who were employed and either paid by cash or in kind, self-employed with employees or not, unpaid family helper and those working in their own lands or cattle post without pay during this agricultural season.

### **1 Employee – Paid Cash**

This relates to a person who works for a public or private employer and receives cash or money as payment. An employee who is paid both in cash and kind should fall under this category since cash payment take precedence over any form of payment. For an example, a maid or herd boy who eats with the employer and at the same time getting cash is regarded being paid in cash.

### **2 Employee – Paid in Kind**

This relates to a person who works for a public or private employer and receives food, accommodation, clothing etc as payment.

### **Self-employed (excludes traditional farmers)**

This relates to all types of persons working for themselves or in partnership in any type of business undertaking, big or small. This includes hawkers, car washers, carpenters, **but must get the income from the business themselves and not getting a wage or salary from a company owning the business.** In some cases businesses are registered and the person who owns the business actually is an employee of the company (e.g. Managing Director). Because of this, this person is a paid employee and should be coded 1 (employed by his/her own company).

### **3 Self-employed (no employees)**

This is whereby a person is running his/her own business, like a taxi or a tuck shop, without the assistance of any employee. This includes

ers who are freelancing. Some examples are; cut hair under a tree, or those who weave vegetables for their living, running small phone shops and selling cell phone units (as long as they are not employed).

#### **4 Self-employed (with employees)**

This relates to a person who operates a business of any form with the assistance of one or more employees. The employees could be paid in cash or in kind.

#### **5 Unpaid Family Helper**

This relates to persons working in an economic enterprise operated by a relative. For example, a boy or girl helping in his/her parents' business without any payment attached. **Please do not include those doing housework under this category.**

#### **6 Working At Family Lands/Cattle posts**

This category includes traditional farmers only (either ploughing or livestock farming related work), whose main reason for farming is not specifically for business purposes, but mainly for household consumption **even if parts of the produce are sold.**

### **Column 13: Occupation: What Type Of Work Did .... Do During This Agricultural Season?**

A person's occupation depends on the tasks and duties that the person performs. Remember that if at all a person worked during this agricultural season, whether for payment in cash, in kind, for both or for no payment, then you should try to find out what kind of work the person did. You should try to get the respondent to give both a **job title and a two or a three-word description of the tasks performed.** For example, if a person states that he or she is a mechanic, ask him or her what he or she repairs. You should record his or her response in the space provided under column 13 as follows: **"mechanic, fixes cars" or "electronic technician, fixes radios"**. Use the comments box if you need more space. If a person moved from job to job you should enter the **one that he has spent most time in.** This may happen with people who are casual labourers.



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...e occupation, record the one on which he or  
**However**, if someone has a temporary job  
...ut has a permanent job, it is his or her  
permanent occupation that should be described.

**Probing for Better Occupational Information:** You will usually have to probe the respondent to get good information about a person’s occupation. For example, people who make things such as (bread, clothing, pottery, wood objects, tools, beer, food products, furniture, bricks, and so forth) should be asked how they make them. It is important to find out whether they mostly use their hands or hand held tools, or whether they mostly produce these goods by operating machinery. A person who brews beer at home using traditional techniques belongs to a different occupational category than a person who operates a machine which ferments the grains used in making beer, say at Kgalagadi Breweries or at Botswana Breweries.

You should also probe when the information provided by the respondent does not seem reasonable.

#### Specific Examples of How to probe for Better Occupational Information

Response	Suggested Probing Questions
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using mostly traditional materials and techniques?

Brewer	Where and how does...make the beer? <i>(at home or elsewhere using traditional techniques, in a commercial brewery using machines)</i>
Carpenter	What kind of things...make or build? <i>(furniture, door and window frames, wood frames for houses, etc.)</i>
Cleaner	What does ...clean? <i>(streets. houses. offices. shoes, clothes)</i>
Clerk	Does...work in an office mostly or does...mostly deal with customers? What kind of clerk is...? <i>(stock, production, accounting, bookkeeping, statistical finance, transport, library, filing, mail sorting, coding)</i>
Driver	What does...drive? <i>(car, taxi. bus, van. combi, lorry. truck, tractor, bulldozer. excavator, grader, scraper, compactor)</i> What kinds of things does...repair?
Electrician	<i>(cars, electrical wires in buildings, electrical power lines, electrical equipment or appliances, electrical machinery)</i>
Engineer	Does...have a college degree in engineering? What kind of engineer is...? <i>(chemical, civil, construction, electrical electronic. telecommunications, mechanical, mining)</i>
Farmer	Does...produce mostly animals or crops? What kind of animals does...raise? <i>(livestock, poultry. other)</i> Does...raise the animals (or grow the crops) mostly to sell them or for family consumption?
Labourer	Where does .... Work as a labourer? <i>(construction, site, mine, factory, shop, shipping company, railroad, airport, farm, forest etc)</i>

#### **Column 14: Industry.**

**What Is The MAIN Product, Service Or Activity Of...? Place Of Work?**

in kind of product being produced or the main service provided by the establishment or the work unit in which the individual works. It is important to understand the difference between industry and occupation. An **occupation** summarises the tasks performed by an individual who is working. The **industry** has to do with the products or services, or main functions or activities, of the workplace. For example, a woman may be an Accounts Clerk who is employed by a Dairy Farmer. Her occupation is “Accounts Clerk” and the industry in which she works is “Dairy Farming”.

If the same person were employed by Orapa mine, the occupation would still be “Accounts Clerk” but the industry would be “Diamond Mining”. A man working in the same mine might be a Mine Sampler, his occupation would be “Mine Sampler” or “Miner”, but he also belongs to the Mining industry. Clearly, an industry may include a number of different occupations, and the same occupation may be found in many different industries.

If the respondent can give you the name of the company for which an individual works or the name of a self-employed person’s business, then the Agricultural Statistics Unit editing and coding staff, in some cases will be able to identify the industry from the company name. However, you should still try to find out what goods are produced by the company or what type of services are provided by the company or individual because it is not from all names that one can identify the industry. Names such as Botswana Power Corporation, Water Utilities Corporation Kgalagadi Breweries can easily identify the industry but names such as Mogonono Plant, Coupling Investments, Lefika & Sons; PTY; LTD would not be helpful to identify an industry. Record both the name of the company (abbreviate if necessary, then write out the name in full in the comments box) and the goods produced or services provided.

**Probing for Better Industry Information:** You will usually have to probe the respondent to get good information about the industry in which a person works. Some general tips for probing are given below.

**General Tips:** First ask the respondent what the name of the company or business is. You should then ask the respondent **what kind of goods are being produced or what type of services are being provided**, especially if the name of the business is not known, or if the individual is self-employed, working on a farm, lands or cattle post, or working for another individual or for a household rather than for a company or business. If you need more space use the comments box; see below some examples of goods produced.

does not produce goods, ask **what kinds of services are provided**, see below some examples of services provided. When recording the response, be sure to indicate whether the business is making or selling goods; that is, write something like “makes beer” or “sells beer”, not just “beer”.

If the above approaches do not work, ask the respondent **what type of business** the person works in and, if necessary, read out some of the examples listed. A complete list of examples of industry and occupation groups is provided in the manual (**attached as appendix III**).

**1. Examples of Goods Produced:** bread, traditional beer, biltong, textiles, tinned meat, glass, bricks, tiles, metal tools, shoes, leather bags, rope, books, baskets, clothing, fat cakes, brooms, newspapers, plastic pipes, Kgotla chairs, boilers, mats, pots, wooden spoons, plastic pipes, vaccines, maize flour, milk, soap, e.t.c.

**2. Examples of Services Provided:** repairing cars, repairing shoes, repairing watches, cleaning houses, guarding houses, taking care of children, typing, selling fruits and vegetables, driving a taxi, cutting and styling hair, treating illnesses, teaching, selling property, selling airline tickets, renting videos, dry-cleaning clothes, selling beer, running a restaurant, running a shop, e.t.c.

**3. Examples of Types of Businesses or Economic Activities:** building houses, building roads, wholesale trade, general retailer, hotel, restaurant, butchery, petrol station, airline, railway, selling cars, transporting goods, bank, insurance, real estate, architectural services, church, school, hospital, clinic, local government, brigades, traditional farming, fishing, hunting, blacksmith, traditional healing, performing at night-clubs, travel agency, employers’ organisation, labour union, co-operative, electrical construction, law firm, accounting firm, market stall, dairy farming, commercial farming.

#### Specific Examples Of How To Probe For Better Industry

Responses	Suggested Probing Questions
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		... of the factory? What kinds of goods does the factory
Manufacturing		What is the name of the company? What kinds of goods does the company manufacture?
Construction		What is the name of the company? What does the company build? (Houses, roads, buildings, electrical plant, dam).
Government		Does ... work for Central Government or local Government? In which department or ministry?
Transport		Does ... work for a transport company? If so, what is the name of the company? What kind of transport does the company provide? (Rail, Air, Truck, mini bus, taxi). If ... Does not work for a company, what kind of transport does...provide? (Driving a taxi, truck, tractor, etc.)
Education		Is ... a teacher? If so, at what level does ... teach? If not, what does ... do in the school?
Business		What is the name of the business? What kind of goods does the business provide? What kind of services does the business provide?
Mining		In which mine does ... work? What kind of mine is it? (Diamonds, copper/nickel, coal, soda ash/salt).
Farming		What is produced on the farm? Are the crops or livestock sold for profit or used mostly for consumption by the family?
Domestic Private Mrs Mr Family		What is ... doing for the private household or individual? (Gardening, Minding Children, Cleaning house, Cooking, Working as a night watchman). If none of the above, what is the main activity of the household or individual person for which ...Mrs ... works? (Building a house, Making baskets, Brewing beer, Selling beer, Collecting wood, Cutting poles, sewing, driving a taxi, threshing, stamping mealie, etc).
Cattle post Lands Farm		What is ...doing at the cattle post/lands/farm? <b>DO NOT ASSUME THAT THE ACTIVITY IS FARMING</b> – If the person is making, for example, the economic activity may be making baskets
Self		Does ... have a company or shop? What kind of shop? What kind of goods does ... make/sell? What services does ... provide?
Bread Fat cakes Beer Clothes		Did ... make or sell this product? If ... sold the product, was it sold in a shop? If not, where did ... sell the product? If ... made the product, did ... also sell it? <b>WHENEVER THE RESPONDENT MENTIONS A FINISHED PRODUCT AS FOOD, CLOTHING OR MANUFACTURED GOODS AS THE INDUSTRY, ASK SIMILAR QUESTIONS</b>

### Question 11 Is This Holding Operated By

1

- |                                                                  |   |
|------------------------------------------------------------------|---|
| 2. An individual living elsewhere                                | 2 |
| 3. A household with two or more persons living in this Household | 3 |
| 4. A household with two or more persons living elsewhere         | 4 |
| 5 Other (specify)                                                |   |

There is a space provided for entering the correct code.

### **Question 12 What Other Economic Activities Are Undertaken In The Holding For Commercial Gain?**

Several possible choices of activities are listed in the Questionnaire. Probe first to see if the respondent comes up with some of the economic activities. Read out the choices listed to the holder and circle the appropriate codes. There can be more than one answer for this question. Circle all choices given by the holder.

### **Section III: Particulars Of The Holder**

#### **Question 13 State The Sex Of The Holder.**

**[Male = 1 Female = 2]**

Circle the appropriate code for the sex of the Holder. That is, if Male circle code “1” and if Female circle code “2”.

#### **Question 14 What Is The Age Of The Holder?**

**The age of the holder should be given in complete years.**

For example, a person aged twenty-six years and four months should be recorded as “26”. Similarly, a person aged twenty-six years and ten months should be recorded as “26”. A child aged under one year should be recorded as “00”. For persons aged 98 years and over, enter 98. The code 99 is for “age not known” and is to be used only when you cannot possibly estimate a person’s age.

#### **Question 15 What Is The Marital Status Of The Holder?**

marital status of the “Holder”. This question may be dependent to suggest otherwise, so be as tactful as possible when asking this question. Enter the appropriate one-digit code in the shaded area.

**Never Married:** A person who has never gone through any type of formal or informal marriage (tribal, civil, religious or other) and does not consider that he or she is presently “**living together**” with anyone is to be coded as never married.

**Married:** A person should be regarded as married if he or she has been through any form of marriage ceremony, whether tribal, civil, religious or other form of relationship regarded as marriage by the respondent and is still married. As long as the respondent is old and declares himself or herself married, do not ask for the type of marriage.

**Living Together:** A man and a woman may “live together” like husband and wife (even if they do not stay together in the same locality) without having gone through any form of marriage ceremony.

**Separated:** A person who has been formally married should be regarded as separated if he or she is living apart from his or her spouse by Court order, by mutual or unilateral decision.

**Divorced:** A person should be regarded as divorced if his or her marriage has ended. If the person has remarried then he or she is to be coded 1, as married.

**Widowed:** This means that either the husband or the wife has died and the surviving partner has not remarried. If the surviving partner has remarried he or she is coded 1, as married.

#### Question 16 Is The Holder A Full-Time Farmer?

[Yes = 1 No = 2]

of his time doing farming activities (either production) and get his/her livelihood solely on full time farmer. Probe as necessary and code accordingly.

Circle the appropriate code. If the holder is a full time farmer circle code 1 and skip to question 18. If the holder is not a full time farmer circle code 2 and ask for his/her other occupations in question 17.

### **Question 17 What Is His Or Her Other Occupation?**

Write down the holder's other occupation in the spaces provided. Occupation refers to what you are doing in terms of expertise, usually governed by what you have been trained for through formal training or informally through apprenticeship (**see definition of occupation under household schedule**). Where a holder has more than one occupations, probe to find out the one in which he/she spends most of the time or the most rewarding.

## **Section IV All Respondents Even If They Do Not Own A Piece Of Land**

### **Question 18 Did You Or Any Member Of This Holding Plant Any Crops During This Agricultural Season**

[Yes = 1      No = 2]

If the holder or any member of the household has any crops circle code 1 otherwise circle code 2 and proceed to question 19 to try and establish if members do not have any land not ploughed or planted.

### **Question 19 Do You Or Any Member Of This Holding Have Any Land That Is Not Ploughed/Planted During This Agricultural Season**

Go To Q20a]

If the holder or any member of the household have any land that is not ploughed or planted circle code 1, and establish the reasons for not ploughing/planting in question 20.

If the holder or any member of the household do not have any land that is not ploughed or planted circle code 2, and proceed to question 20a provided question 18 was coded 1.

If both questions 18 and 19 are coded '2' end interview.

Remember that question 20a is asked when either question 18 or question 19 is coded 1.

### **Question 20 What Were The Most Important Reasons For Not Ploughing/Planting The Fallow Fields?**

Write the most important reasons for the holding not to have ploughed or planted the fallow fields. Reasons include:

- Lack of rain
- Lack of money.
- Lack of seeds
- Lack of labour
- Lack of draught power
- Underground fire
- Floods.
- Lack of equipments/implements

Circle the most important reasons for not ploughing/planting as given by the respondent.

### **Question 20a Is The Ploughing/Planting Taking Place Along Molapo (River Basin) Or Dry Land?**

Tick the appropriate box as per the respondent answer.

## Below All Crops Planted

Assign separate field numbers for each crop and crop mixtures

- ❖ List separately all crops planted per field.
- ❖ Specify the variety of each crop listed (as long as the respondent knows). If the respondent doesn't know the variety, write '**unknown**'.
- ❖ Give the unit of measurement, size of container, and number of quantity used. As for the size of the container, give the description or type of seed container used. It could be a basin, basket, a coca cola bottle etc.

State the unit of measurement of the seed containers described. Enter the correct code. Some measurements will need to be converted in order for them to suit the ones given. Unit of measurement for a particular seed container might be given in milligrams, another one in millilitres and hence the need for conversion.

Give the size of container, e.g. 5 kg bag, 20-litre bucket, 2-litre basin for each seed type planted.

Record the amount (quantity) of seed used for individual crop(s) in each field for this agricultural season in the space provided. State in terms of kilograms and litres where possible. The quantity used is the number indicated under 'size of seed container' multiplied by 'number of units used'. You need to ask the respondent the number of units used.

For crops reported as a crop mixture, make sure it is a true crop mixture. It is very possible two crops are grown in the same land area but they are not mixed in the same land area. **If only a few stocks of one crop are mixed in a field with another crop, we would not consider this as crop mixture.**

## Question 22 What Were The Sources Of Your Seeds This Year?

### SOURCE CODES:

1. Botswana Agricultural Marketing Board 1

- |                             |   |   |
|-----------------------------|---|---|
|                             | e | 2 |
|                             |   | 3 |
| 4. Trader                   |   | 4 |
| 5. Another farmer           |   | 5 |
| 6. Previous year's harvest  |   | 6 |
| 7. Seed multiplication unit |   | 7 |

Other (specify)

Circle the source codes as indicated by the respondent. This question is directly linked with question 21 (especially for seed codes, whereby crop codes are used). Information is transferred from question 21. Note that there could be more than one source code for a particular seed.

**Question 23 What Was The Draught Power Used To Plough/Plant The Fields?**

- |                       |   |
|-----------------------|---|
| 1. Oxen only          | 1 |
| 2. Cows               | 2 |
| 3. Both oxen and cows | 3 |
| 4. Donkeys            | 4 |
| 5. Tractor            | 5 |
| 6. Hand Hoe           | 6 |
| 7. Other (specify)    |   |

Circle the appropriate code for draught power used. Note that one or more different kinds may be given. Write only the main one. Write code in the box provided.

**Question 24 Who Provided This Draught Power?**

- |                |   |
|----------------|---|
| 1. Self/Family | 1 |
| 2. Borrowed    | 2 |

	3
	4
5. Hired by Self	5
6. Other(Specify)	6

Circle the appropriate source code of draught power used, and if more than one was used, circle each code corresponding to the source of the draft power.

#### **Question 25 What Methods Were Used To Plant The Seeds?**

1. Broadcast	1
2. Row plant	2
3. Row plant by hand	3
4. Other (Specify)	4

Circle the method(s) used to plant the seeds. If a combination of methods were used then circle each of the methods used. It is possible to use more than one method.

#### **Question 26 Are Your Fields Fenced?**

#### **Question 27 What Kind Of Fence (S) Have Been Used?**

**Yes all = 1    Yes some = 2    No-none = 3.**

Ask if fields have been fenced and what kind of fencing has been used (Question 27). Write the appropriate code in the box provided i.e. bush, wire and poles, poles only and other.

### **Section V: Land Measurement**

#### **1 General Information**

The purpose of area measurement is to estimate the total crop hectare planted and the total "fallow" land (land not planted). The area

y measuring separately all fields operated by  
 his or her household. Area measurement will  
 other sections on the questionnaire.

## **PRE-SKETCHING.**

### **Note: Please Refer To The Questionnaire.**

Before starting the land measurement, you should have listed the different fields in question 21 in the questionnaire, also include “fallow” fields in Question 19.

Now go to the localities for area measurement in the fields. It is possible that the situation found when visiting the land areas is different from what was described. If the situation is different, make a note at the bottom of the page explaining the situation. Make the necessary changes before you make your field sketch.

## **Sketching**

- ❖ Having determined the boundary of the land area and fields, then make a more detailed sketching.
- ❖ A separate sketching is not necessary if there is more than one field in a land area.
- ❖ If you have more than one land area or more than six fields, then you will need to use the additional pages.
- ❖ The sketch of each land area will contain all fields in their respective positions.

## **Question 28: Area Measurement**

Each field (ploughed, planted and fallow) is to be measured by compass and tape. Start from any corner of the field. The starting point is A and the next corner of the field will be B, C, D, E..., going in clock-wise direction (always keep the field to your right). Place the poles on the corners for taking the bearing. First, take the bearing from A back to the last corner (D if there are 4 sides, E for 5 sides et cetera). Write the result on the first line as bearing

ed angle for AX. Next measure length AB in  
reverse bearing BA (precision is half degree, for  
in compass readings A to B should be equal  
to 180 degrees if the bearing was correctly taken.

Bearing AX minus bearing AB gives the interior angle at point A, write the  
result on line AB. Similarly, bearing BA minus bearing BC is the angle at  
point B, write on line BC. Add up all sides and all angles, but not the  
bearings. If the field has 4 sides, angles should add up to 360 degrees, for 5  
sides 540 degrees up to  $(n-2) * 180$ , where n is the number of sides. Closing  
error and area of field is filled by the supervisor. Area calculation and  
closing error are automatically computed by the programmable calculator  
supplied. If the closing error exceeds 5% of the perimeter, measurements  
have to be repeated.

## **2004 AGRICULTURAL CENSUS**

### **PHASE II (FORM III)**



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## **LIVESTOCK NUMBERS, CROPS HARVESTED AND PRODUCTION**

### **CHAPTER 9: GENERAL INFORMATION**

#### **INTRODUCTION**

Final phase of the Annual Agricultural Survey. Forms I and II. Form I provides us with a list of blocks. From these dwellings a sample of Farm Holders for Form I are selected.

Form II provides demographic information about agricultural holders and their land measurements. Form III constitutes the final phase of traditional data collection and provides information on livestock (cattle, sheep, goats, other), crop harvested and crop production, disposal of this year's crops, use of fertilisers, weeding and equipment, etc. Note that there are cases where you may find it necessary to make corrections to previous incorrectly reported data in Form II (if you are collecting information for the two forms at different times).

Keep your **Agricultural Census Reference Manual** with you at all times. You may need to refer to it for policy procedures and definitions.

## **2. SAMPLE**

The sample for form III is the same farmers selected for form II. Therefore, you will need to re-visit all blocks that were visited previously, and interview the **same holders who** were selected for Form II. The name of the holder whom you will interview will be written on Form III if completed blocks for Form Form II and I have already been sent to the office. During this census, it may happen that, for most blocks, Phase I and Phase II (that is Form I, II and III) run concurrently. This happens when phase I was not completed at the time of Form III commencement. In such cases data for the three Forms will be collected simultaneously and information about the holder (Identification) from Form II will be done in the field. It is the supervisor's responsibility to write all the necessary information for both Forms II and III (i.e. after selecting the agricultural holders sample).

## **3. DUE DATES**

Phase II enumeration is scheduled to start the second week of June, and be completed by the end of September this year. This allows 116 days to complete the census. (This period can be adjusted because of the transport problems in most of our regions).

mailed out around August at the latest and October. In most cases there is a low response made. That is, field staff are expected to do the follow ups after they complete traditional sector data collection.

#### **4. ENUMARATORS' PROCEDURE**

Follow the same procedures as described in your Reference/Enumerators Manual during Phase I, that is:

- ❖ Find the correct block and holder;
- ❖ Explain the reason for the re-interview;
- ❖ Remind the holder that you have earlier visited the dwelling asking for the data on area ploughed /planted, now you would like to have some information on livestock and crop production. **Note that this procedure applies when phase Phase II and I are not conducted simultaneously.**
- ❖ Where Forms II and I have been completed earlier, make sure that you verify with the respondent to ensure that you are interviewing the correct holder. Read out full names to the respondent.
- ❖ Ask the respondent if you have the full names and spelt correctly. Make necessary corrections if any.

### **CHAPTER 10: FORM III QUESTIONNAIRE**

#### **SECTION I: IDENTIFICATION**

Information for questions 1-8 IN form III will be filled in by the office staff from form II questionnaires for all questionnaires that were received by the office before the start of Phase II enumeration. Where Phase I and Phase II

1 first transfer information from Form II face  
 Form III face page (questions 1-6, 8).

### Question 7. Sex Of The Holder

Ask for the sex of the holder and code accordingly. Where phase I and phase II are run concurrently, check that this information is the same as that of Form II, question 13.

### Questions 8, 8a & 9

If someone other than the holder had responded during Form II enumeration, the name of that respondent should be entered under “**Name Of Previous Respondent**” (Q8). Note that this question is meant to help identify the respondent in Form III. If during Form III interview, he\she is the same respondent, write “**same**” in question 8a under “**Name Of Respondent**”, otherwise write his\her name in the space provided and his\her relationship to the holder should be coded accordingly in question 9 (**relationship to the holder**). You will then follow the same procedure for the remaining parts of section I as you did in phase I of the agricultural census.

Is the respondent the:

1. Holder
2. Spouse
3. Son
4. Daughter
5. Other relative
6. Other person

Circle the correct respondent code. Note that this question requires only one answer.

### Enumerator's Visit Log

Write down the visit number, the date when that visit was made and time. If you do not have a watch, write down the approximate time of the visit. You should also write the remarks i.e. whether you have completed the

t or there is a need for a callback. All these  
enumerator's visit log, together with the times  
marks regarding your visits.

**Note: Though the maximum callbacks allowed is 3, they shouldn't necessarily be made on the same day.**

### **Enumerator's Name, signature and Date**

The enumerator should write his full names in the box provided. You should only put in the date and sign your name in this box on your final visit, that is, when you have completed the questionnaire.

### **Supervisor's Name, signature and Date**

The supervisor should write his full names after reviewing the questionnaire. This review is to be completed before leaving the block. When reviewing the questionnaire, the supervisor **MUST** never erase a figure, but instead place a line through the answer and make the necessary corrections with the a **green pen**. The supervisor may also prefer to write his/her comments on a blank paper and then discuss them with the enumerator, and then the enumerator could make his/her own corrections on the questionnaire if they agree.

### **Comments Box**

If there are comments to be made, the enumerator will have to write them in the comments box provided.

**NOTE:** It would be highly appreciated if both supervisors and enumerators could avoid placing their signatures only rather than names in the spaces provided for names as stipulated in the manuals for quality control and checking purposes.

## **SECTION II: LIVESTOCK**

**Note:** For all the parts of this section (cattle (part A) goats (part B), sheep (part C) and other livestock (part D)), make sure the respondent is aware of the time period **"this agricultural season"** to avoid over count of livestock

questions the way they are. It's best for the straightforward questions rather than vague information.

## **PART A: Cattle**

**NOTE:** For the questions following, include cattle mafisa in, hired, borrowed and cattle owned by other members of the holding but exclude mafisa out or given out on loan. (Cattle given out on loan refers to cattle given out for a specific purpose e.g. ploughing, harvesting or any other kind of work done within a specific holding)

### **10a Does this holding own, raise, operate, or manage any cattle?**

Yes	=	1
No	=	2

### **10b Has this holding ever had any cattle during this agricultural season?**

Yes	=	1
No	=	2

For questions 10a and 10b reference is also made to mafisa in cattle in the holder's kraal. Circle the appropriate code. Make sure you read out the question in full. If code "1" is circled in 10a, proceed with the rest of this section as per instructions.

If code "2" is circled, then it is important to ask if they had any cattle during this agricultural season (Q10b). It is very possible someone had cattle, but the cattle died, were eaten or sold. In this case, you must ask questions 12 - 20. If they had no cattle still during the agricultural season (i.e. both Q10a and q10b are coded 2), then go to part B of this section.

### **11a How many of the following breeds do you have?**

Classify cattle by type of breed. Make sure you record the correct breed as per the response given. Where possible probe as necessary to distinguish crosses and proper breeds. Check the totals against each breed and the grand total as given by the respondent. Note that this should be checked

at. Where the respondent has difficulty in  
 the cattle totals per type of breed since the  
 done in the office.

**Note:** Calves should be classified by sex i.e. male and female. Cattle in this question need be classified accordingly, i.e. by breed. Note that this classification should also be referenced to mafisa in for members of the holding other than the holder, but should exclude mafisa out. You should write in the actual number inside the boxes provided.

### **General instructions to follow for Q11a**

- ❖ Make sure the respondent understands which cattle should be included. See the note on the questionnaire.
- ❖ Enter all answers in the boxes provided.
- ❖ Know your definitions and make sure the respondent knows what you mean.

It is the responsibility of the holder to give you the total number of his/her cattle. Do not add up the classified livestock to get the total number of cattle (unless the holder doesn't know at all). In such cases, check the total number given by adding the column totals to get the grand total and also add up the row totals and compare the two. **They should give you the same answer.** If there is any discrepancy check with the holder if he/she has omitted some animals or double counted some.

**Note: Pictures of Different types of breeds are shown as appendix III at the end of this manual.**

### **11b Which breed of cattle do you prefer most?**

The holder will indicate to you his/her cattle breed preference. Note that Breed preference does not necessarily mean those cattle which are the majority among the holder's cattle, you need to get it from the respondent. A holder might have Brahman being more in number than other breeds but still preferring Simmental or Tuli. In this instance, the Brahman will be the major breed while Simmental or Tuli will be the preferred breed. Write the name of the given breed in the space provided and do not write on the box marked **"Office use"**.

### **11c Cattle breed preference: Why do you prefer this particular breed?**

holder to give you his/her reasons for his breed

**11d What is the breeding method that you use amongst your cattle?**

It is the responsibility of the respondent to give you the method he/she uses amongst his cattle. Note that code 3 (both) refers to a situation whereby a holder uses bull service for some of his cattle and artificial insemination for others whilst they are in one kraal but does not refer to using both in one cow.

**11e Breeding method: Why do you prefer this particular method?**

It is the responsibility of the holder to give a reason for his/her method of preference. If the holder gives more than one reason, probe and establish the most important reason for his preference as opposed to others.

**12 Sales: How many cattle were sold or traded out during this agricultural season?**

**Number sold**

All cattle sold to B.M.C directly or through agent, Municipal abattoir, Auction, Government Restocking, Another farmer, Local/Village Abattoir, Trader, Butcher or feedlot should be included. There might be cattle exchanged for other commodities e.g. 1 cow for 6 goats, 2 cows for a horse, ten cows for a house etc. In such cases the value(s) of such good(s) / commodities or their description should be stated.

**Value\Amount Received**

Ask the respondent the total amount of payment received and enter the amount in the code box provided. If some cattle were sold and the respondent cannot remember the total amount received, try by all means to work out with the farmer the amount. You can help the farmer to remember by asking where the cow/cows was sold, the number of cows sold to the same buyer, the month or date when the sales took place and maybe the total amount in case where more than one cow were sold. If that is not fruitful only can you make a note in the comment box. Remember that information which is not complete is not useful and we



as useful as possible. Complete the rest of the questions. Give the value(s) (in pula) and/or the goods received in exchange of the cattle. If the respondent is able to give the value of the goods received, please indicate.

### Calves Only

**13 Calves Births: How many calves were born during this agricultural season through?**

- a. Artificial insemination

**NOTE:** Number of calves born through both methods combined should not be less than the number of calves in hand. The number of calves in hand refers to those calves that the holder has at the time of your visit. This should be equal or less than births minus calves' deaths and loses.

**Remember Births = Calves deaths + calves loses + calves in hand + calves eradicated.**

**14 Calves Deaths: How many calves died during this agricultural season?**

Include those which died from disease, parasites, accidents, killed by animals (predators) or natural causes. Do not include “still births” (calves born dead) in any of the above. The deaths here refer to calves only but not other cows.

**14a Calves Loses: How many calves were lost due to strays and theft during this agricultural season?**

Be sure not to include calves already reported as having died.

## Cattle

**any cattle, excluding calves, died during this**

Include those which died from disease, parasites, accidents, killed by animals (predators) and natural causes. Be sure not to include calves already reported as having died. Deaths among calves are more frequent than among grown up cows, therefore we want to capture such deaths differently.

**16 Cattle Loses: How many cattle were lost due to strays and theft during this agricultural season?**

Remember the reference period, that is, from October the previous year to September of the current year. Be sure not to include cattle already reported as having died.

**17 Home Consumption: How many cattle were slaughtered for your home consumption during this agricultural season?**

Include all cattle slaughtered or killed for home consumption (eaten). This includes those cattle killed for marriage ceremonies, funerals etc **but** excludes any cattle that died but were then eaten, those are included under deaths.

**Do not forget the reference period, that is, this agricultural season**

**18 Eradication: How many cattle were eradicated\destroyed due to cattle diseases outbreak during this agricultural season?**

These would include those cattle which are killed by government to help control spreading of cattle diseases such as lung disease (CBPP), foot and mouth, rabbies and others. Such cattle are not recorded as deaths or slaughters but as eradicated. This includes calves as well.

**19 Given away: How many cattle were given away (including bogadi) during this agricultural season?**

Include all cattle given away not in exchange for anything. These may include gifts, payment of lobola, mafisa out, etc.

cattle were purchased or obtained during

These may include cattle gifts brought in, bogadi received, cattle received through battering/exchanges. Sometimes bulls are obtained or gained or traded for other types of livestock. Give the number of cattle purchased and/or obtained and their value/description in the boxes provided.

**NOTE: Review your work after you have finished part A of this section. If there are any inconsistencies in some figures, probe as necessary and make corrections if possible before you start the next section.**

### **PART B: Goats**

**NOTE: The same instructions used in part A (cattle) of this section should be followed when answering parts B&C (Goats & Sheep) of the same section.**

**21a Does this holding own, raise, operate or manage any goats?**

Yes = 1 go to question 22

No = 2

**21b Has this holding ever had any goats during this agricultural season?**

Yes = 1 go to Question 23

No = 2 go to part C of this section

This is the same type of question as for cattle - see Question 10a & 10b.

It is possible that the respondent did not have any goats during this agricultural season. So make sure you ask the question correctly and follow the instructions.

**22 How many of the following breeds do you have?**

d. This is put in a tabular form like question follow same procedure to complete the table.

write the totals in the boxes provided. Ask for the total number of the classified goats from the holder. Should there be a difference, make necessary corrections on the spot. **A sample of types of goats is given at the end of the manual.**

### **Kids Only**

#### **23 Births: How many kids were born during this agricultural season?**

Record the total number of kids born in the boxes provided. Include all those lost, dead or sold. Be sure of your reference period. Do not include “still born” kids. Note that births can be the same or larger than female goats in number because of twins.

**NOTE: We expect the total number of births to be equal to the (total number of kids in hand plus kids loses +kids deaths).**

#### **24 Kids Deaths: How many kids died during this agricultural season?**

Do not include “still born” kids but include those killed by predators, diseases, parasites, accidents and natural causes.

#### **25 Kids Loses: How many kids were lost due to strays and theft during this agricultural season?**

Do not include kids already reported as dead.

### **Goats – Excluding kids**

#### **26 Goats Deaths: How many goats, excluding kids, died during this agricultural season?**

Include those that died from diseases, parasites, and accidents or killed by animals or natural causes such as old age.

How many goats were lost due to strays and thefts during this agricultural season?

Do not include goats already reported as having died.

**28 Home consumption: How many goats were slaughtered for home consumption during this agricultural season?**

Include goats that were slaughtered for weddings, deaths ceremonies and all other ceremonies held during this agricultural season.

**29 Given away: How many goats were given away during this agricultural season?**

These may include gifts given out, bogadi given out, mafisa out etc. Note that this may include kids.

**30 Goats Sales: How many goats were sold or traded during this agricultural season?**

**Number Sold**

Include goats sold to BMC, auctions, abattoirs, traders and other farmers. Note that this includes kids.

**Value**

Ask for the approximate amount received from sales of goats. If the respondent has sold or traded goats for a commodity but can not give an estimate of that commodity in pula, write down that commodity.

goats were purchased or obtained during

Indicate the value/description of goods/commodities exchanged for goats purchased or traded in the boxes provided. Refer to Q20 under cattle for more details.

### **Part C: Sheep**

**NOTE: The same procedures and instructions for part b – goats are also applied here.**

#### **32a Does this holding own, raise, operate or manage any sheep?**

Yes = 1

No = 2

#### **32b Has this holding ever had any sheep during this agricultural season?**

This is the same type of question as for cattle - see Question 10a & 10b.

It is possible that the respondent did not have any sheep during this agricultural season. So make sure you ask the question correctly and follow the instructions.

#### **33 How many of the following breeds do you have?**

Classify sheep by type of breed. This is put in a tabular form like question 22 for goats and you have to follow same procedure to complete the table.

Write the totals in the boxes provided. Ask for the total number of the classified sheep from the holder. Should there be a difference, make necessary corrections on the spot. **A sample of types of sheep is in appendix V.**

### **Lambs Only**

lambs were born during this agricultural

Record the total number of lambs born in the boxes provided. Include all those lost, dead or sold. Be sure of your reference period. Do not include “still born” lambs.

**NOTE: We expect the total number of births to be equal to the (total number of lambs in hand plus lambs loses +lambs deaths).**

**35 Lambs Deaths: How many lambs died during this agricultural season?**

Do not include “still born” lambs but include those killed by predators, diseases, parasites, accidents and natural causes.

**36 Lambs Loses: How many lambs were lost due to strays and theft during this agricultural season?**

Do not include lambs already reported as dead.

**Sheep – Excluding lambs**

**37 Sheep Deaths: How many sheep, excluding lambs, died during this agricultural season?**

Include those that died from diseases, parasites, and accidents or killed by animals or natural causes such as old age.

**38 Sheep Loses: How many sheep were lost due to strays and thefts during this agricultural season?**

Do not include sheep already reported as having died.

**39 Home consumption: How many sheep were slaughtered for home consumption during this agricultural season?**

ghtered for weddings, deaths ceremonies and  
an other ceremonies held during this agricultural season.

**40 Given away: How many sheep were given away during this agricultural season?**

These may include gifts given out, bogadi given out, mafia out etc. Note that this may include lambs.

**41 Sheep Sales: How many sheep were sold or traded during this agricultural season?**

**Number Sold**

Include sheep sold to BMC, auctions, abattoirs, traders and other farmers. Do not forget to include lambs.

**Value**

Ask for the approximate amount received from sale of sheep. If the respondent has sold or traded his sheep for a commodity but can not give an estimate of that commodity in pula, write down that commodity.

**42 Purchases: How many sheep were purchased or obtained during this agricultural season?**

Indicate the value/description of goods/commodities exchanged for sheep purchased or traded in the boxes provided. Refer to Q20 under cattle for more details.

**Part D – Other Livestock**

**How many do you have and how many were  
sold during this agricultural season?**

Read out the list of other livestock to the holder. Record the current number (being the total number of livestock that the holder has at the time of your visit), the number sold/traded during this agricultural season and the approximate values (in pula) or descriptions respectively. Include all other types of livestock and poultry regardless of age and sex.

### **SECTION III CROP PRODUCTION**

#### **PART A Crops and Fallow Fields Changes**

**44. Did this holding plough/plant any crops during this agricultural season?**

Yes = 1

No = 2 Go to Q55a

If the code for question 44 is “No=2” then go to question 55a since Q45 to 54 are only relevant when crops are planted.

**45 During our first visit, it was reported that this holding had the following crops and/or fallow fields.**

pendent.

**46 Have there been any changes to this list?**

Yes = 1                      No = 2

Read out the list of already recorded crops taken from form II. If there are any crops and/or fallow fields that were not mentioned earlier i.e. if the code is 1, list separately the newly reported crops and/or fallow fields, field number(s), crop varieties (if given), seed quantities planted, giving in particular, the description or type of seed container used, unit of seed container, size of container, number of units used as well as the quantity used.

If the code is 2, then proceed to, part B of the Section on farming practice.

**PART B: Farming Practice**

**47 Were any fertilizers used on any of your crop fields?**

Yes = 1                      No = 2

**48 What type of fertilizers did you use ?**

1. Chemical only
2. Manure only
3. Both chemical and manure

**48a What was the overall quantity used?**

Proceed to the next question (q48) and indicate well as the quantity used in Q48a. If both used, i.e. Q48 = 3, add the two quantities and record in the box provided. If quantity is not specified in KGs, specify the unit of measurement so that it can be converted in the office.

If a 'No' is checked in Q47 go to question 49.

**49 Did you weed your crop fields this agricultural season?**

Yes, all = 1 Yes, some = 2 No = 3

**50 How many times did you weed your fields?**

Weeding refers to the removal of unwanted grass or shrubs among the crops. If a "yes" (code 1 or 2) is checked, record the number of times your fields were weeded in the box provided.

**51 What were the most predominant weeds?**

1. Cynodon dactylon (motlho, motlhwa)
2. Datura ferox (mokhure)
3. Hibiscus meeusei (mmabasete, mmankgarane)
4. Acospermum hispidum (setlhabakolobe, sephalane, khonkhorose)
5. Urochloa mosambicensis (phoka, sugwagwa)
6. Sesamum triphyllum (mothomaganyane, mosuwene)
7. Striga asiatica/ Alectra vogellii (matebele, molelwane)
8. Tribulus terrestris (mosetlho, setlho)
9. Sida cordifolia (motswalakgoro)

Other ( specify)

Circle the appropriate type of weed(s) as reported by the respondent. Note that more than one code can be checked.

## 52 Now ask the holder about the harvested crops

There is a table provided to capture crop disposal.

### Field Numbers, crop codes and names:

The field numbers, crop names and codes entered under this question should correspond with field numbers, crop names and codes as recorded in question 45 as well as they appear in question 21 of Form II. Where both forms are done concurrently this shouldn't be a problem as such. Make sure that this correspondence is strictly followed.

Note that crop or crop mixtures that are listed in a specific field in question 45 must correspond to the same field number as in question 52. For example, if sorghum is listed in field 1, question 45, then you would enter sorghum in field 1 of question 52. Where form II is done concurrently with form III, the same numbering and listing should be maintained for all the crops in question 21. **It is very important that information is transferred from form II Q21 to Q45 as is. That is, a crop, say sorghum, listed in field 1 as the first crop in Q21, should be listed in field 1 as crop 1 in Q46 as well as in Q52.**

### A Good Example

Q21			Q46			Q52		
Field Number	List of Crops	Crop Code	Field Number	List of Crops	Crop Code	Field Number	List of Crops	Crop Code
1	sorg.	11	1	sorg.	11	1	sorg.	11
1	maize	12	1	maize	12	1	maize	12
2	sorg.	11	2	sorg.	11	2	sorg.	11
2	maize	12	2	maize	12	2	maize	12
2	beans	13	2	beans	13	2	beans	13

### A Bad Example



46

Number	Crops	Code
1	sorg	11
1	maize	12
2	sorg	11
2	maize	12
2	beans	13

Q52

Field Number	List of Crops	Crop Code
1	maize	12
1	sorg	01
2	maize	12
2	beans	13
2	sorg	01

### **Harvesting Status Code**

If “has been harvested” or “will be harvested” is checked, i.e. code 1 or 2, then complete this section on production, otherwise go to Q54, where you will indicate the main reasons why crops are not harvested as reported by the holder. Include any kind of crop taken from the field as production regardless of use.

For questions on Total Production (52c), Home Consumption (52d), Stored (52e), Given Away (52f), Sold/Traded (52g), Expected Further Sales (52h) and Payment in kind (52i), give details regarding the following:

**Weight of unit.** Write the weight of the unit in kilograms where possible. If weight is reported in a different measurement other than kilograms, then specify. For example ton, pounds, gallons, litres etc.

**Number of units.** Write the number of units as reported by the respondent. For example, if the holder harvested five bags from the field, you would write 5. Sometimes a holder will grow the same crop in more than one field and might not be able to report the number of units harvested by field. In this case, collect the total number of units harvested for the total crop and make a note at the bottom of the page explaining the situation. **It is important that for the combined crop production, the other field should be indicated for the purposes of analysis.**

For 52h & 52i, specify the amount of money received from sales already made or expected from further sales.

expected sales reported go to question 54,  
 t harvested.

**NOTE: (1) If there are crops sold or expected further sales indicated, i.e. Questions 52h and 52i Have entries, ask Question 53. and (2) If there is harvesting status code of three (3) in Question 52, ask Question 54. Otherwise if none of the above is indicated as stated, go to Section IV.**

**53 To whom were most of the crops (in Q52) sold?**

- |                   |                             |
|-------------------|-----------------------------|
| 1. BAMB directly  | 5. Public directly          |
| 2. BAMB agent     | 6. Millers                  |
| 3. Cooperatives   | 7. Seed Multiplication Unit |
| 4. Private trader | 8. Other (specify)          |

This is a multiple response question. You may read out the list of choices to the respondent. **Remember to ask only those who indicated sales.**

**54 What were the main reasons for not harvesting the crops mentioned earlier in question 52?**

- |                                 |                                |
|---------------------------------|--------------------------------|
| 1. Lack of rain                 | 6. Crops destroyed by floods   |
| 2. Crops destroyed by livestock | 7. Crops destroyed by weeds    |
| 3. Crops destroyed by diseases  | 8. Crops destroyed by frost    |
| 4. Crops attacked by pests      | 9. Crops destroyed by wildlife |
| 5. Underground fire             | 10. Other (specify)            |

Ask the respondent why the crops were not harvested. Note that this is a multiple response question. These choices are listed in the questionnaire.

**SECTION IV: Water Supply, Farm Equipment And Machinery Inventory**

**55a What is your most reliable source of water supply for the following?**

- |              |     |              |
|--------------|-----|--------------|
| 1. Livestock | and | 2. Household |
|--------------|-----|--------------|

provided in the questionnaire (page 8) against the above choices. Code accordingly by placing a tick in the appropriate box. Only one response is allowed, that is the most reliable water source as compared to others. If respondent says they are all reliable probe as necessary and get the best answer. If he/she is adamant about all of them, get more information from him/her and write a comment to that effect for quality control team.

**55b Who owns the water source?**

For each of the two options in Q55a (being livestock and household) the owner of the water source need be specified by ticking the appropriate source.

**55c For water supply being borehole, state the source of energy.**

- |           |                |
|-----------|----------------|
| 1. solar  | 2. Petrol      |
| 2. Diesel | 4. Electricity |

A borehole needs some source of energy to function unlike other sources of water stated in question 55a. Where the respondent stated borehole as source of water supply, ask for the source of energy, and circle accordingly.

**55d What is the approximate distance in kilometres from the kraal/holding to the water source?**

It may prove difficult to get the exact figures in terms of distance but probe as much as you can to get the approximate distance. Try by all means not to leave this question blank because you couldn't get an estimate from the respondent. It is your responsibility to help the respondent come up with something to record.

**56 How many of the following do you own and are either in good working condition or temporarily out of order?**

ment(s) and machinery to the respondent and which are in good working condition and those under as well as the total in the spaces provided as per his response. For the ones he doesn't have code zero. It is the responsibility of the respondent to give you the total number of the farm equipment(s) he/she has. Classify them accordingly.

## **SECTION V: FARM ENTERPRISE**

### **Part A- Economic Section**

#### **57 a What are the sources of income for this holding?**

- |                                |                                                 |
|--------------------------------|-------------------------------------------------|
| 1. Sale of crop produce        | 5. Income from a business<br>other than farming |
| 2. Sale of livestock           | 6. Remittances                                  |
| 3. Income from paid employment | 7. Pension                                      |
| 4. Sale of other produce       | 8. Other (specify)                              |

#### **57 b Of the ones indicated above, which do you regard as the main?**

Question 57a is a multiple response question (Q57a). Read out the choices to the respondent and circle the appropriate codes (as per his/her choices). Indicate the most important source of income and write its code number in the box provided in question 57b. It should be noted that remittances can be received from inside or outside Botswana. Remember not to code money received as maintenance under remittances. Maintenance should be coded as other. Pensions refer to all form of pensions such as, old age pension, retirement pension, war veterans pensions etc.

**...es of food for this holding?**

1. Own farm production
2. Purchased food
3. Government rations
4. Supplies from relatives/friends
5. Other (specify)-----

**58 b Of the ones indicated above, which do you regard as the main?**

Question 58a is a multiple response question. You may have to read out the list of choices to the respondent and code as necessary. It is the responsibility of the respondent to indicate the most important source of food for his/her holding from the ones he/she has already indicated in question 58a. Place its code number in the box provided in question 58b.

**59 Have you ever heard of any of the following Farming Programmes?**

1. ALDEP
2. NAMPAADD
3. SLOCA
4. Livestock Water Development
5. Other (specify)-----
6. None

**1. ALDEP (Arable Land Development Project)**

The first phase of ALDEP has long been phased out. This is the second phase which is still under review. Its objectives among others:

- To facilitate technology transfer to farmers
- Strengthen of extension services, training and

...aries to effectively and efficiently utilize the  
 l.

The program also helps farmers to obtain draft power, fencing materials, water tanks, animal drawn implements (such as ploughs, cultivators, harrows, planters, scotch carts etc), threshing machines and fodder seed. This program targets women farmers, old persons, and farmers lacking family labour and farm equipment.

## **2. NAMPAADD (National Master Plan for Arable Agriculture and Dairy Development)**

**NAMPAADD** is a masterplan intended to streamline arable agriculture and dairy development programs to address existing government policy objectives namely food security, poverty alleviation and economic empowerment of rural people. It targets active traditional and commercial farmers, thus will assist traditional farmers to transform to commercial farming and enable commercial farmers to upgrade their technologies and management levels. Thus, it provides advisory services to farmers. There are three sub-sectors of agriculture involved in NAMPAADD. These are (1) Rainfed Agriculture, (2) Irrigated Agriculture and (3) Dairy Farming.

NAMPAADD does not offer financial grants but encourages active farmers to access finance from CEDA, NDB and other financial institutions.

Government will also develop infrastructure such as roads and electricity to support agricultural development in production areas.

## **3. SLOCA (Service to Livestock Owners on Communal Areas)**

This programme is under review. This programme helps farmers in communal areas with equipping boreholes and wells, handing facilities such as masaka and mehotlha. It also assists with fodder production in terms of funds to build storages, land rehabilitation in terms of fencing of poisonous plants areas. The programme is still under review.

## **4. Livestock Water Development Project**

ling and equipping of boreholes either for individuals or syndicates depending on the number of cattle involved. The government pays a certain percentage towards the project. As for equipping, the project helps syndicates only. The program is still under review.

## **Part B: Farm Labour**

60. Is there anyone employed either on full time or on temporary basis to work on this holding?

Yes = 1

No = 2 (END INTERVIEW)

If there are people employed, circle code 1 and continue to the next question 61, otherwise end interview.

### **61. Persons Currently Employed In The Holding**

Question 61 has fifteen columns for a particular employee. The same procedures that is followed in completing Form II; the household schedule are to be followed. Most of the questions are the same as that of the household schedule.

#### **Column 2: Please Give Names Of All Those Who Are Employed In This Holding**

List names of all those who are currently employed in the holding. These will include those who are working during the time of your visit. Remember to include managers where applicable, as they are also employees.

#### **Column 3: Sex.**

Enter the appropriate one-digit code in the provided space under column 3 as follows:

[1.        **Male**

2.        **Female]**

Usually a person's sex will be obvious, but be careful to get the correct sex since other names are unisex. Names such as Pako, Thato, Batho,

...togo and many others are examples of unisex  
 . **ASK!**

#### **Column 4      Age: How Old Is .... In Completed Years?**

This is one of the most important questions in the questionnaire. It is also one that is often difficult to answer correctly especially if it is asked an elderly person. You should take particular care with it. You should record the age of a person **in completed years**, that is to say as **of last birthday**.

A person aged twenty-six years and four months should be recorded as "26". Similarly, a person aged twenty-six years and 11 months should be recorded as "26". A child aged under one year should be recorded as "00" even when he or she is 11 months old. This requires that if a respondent gives you the age as "26", your duty is to confirm if that is the completed age because people have a tendency of rounding off to the next age most of the time. For persons aged 98 years and over, enter 98. A person aged 98 will therefore be coded 98 and so will a person aged 99 or 104. The code 99 is for "age not known" and is to be used only when you cannot possibly estimate a person's age, even using the techniques described below.

Some people may not know their ages but would know of some popular events which occurred when they were born or when they were growing up. When this happens,

- ask first for the event year in which the person was born or could remember during his/her childhood.
- Then look up the age in the Botswana Events Calendar.
- If still the respondent does not know or remember any event then it is for you to read some of the events to remind him/her and find out the year from the events calendar.
- Ask how old the person was at the time of some known event and check the answer by relating it to some other event the person can remember well that belongs to the district in which the person was born.

The events listed in the Botswana Events calendar are arranged alphabetically by District. Corresponding to each event you will find listed the year in which the event occurred and the number of years ago the event occurred. From this information you can calculate or estimate the person's age.

If you already know the age of another person in the household, you may find it helpful to ask if the person is older or younger and by how many years.

- If there is no other way, you may have to estimate the person's age by looking at him or her (if present).
- Other documents such as Birth Certificates, Clinic Cards, Passports or Omang Cards could help you in accurately establishing ages.
- Suggest to the respondents that they might refer to such documents. They might even show you these documents, **but do not demand to see them.**

When you have made the best estimate you can, you should check whether it is compatible with the person's position in the family or in the household. For example, a child should be at least 12 years younger than his natural mother. Of course, if the mother is not the **natural** mother, then the age difference will be irrelevant. Do not accept answers that are obviously wrong. Try and get accurate answers.

#### **Column 5      Citizenship: What Is The Country Of...'S Citizenship?**

For Botswana citizens, enter 001 in the space provided. The same applies to SADC countries as their codes are provided. If a person is a citizen of a country not listed, write the name of that country in the space provided.

#### **Column 6      Marital Status: What Is ... Marital Status?**

Ask the respondent the marital status of each of the listed persons. This question may be misunderstood by the respondent to suggest otherwise, so be as tactful and as cautious as possible when asking this question. Enter the appropriate one-digit code in the spaces provided.

**Never Married:** A person who has never gone through any type of formal or informal marriage (tribal, civil, religious or other) and does not consider that he or she is presently **“living together”** with anyone is to be coded as never married.

**Married:** A person should be regarded as married if he or she has been through any form of marriage ceremony, whether tribal, civil, religious or

regarded as marriage by the respondent and is  
 the respondent is old and declares himself or  
 for the type of marriage.

**Living Together:** A man and a woman may “live together” like husband and wife (even if they do not stay together in the same locality) without having gone through any form of marriage ceremony.

**Separated:** A person who has been formally married should be regarded as separated if he or she is living apart from his or her spouse by Court order, by mutual or unilateral decision.

**Divorced:** A person should be regarded as divorced if his or her marriage has ended. If the person has remarried then he or she is to be coded 1, as married.

**Widowed:** This means that either the husband or the wife has died and the surviving partner has not remarried. If the surviving partner has remarried he or she is coded 1, as married.

## **Column 7      School Attendance: Has ... Ever Attended School?**

This section refers to formal schooling and including pre-schooling and non-formal education but does not include tertiary education. Tertiary is considered as training rather than formal education.

If a person has never attended school, enter code 1 in column 7 and go to column 9, where you will ask him/her how he/she acquired the skills he/she uses in his/her current job

If a person is still attending school or has left school, enter codes 2 and 3 respectively in column 7 and go on to column 8. Remember that we would like to use and utilise our data as much as possible but responses such as “don’t know” are not useful in all cases. In that regard probe as much as you can to get some usable information for this question. However, only after you fail completely to get any information then you can use code 9 or 99 depending on the number of digits for a particular question.

## **Column 8:      Highest Level: What Is The Highest Level Or Grade Has... Completed?**

Enter the actual grade or level the person has completed as per the codes below and should be a two-digit code:

For Pre-school

enter 00

enter 01

- ❖ If year 2 completed enter 02
- ❖ If years at pre-school are not known enter 09

#### For non-Formal Education

- ❖ If prima 1 not completed enter 60
- ❖ If prima 1 completed enter 61
- ❖ If prima 2 completed enter 62
- ❖ If prima 3 completed enter 63
- ❖ If prima 4 completed enter 64
- ❖ If prima 5 completed enter 65
- ❖ If exact prima completed is not known enter 69

#### For Primary school

- ❖ If standard 1, not completed enter 10
- ❖ If standard 1, enter 11
- ❖ If standard 2, enter 12
- ❖ If standard 3 completed, enter 13
- ❖ If standard 4 completed, enter 14
- ❖ If standard 5 completed, enter 15
- ❖ If standard 6 completed, enter 16
- ❖ If standard 7 completed, enter 17
- ❖ If it is known that the person went as far as primary, but the standard completed not known enter 19

For someone who completed Sub A or Sub B enter 11 and for those currently in form I, enter code 17 because they have completed standard 7.

These codes show grades which have been completed not grades being studied now.

The codes for different levels of education are given below the page of the household schedule, that is, for pre-school, primary, secondary and non formal respectively.

or is attending secondary school, enter the

- ❖ If Form 1 completed, enter 21                      If Form 4 completed enter 24
- ❖ If Form 2 completed, enter 22                      If Form 5 completed enter 25
- ❖ If Form 3 completed, enter 23                      If Form 4 completed enter 26
- ❖ If it is known that the person went as far as secondary, but the form completed not known enter 29

If the person is currently in form 1, enter 17. Someone who completed Form 3 but failed the exam will be coded 23. Someone who completed Junior Certificate (JC) under the two year JC certificate system will be coded 22, while those who completed the three-year JC will be coded 23.

### **Column 9      Skills Acquired: How Did ... Get The Skills She/He Uses Now**

You will ask the question as it is and enter the response in the spaces provided

**Self taught-:** This refers to skills that you have but did not undergo any training to acquire them. It could be from your friends, your work mates, schoolmates, own reading, etc but not formally arranged.

**Apprenticeship-:** This is when a formal arrangement has been made, especially with some companies that while you are training and treated as a student, you can be attached to them during vacations. Usually such attachments attract some allowances or payments during a specific period for vacation.

**CHECK !! You maybe employed somewhere but in most cases it will be students who will be seeking some work experience.**

**On the Job Training-:** This is when you do some short-term training at your place of work formally arranged by your employers. Such forms of training may run during some hours of the day or full day, or may run some days of the week or all weekdays and so on for a specific period, but such trainees are regarded as workers rather than trainees.

is when you go to a technical institution to do  
you will not be doing any formal office work at  
or long-term training.

**Other-:** Will refer to any other form of training that is not categorized above.

## **Column 10    Employment Status: What Is ... Working As?**

This column is meant to capture the employment status of an individual. The column relates to persons who are currently employed and are either paid by cash or in kind, self-employed with employees or not, unpaid family helper and those working in their own lands or cattle post without pay during this agricultural season.

### **1. Employee – Paid Cash**

This relates to a person who works for a public or private employer and receives cash or money as payment. An employee who is paid both in cash and in kind should fall under this category since cash payment take precedence over any form of payment. For an example, a maid or herd boy who eats with the employer and at the same time getting cash is regarded as being paid in cash.

### **2        Employee – Paid in Kind**

This relates to a person who works for a public or private employer and receives food, accommodation, clothing etc as payment.

### **3        Self-employed (no employees)**

This is whereby a person is running his/her own business, like a taxi or a tuck shop, without the assistance of any employee. This includes those gardeners and cleaners who are freelancing. Some examples are; those who repair shoes or cut hair under a tree, or those who weave baskets or sell fruits or vegetables for their living, running small phone shops and selling cell phone units (as long as they are not employed).

employees)

This relates to a person who operates a business of any form with the assistance of one or more employees. The employees could be paid in cash or in kind.

#### 5. Unpaid Family Helper

This relates to persons working in an economic enterprise operated by a relative. For example, a boy or girl helping in his/her parents' business without any payment attached. **Please do not include those doing housework under this category.**

#### 6 Worked In Own Lands/Cattle posts (unpaid)

This category includes traditional farmers only (either ploughing or livestock farming related work), whose main reason for farming is not specifically for business purposes, but mainly for household consumption **even if parts of the produce are sold.**

### Column 11 Occupation: What Type Of Work Does .... Do?

A person's occupation depends on the tasks and duties which the person performs. Remember that if at all a person worked at all during this agricultural season, whether for payment in cash, in kind, for both or for no payment, then you should try to find out what kind of work the person did. You should try to get the respondent to give both a **job title and a two or a three-word description of the tasks performed.** For example, if a person states that he or she is a mechanic, ask him or her what he or she repairs. You should record his or her response in the space provided under column 13 as follows: **"mechanic, fixes cars" or "electronic technician, fixes radios"**. Use the comments box if you need more space. If a person moved from job to job you should enter the **one that he has spent most time in or the most rewarding one.** This may happen with people who are casual labourers.

If a person has more than one occupation, record the one on which he or she spends the most time. **However**, if someone has a temporary job during the vacation leave, but has a permanent job, it is his or her permanent occupation that should be described.

### Column 12 Pay Period: How Often Is ...Paid?

1. Daily
2. Weekly
3. Fortnightly (every two weeks)

6. Yearly

Other (specify)

Payments normally in agricultural informal sector are not done monthly as we are used to and vary from employer to employer. You need to find out from the respondent how frequent payments are made for the employees in the holding. Anything that is not stated in the given periods is to be put under “other” and specified.

### **Column 13 Mode Of Payment: How is ... paid?**

If payment is cash only go to question 14, if in kind only go to question 15 and if both 1 and 2 complete questions 14 and 15.

Note that while in the formal sector we are used to people being paid cash, it is not the case with the agricultural sector. Some are paid in cash, some in kind and some paid in both cash and in kind. This varies from employer to employer with mutual agreement(s) with the employee(s). In kind payment refers to whereby the employee is paid with any form of goods, including livestock and returns from the season’s harvests. Both refer to the case where you are paid in cash and in kind at the same time. For example an agreement could be made between the employer and the employee that payment will be P100.00 and some groceries like sugar, tea, Maize meal and flour, or say P200 plus two bags of the harvest and so on.

### **Column 14 Amount: How Much Cash To The Nearest Pula Is ... Paid?**

This question is asked those employees who are paid in cash only and those paid in both. That is if in question 13 either code 1 or 3 is checked, this question would be asked. You are to record the amount to the nearest pula if its cash only i.e. if code 1 or code 3 is checked in question 13.

### **Column 15 Cash Equivalence: How Much Is The Cash Equivalent Of The In Kind Payment To The Nearest Pula?**

For those employees who are paid in kind only, you need to convert the value of the goods received into cash and record the cash value in the spaces provided. That is if code 2 or 3 is checked in question 13, the in kind equivalence should be recorded here. This should be to the nearest

## APPENDIX I: REGIONS AND DISTRICTS & CODES

### REGIONS AND DISTRICTS CODES

#### SOUTHERN REGION

**1**

Barolong	11
Ngwaketse South	12
Ngwaketse North	13
Ngwaketse Central	14
Ngwaketse West	15

#### GABORONE REGION

**2**

Bamalete/Tlokweng	21
Kweneng South	22
Kweneng North	23
Kweneng West	24
Kgatleng	25

#### CENTRAL REGION

**3**

Mahalapye East	31
Mahalapye West	32
Palapye	33
Serowe	34
Bobonong	35
Letlhakane	36
Selibe-Phikwe	37



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	4
	41
Tutume	42
Tonota	43

**MAUN REGION**
**5**

Ngamiland West	51
Ngamiland East	52
Chobe	53

**WESTERN REGION**
**6**

Ghanzi	61
Hukuntsi	62
Tsabong	63



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