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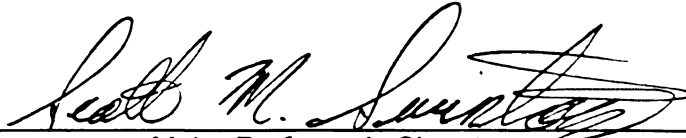
**THE DETERMINANTS OF RURAL NON-FARM EMPLOYMENT
AND INCOMES IN BOLIVIA**

presented by

Valeria Sanchez

has been accepted towards fulfillment
of the requirements for the

M.S. degree in Agricultural Economics


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AND INCOMES IN BOLIVIA**

By

Valeria Sanchez

A THESIS

Submitted to
Michigan State University
In partial fulfillment of the requirements
For the degree of

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ABSTRACT

THE DETERMINANTS OF RURAL NON-FARM EMPLOYMENT AND INCOMES IN BOLIVIA

By

Valeria Sanchez

This thesis examines the factors influencing non-farm employment and income among rural households in Bolivia. Two econometric models are used to estimate the determinants of a) participation in nonagricultural employment, b) the determinants of the intensity of participation and c) the income level of rural households by sector. To estimate participation and intensity of participation, a double hurdle model is applied whereas to estimate income determinants, ordinary least squares (OLS) and tobit models are implemented.

The results suggest that gender plays an important role in participation, intensity of participation and level of income. Women tend to focus on nonagricultural self employment activities. Education is also an important determinant in all three models especially nonagricultural wage employment and highly skilled employment. The ecoregion also influences whether a household engages in agricultural work or not. Finally, those individuals who reside in dispersed rural areas are less likely to find employment other than agricultural wage labor.

Education must be an important component of any policy intervention, focused on training, and recognizing the heterogeneity of the ecoregions. Policy makers should also note the high share of nonagricultural wage employment in household activities.

**This thesis is dedicated to my beautiful children Anika and Joaquin
and to my unconditional partner, Cristóbal.**

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ACRONYMS

CIES Internacional	Centro de Investigación Económico y Social
MAPA	Market Access and Poverty Alleviation
NAE	Nonagricultural Employment
OLS	Ordinary Least Squares
PRSP	Poverty Reduction Strategy Paper
RNFE	Rural Non-Farm Employment
UDAPE	Unidad de Análisis y Políticas Económicas
USAID	United States Agency for International Development

1. INTRODUCTION

Perceptions of how income diversification affects the rural economy have dramatically changed in recent years (Escobal 2001; de Janvry and Sadoulet 2001). In Latin America many studies have found that the share of rural non-farm employment (RNFE) in rural areas is high and ranges from 40-50 percent of the total income (Berdegue, et al., 2001, Elbers and Lanjouw, 2001, Escobal, 2001, da Silva, 2001; Reardon 2001). These findings have promoted a wave of policy interventions among countries dealing with structural problems in rural poverty and unemployment. In countries in Latin America, RNFE has increased significantly. Berdegué et al. (2000) state that by the 1990s, the percentage of total household income derived from nonagricultural employment (NAE) ranged from 38% in El Salvador and Honduras, to 42% in Nicaragua and even up to 68% in Haiti. Moreover, the income derived from these activities has also increased and continues to have a positive trend.

In Bolivia, recent government policies and strategies have been designed with the objective of reducing poverty. One of those strategies is focused in the development of the rural and agricultural sector and the generation of nonagricultural opportunities in the rural areas (Castro, 2005). This strategy is particularly important since it acknowledges the elevated degree of diversification in the rural areas, which was not traditionally regarded as important. The creation of micro and small enterprises is envisioned as a way to create non-farm employment opportunities for the poor in the rural areas (Gennrich, 2002; PRSP, 2001; Paz, 1997), although this approach may diminish the significance of temporary or permanent wage employment (Comisión Europea, 2000). In

either case, it is expected that the reactivation of a local economy generates activities which are expected to absorb the rural labor surplus and thereby slow down migration to the urban areas (Lanjouw and Lanjouw, 2001).

Following similar research efforts in other countries of Latin America, several studies in Bolivia have observed a high share of total rural income coming from nonagricultural activities, although agricultural production is still the most important source of income (Ormachea, 2002, Jimenez and Lizarraga 2003, Comisión Europea, 2000). Ormachea (2002), states that the rural employment composition has undergone important changes, evidencing an increase in employment from non-farm sources. These changes are due to several factors which include: low contributions from peasant agriculture compared to more modern sectors; low productivity of the peasant agriculture; and changes in the organization of the market for agricultural goods which promote more capital intensive activities. In an analysis of structural changes in Bolivia, Urioste (1989) explains that the difficult situation in the rural areas has forced peasants to look for alternate sources of income. The major issues discussed that affect peasants are small landholdings, a lack of access to credit and low repayment capacity, and increasing costs of agricultural production. Of course these are only a few salient factors, among a myriad of issues influencing these trends in rural employment and rural incomes in Bolivia.

Despite these important findings, neither of the studies mentioned above empirically tested the determinants of participation and income related to rural non-farm activities. The studies have relied on limited data on rural incomes and therefore, have failed to

provide detailed information about the dynamic of the rural non-farm sector. This thesis uses a new data set to analyze the determinants of non-farm employment choices and incomes in selected regions of rural households in Bolivia, addressing three specific questions:

- i) What are the determinants of an individual's participation in non-farm employment?
- ii) What is the level of labor allocated to the different non-farm activities?
- iii) What are the determinants of household's rural non-farm incomes?

The remainder of this thesis is organized in five parts. Chapter 2 discusses the rural non-farm sector and its components. Chapter 3 describes the conceptual framework which serves as the base for this study, analyzing how the labor supply is affected by the incentives and capacities of households. Chapter 4 presents the empirical analysis describing the data, econometric models, methods and variables used. Finally, Chapters 5 and 6 present the results, conclusions and recommendations.

2. INCOME DIVERSIFICATION AND NON-FARM EMPLOYMENT

Income diversification activities in the rural areas have come to be recognized as rural non-farm employment or RNFE in the literature. The rural non-farm sector, as explained by Lanjouw and Lanjouw (2001), is a set of economic activities carried out in the rural areas that are not agricultural. Table 1 below, illustrates the types of activities that fall under each of the four main categories of employment carried out in the rural areas.

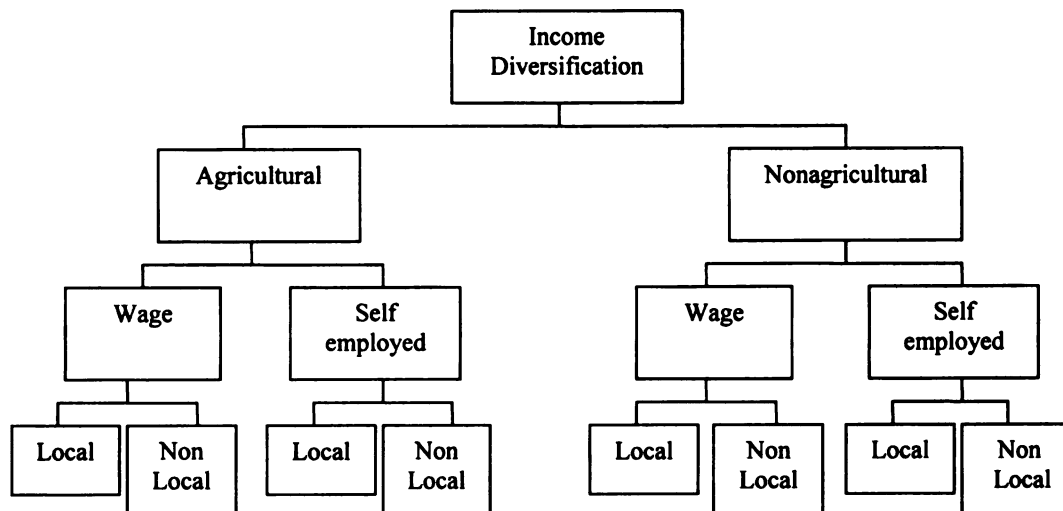
Table 1. Classification of farm and non-farm activities in the rural areas

Sector	Activity
Agricultural wage employment	Hired farm worker in crop and livestock farming
Agricultural self employment	Own farm activity
Nonagricultural wage employment	Wage employment in manufacturing and/or services; food processing.
Nonagricultural self employment	Own enterprise in manufacturing and/or services.

As Barrett et al. (2001) illustrate, diversification of activities in the rural areas can be classified into several categories. The major categories presented in Figure 1 below are: sectoral, functional and spatial. Sectoral refers to the agricultural and nonagricultural sectors; functional refers to wage and self employment categories; and spatial refers to the locality of employment. Here it is important to define the spatial component of RNFE and to indicate where employment takes place. In this study, any activity carried out in the community where the household resides or in another neighboring community or town is considered local. Presumably, local would also be considered rural, however it is difficult to discern this from the data set since the rural-urban classification has not been specified. The non local category is defined as any activity carried out in another

place where a person spends the night. This may be in another community, town, city or country.

Figure 1. Structural diagram of the general categories of income sources



Source: Author's typology adapted from Barrett et al. (2001)

One can go into further detail, distinguishing between different skill requirement levels in each of the sectors. For example, Elbers and Lanjouw (2001) make the distinction between two categories of wage employment: “high-productivity” or “low productivity” jobs. Similarly, Dirven (2004) classifies jobs as “low productivity” and “higher productivity”, emphasizing the different entry requirements into the labor market. Escobal (2001) disaggregates each of the two major categories of non-farm employment, self employment and wage employment into “high skilled” and “low skilled”. In this study, we will follow the distinction between jobs that are “high skilled” and those that are “low skilled” in order to differentiate the high/low capital requirements and also higher/lower returns of some activities. Low skilled activities are characterized by

having low entry barriers and low rates of return, making access and exit from the market easy (Dirven, 2004).

3. CONCEPTUAL FRAMEWORK: DERIVING LABOR SUPPLY

In order to explore the topic of non-farm employment, this study uses a utility maximization framework under the agricultural household approach (de Janvry and Sadoulet, 1995). The household approach is justified when both production and consumption decisions are interrelated (Caillavet, 1994), and when household characteristics play an important role in determining household behavior, as is the case in imperfect markets (Lofgren and Robinson, 1999).

From the constrained utility maximization problem, de Janvry and Sadoulet (1995) derive a labor supply function of the form:

$$(1) \quad L^S = f(p, k, z)$$

Where: L^S = Labor supply

p = Vector of input and output prices

k = Vector of capital available to the household

z = Vector of household characteristics

Under the same behavioral model, Corral and Reardon (2001) explain the variables in the labor supply function in terms of a household's *incentives* and *capacities*. The *incentives* are expressed as the "returns and risks" in the forms of prices of inputs and outputs, wages, and production risks in the model above. The *capacities* are expressed as the vectors of capital and household characteristics of a household which make it able to

respond to the *incentives*. These assets are described as the level of education, amount of cattle owned, and amount of land owned for example (Corral and Reardon, 2001).

Reardon (1998) explains that *incentives* either “pull” or “push” individuals into the labor market. The potentially higher returns to labor that could be obtained from working off the farm would “pull” or lure households into diversifying. Lanjouw and Lanjouw (2001) similarly explain that households which are “pulled” into non-farm activities participate as a means of obtaining more income and improving their current living conditions. By contrast, factors such as risk to the farm production, lack of access to credit, for example will tend to “push” households into nonagricultural activities. Households that are “pushed” into nonagricultural activities resort to diversification as a safety net.

The *capacities* are assets, at individual and household level which are vectors of capital including human capital, physical capital, social capital and organizational capital. These capacities will place households in relatively better positions to respond to incentives. A household may have the incentive to participate in non-farm employment, say because of higher wage rates offered, but if the capacities are not in place (such as skills to qualify for the job), then even though the incentives are in place, the household will not be able to take advantage of them.

4. THE EMPIRICAL ANALYSIS

The following section includes a description of the data, variables and econometric models used to test empirically which household characteristics determine nonagricultural labor supply and income. Section 4.1 covers the data, specifically the type of survey carried out and the sampling technique used to gather information. Section 4.2 describes the dependent and independent variables, following the specification of the theoretical labor supply function. Finally, Section 4.3 describes the econometric models and specifications implemented to test first, the determinants of participation and intensity of participation, and second, the determinants of household income by source.

4.1 Data

The baseline survey entitled “Characteristics of the rural households in the Altiplano, Valles and Yungas – Agricultural Year 2001-2002”, was designed and carried out in Bolivia during the months of June-July 2002, by CIES Internacional, a consulting firm based in La Paz, Bolivia. This activity was financed by the United States Agency for International Development (USAID) through the Fundación Valles and the Market Access and Poverty Alleviation (MAPA) project. The survey was designed to collect information specifically on household income in selected rural areas of Bolivia. Data were collected in three macro ecoregions, the Altiplano, Valles and the region of the Yungas, located in the department of La Paz. The Altiplano is located in the highlands at 9,800- 13,000 feet over sea level and is characterized for being arid and having low agricultural productivity. The Valles by contrast is located between the mountain chains

of the Andes which form fertile valleys. This region is located between 5,900 and 9,500 feet above sea level. The region of the Yungas is formed by steep valleys with subtropical vegetation, located at 1,900 – 2,300 feet above sea level.

After stratification by region, the sample was also stratified between populated centers and dispersed areas¹, both located in the rural areas. In this survey, a rural area is defined as an area with 2,000 inhabitants or less. The survey excluded towns with more than 25,000 inhabitants. The survey sample includes 3,300 households (3,299 usable household observations, covering 10,548 individual observations) selected at random from 121 municipalities in six departments of Bolivia, which are: Chuquisaca, Cochabamba, La Paz, Potosí, Tarija and Santa Cruz², all distributed between the two macro ecoregions mentioned above, Valles and Altiplano. Chuquisaca, Santa Cruz, Tarija and a part of Cochabamba are located in the Valles and, La Paz, Potosi and another part of Cochabamba are located in the Altiplano. Of the 121 municipalities surveyed, 76 are located in the Valles, 37 in the Altiplano and 8 in the Yungas zone. Of the 3,300 rural households surveyed, approximately 30% or 735 households are located in rural populated centers and 70% or 2,565 households are located in rural dispersed areas.

The framework for the baseline survey takes into account information developed for the Population and Housing Census 2001, which in turn is based upon the Cartographic Update for the 2001 Census” (CIES Internacional, 2002). According to the last national

¹ Populated centers are defined as a group of 50 or more households that make up organized blocks. Dispersed areas are any populated area where the households have no particular organization, and where the inhabitants are dedicated primarily to agricultural activities

² Six of the nine departments were considered; Beni, Pando and Oruro were left out of the study since they did not form part of the scope of activities by the MAPA project.

census carried out in 2001, a rural area is defined as a geographic area with a population of 2,000 inhabitants or less. A three-stage sampling technique was used to select the households. The technique reported by CIES Internacional follows:

“The selection of the census sectors [first stage selection] as the sampling unit in the populated and dispersed centers was done based on a weighted probability. Its selection is justified due to the fact that the data base of the Cartographic Update constructed census sectors of standard size; consequently, the populated center holds approximately 120 households on average, and the dispersed area holds 280 households on average”.

“The second sampling stage, the census segment, corresponds to a smaller geographic region than the census sector. This area contains 20 households in the populated center and 45 households, on average, in the dispersed areas. For purposes of the sampling design, two contiguous segments in the populated center were added together so that both sum up to 40 households, and maintain the 45 households in the dispersed areas. These areas had equal probability of selection like the selected census sectors in the first level”.

“The last and third sampling stage is the inhabited household. Its probability of selection is weighted. A total of 15 households were chosen per census segment. The selection of the households was performed at random; that is to say, starting with the first household surveyed, every third household was surveyed after that. In order to obtain an equally distributed sample throughout the country, non statistical representation was given to the existing municipalities within the sampling framework. In total, the selection corresponds to 220 sampling units (clusters) distributed in a total of 121 municipalities, with one or two points per municipality” (CIES Internacional, p.10).

It is noteworthy that the population includes households with and without agricultural production since the objective of the survey was to collect data on incomes in rural households, independent of their activities.

4.2 Definitions and descriptions of the dependent and independent variables

The dependent variables measure participation, intensity of participation and incomes for each non-farm activity choice. These activities are agricultural wage employment, nonagricultural wage employment, and nonagricultural self employment. The

independent variables show individual characteristics, household characteristics and location characteristics. Each empirical variable is linked to the categories of variables described in the conceptual labor supply model described in Chapter 3. Below are descriptions of the dependent and independent variables. Tables 2 and 3 below provide a list of the dependent and independent variables used in the study.

4.2.1 Dependent variables

The dependent variables on participation are defined as: nonagricultural self employment, agricultural wage employment, nonagricultural wage employment, and, low skilled wage employment and high skilled wage employment (Escobal 2001). All of these activities measure the probability of an individual participating in primary employment activities in the rural areas.

These dichotomous dependent variables are functions of a vector of individual characteristics, a vector of household assets, and location characteristics. The next dependent variable, days worked per year, measures how much time an individual dedicates to non-farm activities, *given* their participation on the non-farm labor market. A “jornal” or day of work is a common measure of labor in the rural areas of Bolivia. The variable in this study aggregates (or disaggregates) the number of hours, days, weeks and months of work declared by an individual; eight hours of work per day make up a day’s work. The dependent variable on the determinants of household income is a function of household characteristics which seeks to establish which characteristics are more important in determining a household’s level of income from different sources.

Table 2. List of dependent variables for nonagricultural labor supply models

Dependent variable description	Value
Participation in nonagricultural self employment	1=Yes, 0=No
Participation in agricultural wage employment	1=Yes, 0=No
Participation in nonagricultural wage employment	1=Yes, 0=No
Participation in nonagricultural wage employment – Low skilled jobs	1=Yes, 0=No
Participation in nonagricultural wage employment – High skilled jobs	1=Yes, 0=No
Days per year worked in wage activities of those who participate	Number of days
Incomes derived from nonagricultural activities	Income in Bs.*

*Exchange rate for 1.00 US\$ was 6.83 Bolivianos (Bs.) by December 2001

4.2.2 Independent variables

The study considers a set of explanatory variables that corresponds to the theoretical variables expressed in the labor supply equation stated in Chapter 3. Each variable is listed in Table 3 below and is described next.

In order to analyze the determinants of an individual's participation in non-farm activities, a set of variables at the individual level are first considered including age, level of education, gender, and whether the individual is the head of household or the spouse. The variable on educational level is modeled quadratically to show the marginal rate of return of having additional years of education and how it impacts participation, intensity of participation and level of income. Two additional variables on education were considered: whether an individual can read and write and the average years of education of adults in the household. After performing a Pearson's correlation test, it was observed that these variables were highly correlated amongst each other and therefore, were dropped from the model.

The household asset variables are expressed as the vectors of capital in the theoretical model. These predetermined variables include: landholding, value of livestock and adult members in the household. Landholding is measured as the total area of land owned by an individual, in hectares. Livestock is measured as the value of total livestock owned at the end of the previous agricultural period (June 2001) before income was registered for the period of June 2001-June 2002. Lastly, the number of adults in the household takes into account all individuals in the household over the age of 12 years who are considered to be part of the economically active population.

It is prudent to note the potential correlation between the independent variables and other unobserved variables (in the error term) as well as the potential ambiguous causal relationship or simultaneity between the independent variable and the dependent variables in the model (Wooldridge, 2002). Having livestock could be a determinant of participation, but it could also be a result of additional incomes from non-farm activities. Having more adult members in the household may increase participation and level of incomes; but it may also be a choice variable as households may choose to have more children or live with extended family members as a way to obtain higher incomes. Under the presence of endogeneity, the potential effects are biased and inconsistent coefficient estimates, but an effort was made to minimize this risk by looking for appropriate predetermined variables.

Other explanatory variables include distance to nearest market which serves as a proxy for input and output prices, theoretical variable described in the labor supply function. This variable is useful to understand which types of activities have an effect on

participation and income derived from each activity. Lastly the location variables describe two major macro ecoregions of the country, Valles and Altiplano and the zone of the Yungas, located in the department of La Paz. These variables represent two distinct agro ecological regions, and a sub tropical zone, the Yungas. Reardon and Taylor (1996) state that in places where there is contrasting agroclimatic variability, there will also be significant differences in income composition. Likewise, a location variable identifying dispersed areas is included due to the expected effect on household access to labor and product markets.

Table 3. List of independent variables for nonagricultural labor supply models

<i>Independent</i>	<i>Definition</i>	<i>Value</i>
<i>Individual</i>		
Female	Individual gender (female=1)	1=Female,0=Male
hh_head	Individual is household head	1=Yes, 0=No
hh-spouse	Individual is spouse of household head	1=Yes, 0=No
Age	Individual age	Years
Education	Number of years of education completed by each household member	Years
education2	Number of years of education completed by each household member squared	Years squared
<i>Household</i>		
hh_female	Gender of head of household (Female=1)	1=Female,0=Male
hh_age	Age of head of household	Years
hh_leved	Completed level of education of household head	Years
hh_leved2	Completed level of education of household head	Years squared
adults in hh	Adult workers in household over age 12	Number
landholding	Landholdings per household	Hectares
Livestock	Value of livestock per household as of June 2001	In Bs.*
distance_hr	Distance from household to nearest fair/market	Hours
<i>Location</i>		
Valles	Valles macro eco-region	1=Yes, 0= No
Altiplano	Altiplano macro eco- region	1=Yes, 0= No
Dispersed area	Populated center or dispersed area	1=dis, 0=pop

*Exchange rate for 1.00 US\$ was 6.83 Bolivianos (Bs.) by December 2001

4.3 Econometric Models and Estimation Methods

In order to address the three research questions stated in Chapter 1, three different econometric models are used to analyze the determinants of participation in

nonagricultural employment, intensity of participation and resulting income. First the econometric models will be discussed. In a following section, the dependent and independent variables used to implement these models will be explained.

4.3.1 Determinants of participation and intensity of participation by sector

The double-hurdle model was chosen for the initial analysis because it allows for the distinction between the determinants of participation and the level of participation in non-farm activities through two separate stages. This model was developed by Cragg (1971) and has been applied by Matshe and Young (2004) who model household labor allocation decisions in Zimbabwe and also by Serumaga-Zake and Naudé (2003) who apply the model to the rate of return of education in South Africa through the decision of participation and employment. In their study, Matshe and Young (2004) state that by separating the model into two stages, it is possible to establish that the two decisions are sequential.

The first stage of this model examines participation in three main categories of employment: nonagricultural wage employment, agricultural wage employment and nonagricultural self employment. Two additional equations evaluate participation in high and low skilled wage employment. The distinction made between the latter two is based on “whether earnings respectively fall below, or exceed, the average earnings of someone with agricultural wage labor as a primary activity” (Elbers and Lanjow, 2001). The analysis of the decision to participate is estimated by means of the following probit regression:

$$(2) \quad P(y=1|x) = \beta_0 + \beta_i X_i + u$$

Where: P is the probability of participation by an individual in a non-farm activity; β_i is the vector of parameters, X_i is the vector of exogenous explanatory variables and u is the error term.

In order to estimate this model, the survey probit procedure under survey data analysis in the statistical package STATA 8 was used. The “census segment” was defined as the primary sampling unit (PSU). Accounting for PSU effects allows controlling for unobserved variables within clusters that share similar if not identical characteristics (Deaton, 1997).

The sample stratification for the ecoregions made some of them to be over represented and others under represented, which is not consistent with the random sampling condition necessary to produce unbiased estimates (Wooldridge, 2002). Therefore, in order to compensate for the inequitable distribution of the sample size between the macro ecoregions, these were weighted. The weights were calculated by dividing the proportion of population of the survey by the proportion of the sample size for each region. This adjustment factor was included as part of the regressions in the survey procedure to avoid over representation of larger regions over smaller ones.

The second stage of the model determines the level of participation, conditional on participation, and is implemented using a truncated regression. This regression examines

the determinants of how many days per year an individual allocated to non-farm activities. This stage involves a truncated regression that can be specified as:

$$(3) \quad L = L^* \text{ if } L^* > 0 \text{ and } P^* > 0$$

$$L = 0 \text{ otherwise}$$

$$L^* = \beta_0 + \beta_i X_i + u$$

Where: L^* is the observed level of participation, β_i is the vector of parameters, and X_i is the set of exogenous explanatory variables. Five equations are estimated for determinants of nonagricultural self employment, agricultural wage employment, nonagricultural wage employment and for high and low skilled employment as well. The analysis uses a truncated regression with survey weights, and robust standard errors.

4.3.1.1 Hypotheses on employment determinants

Based on the conceptual framework and the research questions, the model specified above is used to test the following hypotheses:

- Residence in populated centers, where individuals have greater access to infrastructural capital assets, will have a positive and significant effect on participation in nonagricultural activities, especially nonagricultural wage employment, high skilled employment and nonagricultural self employment.
- Individuals who come from wealthier households participate in nonagricultural activities more than those who do not.

4.3.2 Determinants of household income

A set of models are specified for the analysis of the determinants of household income derived from activities in the following categories: agriculture, nonagricultural self employment, agricultural wages, nonagricultural wages and total income.

The equations analyzing the determinants of total income, nonagricultural self enterprise and agricultural income are estimated following a standard ordinary least squares (OLS) model using a linear regression for survey data. As with the probit models under this procedure, PSU clusters and survey weights were incorporated. The equations estimating agricultural and nonagricultural wage incomes were regressed using tobit, a censored regression model. Because these two dependent variables have many observations at zero, estimating them using an OLS would yield biased and inconsistent results (Pindyck and Rubinfeld, 1991).

Due to Tobin (1958), the tobit model allows for the analysis of censored data, originally applied to variables censored so that they could not fall below zero. In this study the presence of zeroes in the dependent variables of income derived from wage, are due to non participation in wage activities, not from zero income obtained from wage employment. Therefore, by using a tobit model, the zero observations are accounted for and the censored regression provides a more accurate estimation (Wooldridge, 2002). However, the presence of heteroskedasticity may cause inconsistent coefficient estimates by the standard tobit estimator (Wooldridge, 2002). In light of this potential problem, Kennedy (2003) suggests the use of robust estimators such as Powell's censored least

absolute deviations (CLAD) to control for heteroskedasticity. This estimator was tested but for the purpose and scope of this study, the tobit proved to be an appropriate model.

The OLS specification models for total income, nonagricultural self enterprise and agricultural income follows:

$$(4) \quad Y_i = \beta_0 + \beta_i X_i + u$$

Where: Y_i is the dependent variable representing income earned from each of the non-farm activities, explained by β_i which represent a vector of parameters and X_i is a vector of exogenous explanatory variables (Pindyck and Rubinfeld, 1991).

The two tobit equations take the following specification:

$$(5) \quad Y_i^* = \beta_0 + \beta_i X_i + u$$

$$Y_i = Y_i^* \text{ if } Y_i^* > 0$$

$$Y_i = 0 \text{ otherwise}$$

Where: Y_i^* is the unobserved latent variable, Y_i is the actual observed outcome, β_i is a vector of unknown parameters and X_i is a vector of exogenous explanatory variables (Wooldridge, 2002).

4.3.2.1 Hypothesis on income determinants

Based on the conceptual framework and the research questions, the empirical models of income seek to test the following hypothesis:

- More capacities existing in the household in the form of physical assets and level of education will cause an increased likelihood of a household's participation in non-farm activities and thereby, level of income obtained.

5. RESULTS

The following section first describes the zones and households, in order to place the results in context. Next, the regression results are analyzed and discussed.

5.1 Conditioning household characteristics and sources of income in Bolivia

5.1.1 Zone and household characteristics

The Valles, Altiplano and Yungas have unique geographical characteristics which also make their economies distinct. The Valles are characterized by warm tempered climate with very fertile soils. They are large producers of vegetables, cereals, legumes, and tree fruits. The Valles also have dairy cattle for milk production. By contrast, the Altiplano is characterized by high plateaus, and an arid climate, unfavorable for extensive agricultural production. Because of the characteristics of the Altiplano, and a considerable rural exodus, the population density is low (Enciclopedia de Bolivia, p.249). The main agricultural enterprises in this region are wheat, barley, and potatoes, and dairy cattle. In the subtropical zone of the Yungas, the warm and humid weather and fertile lands make it very apt for the production of coffee, sugar, tree fruit, bananas, and coca.

Table 4 below summarizes survey results for the three regions. Households and landholdings are relatively small, averaging 0.91 hectares per household in the Valles, 1.08 hectares in the Altiplano and 1.77 hectares in the Yungas. Access to markets is difficult; data from the National Institute of Statistics affirm that 64% of the roads in Bolivia are mostly dirt roads.

Table 4. Mean characteristics of individuals and households in rural Bolivia, by macro ecoregion: Agricultural Year 2001-2002

Variables	Macro eco-region			
	Total	Valles	Altiplano	Yungas
Number of individuals (observations)	10548	6703	2698	1147
Number of households	3299	2010	915	374
<i>Individual characteristics</i>				
Individual gender (% male)	50.0	50.5	47.9	53.4
Individual age (years)	34.3	34.0	35.5	33.1
Individual can read and write (% Yes)	80.7	79.4	80.0	90.7
Years of education completed (number)	5.0	5.0	4.8	5.9
<i>Household characteristics</i>				
Gender of household head (% Female)	11.0	10.9	11.7	12.3
Age of household head (years)	47.5	47.7	47.6	45.8
Level of education of household head (years)	6.5	6.4	6.3	7.2
Number of adults in household (over age 12)	4.0	4.1	3.6	3.8
Access to electricity (%)	43.0	47.7	24.2	55.7
Access to potable water (%)	64.0	67.9	47.7	79.5
Distance from household to market (km.)	19.3	18.4	23.0	16.3
Total value of livestock per household (in Bs.)	4751.2	5604.9	4169.3	1131.3
Household land size (in hectares)	1.5	.91	1.08	1.77
Dispersed area (%)	78.0	76.7	84.7	70.9

Regarding household assets, the Altiplano seems to be the most disadvantaged region, with access to electricity and potable water at 24% and 48% respectively, is lower than the other two regions. The average years of education per person ranged from 4.8 in the Altiplano to 5.9 in the Yungas. Literacy is also highest in the Yungas at 90%.

5.1.2 Sources of income by region and income strata

In the following section, five sources of household income are analyzed. These follow the income source classification discussed in Chapter 3, with the addition of unearned income. Although this source of income is not included in the models, since the relevance of the study lies on the earned sources of income, it is useful to recognize the contribution of pensions, remittances and rents to the household income. These sources

of unearned income are only included so as to provide a more complete picture of the income composition of rural households.

Agricultural income is defined as including all income from crop and livestock production minus expenses, home consumption and production losses. Income earned through nonagricultural self employment activities includes agricultural processing and entrepreneurial activity in the areas of services and manufacturing. Agricultural wage income and nonagricultural wage income are gross incomes derived from those pursuits.

Table 5 below shows income shares by source of income, per region. Approximately 42% of total income is derived from agricultural production and 11% from agricultural wages. All other earned income from non-farm activities sums up to 46% of total income. This study shows that approximately 49% of the working population is involved in nonagricultural activities. The most important categories of non-farm work are: construction, artisan work, commerce and services. Also, an important share of the working population is unskilled workers or laborers, especially in the Valles and Altiplano (see Table 16 in Appendix).

Agricultural production income alone represents nearly half of all income in the Altiplano and the Yungas. However, in the Yungas, approximately 75% of the population participates in agricultural wage activities as agricultural peons. This figure contrasts with the share in the Altiplano (33%) which may be explained by the types of agricultural production particular to each region. The Altiplano is more oriented towards subsistence

agriculture, whereas the Yungas region has more intensive and commercial agriculture demanding more labor force. Interestingly, Table 5 shows that the Valles has a more balanced distribution of income shares than the other regions, however, the Altiplano seems to have a more diverse and balanced participation in the different activities in non-farm employment. This can be explained by the fact that households in the Altiplano will diversify more because of the higher risk involved in agricultural production in that ecoregion.

Most of the activities that households in the Altiplano are involved in are in construction and artisanal work. In the Valles, by contrast, few participate in artisanal work; instead, the shares are highest in construction work and unskilled wage labor. Also important is nonagricultural wage employment, particularly in the Valles and Altiplano (22 and 21% respectively). In the Yungas, the share of nonagricultural wage employment reaches 9%, however, employment in this category is better remunerated than in the Altiplano. Also in the Yungas, the share of nonagricultural self employment is the highest and, the level of income, on average, of those who engage in this activity will be three times higher than the Valles and five times higher than the Altiplano (see Table 14 in Appendix). Possibly, these substantial differences may be explained by the fact that the Yungas has a more diverse agricultural production which is mostly destined towards commercial markets. In the Altiplano, agricultural wages represent only 5% of total income. The Yungas also has the highest share of self enterprise activities among the regions, whereas the Valles have the highest share of income from nonagricultural wage activities.

**Table 5. Sources of rural income of rural households in Bolivia:
Agricultural Year 2001-2002**

Source of income	Region			
	Valles	Altiplano	Yungas	Total
Agricultural Production Income	37%	48%	49%	42%
Agricultural Wage Income	13%	5%	15%	11%
Nonagricultural Wage Income	22%	21%	9%	20%
Nonagricultural Self Employment	16%	12%	20%	15%
Unearned Income	12%	13%	6%	12%
Total Income	100%	100%	100%	100%

Table 6 below illustrates how income is distributed by income quartiles. For the highest quartile, 32% of income comes from nonagricultural wage employment. Not only is this share the highest, but also the level of income obtained, on average, from nonagricultural wage activities for the highest income quartile is nearly three times as much as the third quartile and 14 times greater than the lowest quartile. From Table 2 in the Appendix, one can observe that the highest and lowest income quartiles show larger variability compared to the 2nd and 3rd income quartiles.

The income shares of the highest quartile are relatively well balanced across activities, demonstrating the capacity of the wealthier households to diversify. On the other hand, the share of income for the lowest quartile is heavily dependent upon agriculture which accounts for 55% of earnings followed by 15% of unearned sources, 13% from nonagricultural self employment and 8% from nonagricultural wage income. The income obtained from nonagricultural wage employment, steadily increases with higher income quartiles. By contrast, while agriculture represents a larger share of income, it is not the

highest provider of income for those who participate in this sector. Households in the lowest income quartile appear to diversify as much as households in the other quartiles, but likely do so as a result of being *pushed* into participation. The second and third income quartiles are more balanced among activities than the poorest, but they show a similar tendency toward reliance upon agriculture as the main source of income.

**Table 6. Share of income source by income quartiles, by sector:
Agricultural Year 2001- 2002**

Source of income	Quartiles			
	Low	2nd	3rd	High
# of households	3,329			
Agricultural Income	55%	48%	38%	25%
Agricultural Wage Income	9%	13%	14%	9%
Nonagricultural Wage Income	8%	16%	25%	32%
Nonagricultural Self Employment	13%	11%	14%	23%
Unearned Income	15%	12%	9%	10%
Total Income	100%	100%	100%	100%

5.2 Regression results

5.2.1 Determinants of participation in nonagricultural activities

Tables 7 and 8 present the first stage of the double-hurdle estimation, namely, the probit model using a survey probit procedure with survey sampling weights and using census segments as primary sampling units (PSU) to control for fixed effects. The STATA 8.1 econometric software was used to estimate this model. Separate regressions were performed for nonagricultural self employment, agricultural wage employment and nonagricultural wage employment. Two additional equations were estimated for low-

skilled jobs and high-skilled jobs in wage employment. Regression results show the marginal effects on participation given a one unit change, or a discrete change, in the explanatory variables. Based on the results presented in Table 7, the role of individual and household factors will be discussed and how each influences the decision to take part in non-farm activities.

Table 7. Determinants of individual participation in non-farm activities; results estimated using survey probit: Agricultural Year 2001-2002

<i>Dependent variables:</i>						
	Nonagricultural self employment		Nonagricultural wage employment		Agricultural wage employment	
<i>Variables</i>	Marginal Effect	P-value	Marginal effect	P-value	Marginal effect	P-value
<i>Individual characteristics</i>						
Female	0.021	(0.06)	-0.052	(0.00)	-0.132	(0.00)
hh_head	-0.026	(0.07)	0.122	(0.00)	0.085	(0.00)
hh_spouse	-0.011	(0.40)	0.034	(0.03)	0.038	(0.01)
Age	0.002	(0.00)	-0.002	(0.00)	-0.002	(0.00)
education	0.020	(0.00)	-0.005	(0.11)	0.000	(0.92)
education2	-0.001	(0.10)	0.001	(0.00)	-0.001	(0.00)
<i>Household characteristics</i>						
hh_female	-0.030	(0.27)	0.052	(0.00)	0.058	(0.00)
hh_hage	-0.001	(0.34)	-0.002	(0.00)	-0.001	(0.03)
adults in hh	0.011	(0.06)	0.012	(0.00)	0.003	(0.26)
total_land	0.000	(0.40)	0.000	(0.31)	0.000	(0.70)
livestock	0.000	(0.83)	0.000	(0.10)	0.000	(0.32)
distance	-0.009	(0.02)	-0.001	(0.54)	-0.001	(0.43)
<i>Location characteristics</i>						
Valles	0.080	(0.02)	0.124	(0.00)	-0.077	(0.00)
Atiplano	0.034	(0.43)	0.169	(0.00)	-0.140	(0.00)
dispersed areas	-0.322	(0.00)	-0.057	(0.00)	0.052	(0.00)
Number of observations	10548		10548		10548	
Number of PSUs	220		220		220	
F(15, 205)	14.82		45.58		27.07	
Prob > F	0.000		0.000		0.000	

Table 8. Determinants of individual participation in low-skilled and high-skilled activities in agricultural and nonagricultural wage employment; results estimated using survey probit: Agricultural Year 2001-2002

<i>Dependent variables:</i>				
	Low- skilled wage employment		High-skilled wage employment	
<i>Variables</i>	Marginal effect	P-value	Marginal Effect	P-value
<i>Individual characteristics</i>				
female	0.012	(0.20)	-0.222	(0.00)
hh_head	0.072	(0.00)	0.130	(0.00)
hh_spouse	-0.014	(0.21)	0.127	(0.00)
age	-0.002	(0.00)	-0.001	(0.02)
Education	-0.005	(0.16)	-0.011	(0.00)
education2	0.000	(0.81)	0.001	(0.00)
<i>Household characteristics</i>				
hh_female	0.057	(0.00)	0.055	(0.00)
hh_age	0.000	(0.61)	-0.003	(0.00)
adults in hh	0.007	(0.02)	0.009	(0.00)
total_land	0.000	(0.29)	0.000	(0.74)
livestock	0.000	(0.34)	0.000	(0.42)
distance	0.000	(0.74)	-0.002	(0.04)
<i>Location characteristics</i>				
Valles	-0.041	(0.06)	0.061	(0.00)
Altiplano	-0.045	(0.03)	-0.007	(0.72)
dispersed area	-0.014	(0.36)	0.001	(0.92)
Number of observations	10548		10548	
Number of PSUs ⁽¹⁾	220		220	
F(15, 205)	11.95		54.85	
Prob > F	0.000		0.000	

(1) PSU is census segment

Among individual characteristics, the results suggest that females are more likely to participate in nonagricultural self employment. Agricultural wage employment, nonagricultural wage employment, and high-skilled jobs seem to be more accessible to men. This may be a reflection of the fact that 60% of women in fertile age have children and are dedicating themselves to domestic activities. Similar outcomes were found by Matshe and Young (2004) in Zimbabwe. Carafa (1993) highlights the participation of women in the rural areas in several activities ranging from domestic to agricultural

production and commercialization, recognizing the multiple roles that women play in regards to household welfare and economy. This, as Glick and Sahn (1997) acknowledge, may have a strong influence on the types of activities women will become involved in.

Additional years of education increase the likelihood of participation in nonagricultural wage employment and high skilled employment. A large portion of the wage jobs are not local and appear to be acquired through temporary migration (see Table 22 in Appendix). It makes sense that individuals with more capital, financial and physical assets will have an increased possibility of migrating and working outside their community, especially if they reside in a populated center, with easier access to urban locations. The quadratic variable on level of education shows the marginal rate of return of education on the dependent variables. With the quadratic model it was possible to determine that the education has a U-shaped effect in nonagricultural wage employment and high skilled employment. This means that those with few years of education are less likely to participate in nonagricultural wage employment and highly skilled jobs. But, as the number of completed years of education increases, then education has a positive effect on participation in both activities. The minimum number of years of education completed before an individual begins to increase their likelihood of participation is four for nonagricultural wage employment, and five for highly skilled wage employment. Lizarraga (2001) explains that in the rural areas of Bolivia, most youths attend primary school, but few continue to secondary school. This is in part due to a lack of access to a

schooling system, but also because of the opportunity cost of obtaining an education versus the necessity of employment.

An interesting result in the regressions is the positive and significant effect of education on participation in nonagricultural self employment. This is worth mentioning since studies in non-farm employment, in particular studies in Nicaragua, Guinea and Mali (Corral and Reardon, 2001; Glick and Sahn, 1997; and Abdulai and CroleRees, 2000) found the relationship between education and non-farm self employment to be unimportant or not significant. In this case however, education is important for increasing the likelihood of participation, but additional years of education will not contribute to the likelihood of participation in nonagricultural self employment.

Households headed by women increase an individual's likelihood of participation in agricultural and nonagricultural wage employment increases, as well as low and high skilled wage employment. Furthermore, for every additional member in the household, 12 years or older, participation in all forms of employment significantly increases. This is expected and logical since the household, especially if it is run by a female will rely on the members of the family to generate additional income.

Being from a dispersed rural area as opposed to being from a populated center decreases the likelihood of participation in almost all forms of non-farm activities. As Barrett et al. (2001) explain, "being in remote areas is costly and causes factor and product market failures". By contrast, residing in a town or "populated center" makes the options of

participation in wage and self employment more accessible, generating more income opportunities for individuals (Elbers and Lanjouw, 2001, Barrett et al. 2001). Likewise, residing in a more favorable climatic and geographic environment, as is the region of the Valles, gives rise to more opportunities to diversify and participate in nonagricultural self employment, nonagricultural wage employment and high skilled employment. Reardon and Taylor (1996) found that in environments that are so favorable, the incentives are in place to diversify locally, whereas in places like the Altiplano, where the agroclimatic conditions are difficult, individuals are “pushed” into diversification in another zone or perhaps within a zone if the income source is not agriculture.

5.2.2 Determinants of the level of participation in nonagricultural activities

The results of the probit estimation discussed in the previous section allowed us to understand which characteristics play an important role in determining the probability of participation in different kinds of employment. In this section, the analysis will focus on the second stage of the model which examines the time dedicated to employment, given participation. The results are presented in tables 9 and 10. Before proceeding to the analysis, it is necessary to mention that the result of the Wald statistic in the model for agricultural wage employment was not significant. Some of the coefficients in the model are significant but no interpretation can be made of those, since it may be only by coincidence that they explain, or not, the model for agricultural wage. Nonetheless, given the characteristics of agricultural wage labor and its seasonality, the intensity of participation is likely to be based more on a demand and supply basis rather than on whether individuals possess certain skills or assets.

As was expected from the hypothesis on intensity of participation, the results and findings in this section regarding education are positive. The intensity of participation in nonagricultural wage employment and high skilled employment increases with higher education levels.

On household size, an additional adult member in the household will contribute to an increased level of participation in agricultural wage activities and nonagricultural self employment. In Bolivia, for cultural reasons, the family ties are such that the younger members of the family provide for and take care of the elderly, and therefore, the elder members of the family probably do not participate intensively in nonagricultural activities, plus having additional members in the family is viewed as a potential of more opportunities for the generation of income.

It is interesting to note that those individuals who reside in the Valles and Altiplano will participate significantly more in nonagricultural wage activities than those living in the Yungas, yet they have very opposite geographic and climatic conditions. This leads to assume that perhaps individuals in the Valles are pulled into nonagricultural wage employment, whereas individuals in the Altiplano are pushed into diversification. Conversely, individuals residing in the Yungas will participate more in agricultural wage activities than those who reside in the Valles, and at an even larger scale to those residing in the Altiplano. In the case of the Yungas and Valles, these results are consistent with the theory that Reardon and Taylor (1996) pose, that the favorable conditions of a region will tend to create more opportunities for diversification, especially in activities that

provide higher returns. Also from the results, it can be concluded that residing in a dispersed rural area definitely decreases the amount of days per year worked in all nonagricultural activities. By contrast, the shorter the distance from the household to a nearest market has a positive effect on the intensity of participation in all three forms of employment. This may be so because the transaction costs are lower for households who have relatively easier access to markets.

Table 9. Determinants of level of individual participation: Results estimated using a truncated regression on days per year worked. Agricultural Year 2001-2002

<i>Dependent variable:</i>		Days per year worked in:				
		Nonagricultural self employment		Nonagricultural wage employment		Agricultural wage employment
<i>Variables</i>	Marginal Effect	P-value	Marginal effect	P-value	Marginal effect	P-value
<i>Individual characteristics</i>						
Female	-10.346	(0.26)	6.029	(0.36)	-11.662	(0.04)
hh_head	20.980	(0.27)	21.641	(0.07)	6.932	(0.47)
hh_spouse	-1.106	(0.96)	-0.240	(0.99)	-7.777	(0.50)
Age	-0.134	(0.83)	0.343	(0.38)	-0.089	(0.78)
Education	1.282	(0.69)	7.505	(0.00)	-2.184	(0.16)
education2	0.210	(0.20)	-0.148	(0.20)	0.182	(0.12)
<i>Household characteristics</i>						
hh_gender	16.300	(0.18)	11.618	(0.14)	2.226	(0.70)
hh_age	-0.228	(0.66)	-0.212	(0.52)	-0.530	(0.06)
Adults in hh	6.460	(0.01)	1.977	(0.20)	2.618	(0.02)
total_land	-0.381	(0.00)	-0.195	(0.12)	0.025	(0.00)
livestock	-0.008	(0.07)	-0.002	(0.33)	0.000	(1.00)
Distance	1.147	(0.33)	-1.192	(0.04)	0.354	(0.38)
<i>Location characteristics</i>						
Valles	14.183	(0.26)	43.679	(0.00)	-12.269	(0.00)
Altiplano	-9.238	(0.54)	23.454	(0.10)	-55.279	(0.00)
Dispersed area	-27.800	(0.00)	-35.699	(0.00)	-16.823	(0.00)
Number of observations	763		1611		1750	
Wald χ^2 (15)	116.68		329.89		13.67	
Prob > χ^2	0.000		0.000		0.550	

Table 10. Determinants of level of individual participation. Results estimated using a truncated regression on days per year worked: Agricultural Year 2001-2002

<i>Dependent variables:</i>				
	Low- skilled wage employment		High-skilled wage employment	
<i>Variables</i>	Marginal Effect	P-value	Marginal effect	P-value
<i>Individual characteristics</i>				
Female	7.729	(0.12)	1.215	(0.87)
Hh_head	7.849	(0.44)	18.679	(0.10)
Hh_spouse	-10.291	(0.35)	-0.220	(0.99)
Age	0.072	(0.83)	0.035	(0.92)
education	0.759	(0.69)	6.484	(0.00)
education2	0.108	(0.34)	-0.065	(0.51)
<i>Household characteristics</i>				
Hh_gender	13.793	(0.02)	-7.574	(0.34)
Hh_age	-0.383	(0.14)	-0.348	(0.29)
adults in hh	2.841	(0.06)	3.100	(0.01)
total_land	-0.108	(0.26)	0.024	(0.05)
Livestock	0.000	(0.99)	-0.001	(0.43)
Distance	0.480	(0.46)	-0.646	(0.17)
<i>Location characteristics</i>				
Valles	11.480	(0.10)	9.979	(0.22)
Altiplano	-6.598	(0.44)	-3.704	(0.69)
Dispersed area	-33.200	(0.00)	-35.517	(0.00)
Number of observations	1395		1966	
Wald χ^2 (15)	36.07		358.28	
Prob > χ^2	0.001		0.000	

5.2.3 Determinants of household incomes

In this section, the focus of the analysis will be the household. This analysis is done primarily to understand which characteristics are important in determining whether a household will obtain income from one sector versus another.

Five equations are estimated, these are: total income, agricultural income, self employment, agricultural wage income and nonagricultural wage income. Total income is defined as all earned income obtained from all four income sources. Agricultural

income is net income and it is the sum of crop and livestock net incomes. Self employment is also net income and it includes entrepreneurial activities in the agricultural processing sub sector, service provision and manufacturing. Agricultural wage income and nonagricultural wage income, which are incomes derived from remunerated activities, are all gross incomes. These dependent variables have censored data since many households do not participate in nonagricultural employment and therefore, did not obtain income derived from these activities.

As described previously, the results are estimated using OLS for total income, agricultural income and nonagricultural self employment, since all income is observed. The incomes derived from wage activities are estimated using a tobit model. Estimation results for all equations are reported in Table 11.

The importance of education is highlighted once again in this model, however, the results vary depending on the activity. For income earned from agricultural production activities, education has a positive effect, but then declines with additional years of education. Similarly for activities related to self employment (mostly services and manufacturing) having a basic level of education is an advantage, but additional years of education do not contribute to higher incomes. It is likely that basic literacy is important for carrying out activities that range from production to services and manufacturing. These findings are consistent with the literature, where it is found that higher levels of education will not contribute to increased earnings from agricultural wage employment (Escobal, 2001). On the other hand, for incomes obtained from wage activities, education

does play a more important role, especially for those activities in the nonagricultural wage sector. These activities are in construction, office employment, artisans, and technicians among others where additional years of education or specialized training may be required or is highly valued.

For all of the sources of income, having additional adult members in the household is a highly significant determinant for obtaining higher incomes, especially for nonagricultural wage employment. This implies that having a larger household, thereby having a greater labor force gives the household the flexibility to distribute work between the own farm, agricultural activities and also nonagricultural employment, and therefore have a higher capacity of diversification.

The distance variable measured by hours of distance to a nearest market shows that as distance increases, incomes from self employment activities decrease. This result is as expected and suggests that in less accessible rural areas, probably with a low population concentration, it is difficult to establish rural enterprises because of the lack of derived demand and the fact that productive linkages cannot be established. In terms of location, being from a dispersed area, as opposed to being from a more accessible populated center, significantly reduces total income, self employment income, and nonagricultural wage incomes. Both of these variables, distance to market and whether an individual lives in a populated center or dispersed rural area, reinforce the fact that in areas where there is more access to markets and where linkages are created, self enterprise initiatives and wage activities in the nonagricultural sector seem to flourish. Households located in

dispersed rural towns have positive incomes derived from agricultural wage activities, which is expected since those areas are more dedicated to agricultural production and have a higher demand for agricultural wage labor as peons, and likely to be non skilled labor.

The results show that households in the Altiplano and Valles regions, as compared to the Yungas, have significantly higher incomes obtained from nonagricultural wage activities. Also, the level of income obtained from agricultural wage activities is significantly lower than that obtained in the Yungas. This is expected, especially in the Altiplano since the rural economy in that region is disadvantaged and the agricultural sector suffers from low productivity (Pachecho and Ormachea, 2000, Morales 2000).

Table 11. Determinants of annual household income for 3,299 households: Results estimated using OLS and tobit regressions Agricultural Year 2001-2002

<i>Dependent Variables</i>	Total income		Agricultural income		Self employment income		Agricultural wage income		Nonagricultural wage income	
	OLS		OLS		OLS		Tobit		Tobit	
<i>Household characteristics</i>	Parameter	P-val	Parameter	P-val	Parameter	P-val	Parameter	P-val	Parameter	P-val
hh_female	-399.374	(0.47)	-1076.954	(0.00)	494.666	(0.12)	-453.801	(0.18)	576.673	(0.31)
hh_age	42.846	(0.01)	23.210	(0.06)	10.129	(0.18)	-84.164	(0.00)	-109.659	(0.00)
hh_education	239.217	(0.33)	437.472	(0.02)	251.678	(0.02)	-420.140	(0.00)	-442.591	(0.03)
hh_education2	39.640	(0.04)	-29.581	(0.03)	-5.530	(0.50)	1.676	(0.83)	86.632	(0.00)
adults in hh	1687.231	(0.00)	400.746	(0.01)	427.134	(0.00)	647.406	(0.00)	1972.530	(0.00)
total_land	1.515	(0.26)	1.738	(0.33)	-0.066	(0.91)	-1.102	(0.60)	1.611	(0.43)
Livestock	0.235	(0.17)	0.252	(0.12)	0.024	(0.47)	0.021	(0.33)	-0.664	(0.04)
Distance	-39.522	(0.33)	43.038	(0.13)	-35.301	(0.02)	-22.342	(0.50)	-76.481	(0.18)
<i>Location characteristics</i>										
Valles	102.577	(0.92)	-500.223	(0.52)	-613.014	(0.42)	-3858.589	(0.00)	6294.438	(0.00)
Altiplano	-3184.086	(0.00)	-1697.663	(0.01)	-1247.392	(0.07)	-1150.251	(0.06)	6070.512	(0.00)
Dispersed area	-5344.278	(0.00)	-504.212	(0.65)	-2478.836	(0.00)	1405.348	(0.00)	-4499.990	(0.00)
cons	3716.603	(0.04)	635.480	(0.61)	1428.508	(0.21)	1559.519	(0.08)	-8296.767	(0.00)
Number of observations	3299		3299		3299		3299		3299	
F(11, 209)	22.22		4.88		8.92		9.97		15.84	
Prob > F	0.000		0.000		0.000		0.000		0.000	
R ²	0.126		0.019		0.070					

6. CONCLUSIONS AND RECOMMENDATIONS

This study contributes to understanding the rural economy in three different regions of Bolivia by addressing three research questions: i) What are the determinants of an individual's participation in non-farm employment? ii) What is the level of labor allocated to the different non-farm activities? iii) What are the determinants of household's rural non-farm incomes?

The findings highlight the importance of several factors. An individual's gender will have a significant influence on whether participation in non-farm activities occurs. Women's participation in non-farm employment is definitely limited, regardless of the region. These findings coincide with studies in other countries like Nicaragua (Corral and Reardon, 2001) who find that women mostly participate in self employment activities. As was mentioned previously, Carafa (1993) and Glick and Sahn (1997) recognize that this may be due to women's many roles in the household. In terms of policy interventions, focus should be on analyzing the reasons for this tendency in the case of Bolivia and whether women in the rural areas do not participate in non-farm activities because of limitations or by choice, or a combination of both. In any case, programs encouraging education or training at some level for women are critical in order to provide women with the tools required to enter other labor markets.

On this note, the importance of education is also highlighted from the findings. While it is undeniable that more education contributes positively to an individual's capacities, it was determined that each activity has different education level requirements.

Participation in nonagricultural self employment requires some level of education but tends to decline after a certain level of education is attained. Similar results can be observed for agricultural production, where there is a significant negative effect on income beyond three years of education. More education on the other hand, proved to be a determinant for participation in high skilled wage employment. Also, education is a determinant for obtaining higher incomes, especially in nonagricultural wage activities. These findings are similar to those described by Taylor and Yunez-Naude (2000) in Mexico where education was found to increase the likelihood of participation in wage work. The opposite occurs for agricultural production and self employment activities where additional years of education will probably not contribute to higher earnings for a household.

This thesis shows that education clearly contributes to higher earnings from nonagricultural wage income, although not so for agricultural wage income. Similarly, Yúñez-Naude and Taylor (2001) find that basic education has positive returns for income derived from maize production in rural Mexico and wage activities, although they do not disaggregate between agricultural wage employment and nonagricultural wage employment. But like this study, they conclude that education plays a very important role in the activity a household will be involved in.

This study finds that a significant share of total income in the three regions of Bolivia is derived from agriculture, but it also proves that incomes derived from nonagricultural activities are very important components of total household income. Of these activities,

the one that has the highest share of total income is nonagricultural wage employment, followed by nonagricultural self employment. From a policy perspective, it is important to take into account the high level and share of nonagricultural wage employment of total income in rural areas by region. An example of how to strengthen this sector would be by strengthening the already existing but neglected network of rural training centers, which currently do not match training programs with the actual demand. But it is also necessary to look at the importance of agricultural production, which is socially and economically important for rural households in Bolivia. Greater economic development impacts could be achieved by identifying strategic agricultural crops which have the potential to generate a derived demand of manufacturing and services, thereby creating upstream and downstream productive linkages. Regarding the significance of non-farm activities, the policies designed to reactivate the rural economy and promote the generation of sources of non-farm employment and income should incorporate self enterprise initiatives but also, acknowledge the importance of wage employment and the close link that exists between the two sectors. The design of intervention strategies that focus on skills obtained through training for example will allow for a greater participation and level of income derived from these two activities.

Likewise, interventions by the public or private sectors should acknowledge the heterogeneity of labor and income distribution in the three ecoregions. In the region of the Valles, for example, nonagricultural wage employment along with agricultural wage employment are important contributors to the household income. This region is diverse in terms of sources of income and the creation of small and medium enterprises could be

appropriate in order to promote and consolidate productive chains. Households in the Altiplano are also engaged in nonagricultural self employment, but given the harsh agroclimatic conditions which limit agricultural production, households have to look to other activities to control for the risk in order to guarantee a certain level of income. The focus in this region could be directed at providing training for individuals to obtain skills so they can access nonagricultural skilled jobs since agriculture is not a feasible alternative for many. Finally, the region of the Yungas shows the highest share of income obtained from agricultural wage employment and also agricultural and nonagricultural self employment. In this region households have alternatives to agricultural production and therefore have more opportunities to diversify. Interventions in this region supporting the creation of small enterprises and cooperatives or other forms of organization based on the agricultural potential of this region are appropriate, especially if they are aimed at creating linkages that will help create a sustainable local economic dynamic.

For future research it would be valuable to follow up the baseline survey used for this study in order to compare changes between periods (agricultural year 2001-2002 to future years) and to see the patterns of rural employment and incomes in the three regions over time. Also, it would also be interesting to analyze non-farm activities in the context of the governmental policies to decentralize municipalities and what the impacts have been. These policies gave rise to the development of local economies by giving accountability to the municipalities. Studying the impacts of nonagricultural employment and incomes

in this context could provide a richer interpretation of the dynamic of agricultural production, self employment and nonagricultural wage incomes of the rural economy.

APPENDICES

TABLES

Table 12. T-tests of significance to compare means: for Table 4 in document.

Variables	Macro eco-region			
	Total	Valles- Altiplano	Valles- Yungas	Altiplano- Yungas
Number of households	3299	2010	915	374
Number of observations (household members)	10548	6703	2698	1147
Individual gender (% male)	50.0	0.02	0.07	0.00
Individual age (years)	34.3	0.00	0.13	0.00
Individual can read and write (% Yes)	80.7	0.49	0.00	0.00
Years of education completed (number)	5.0	0.17	0.00	0.00
Gender of household head (% Female)	10.0	0.24	0.15	0.61
Age of household head (years)	47.5	0.71	0.00	0.00
Household head can read and write (%)	0.8	0.00	0.00	0.02
Level of education of household head (years)	6.5	0.00	0.00	0.00
Number of members in household >12	4.0	0.00	0.00	0.00
Access to electricity (%)	43.0	0.00	0.00	0.00
Access to potable water (%)	64.0	0.00	0.00	0.00
Distance from household to nearest market (km.)	19.3	0.00	0.02	0.00
Total value of livestock per household (in Bs.)	4751.2	0.00	0.03	0.68
Household land size (in hectares)	1.5	0.11	0.01	0.69
Dispersed area (%)	78.0	0.00	0.00	0.00

Table 13. Coefficients of Variation for Income Strata, for Table 6

Source of income		Quartiles			
		Low	2nd	3rd	High
# of households	3,299				
Agricultural Income		(4.0)	(1.0)	(0.9)	(2.8)
Agricultural Wage Income		(1.0)	(0.8)	(0.8)	(1.1)
Nonagricultural Wage Income		(0.9)	(0.7)	(0.8)	(1.0)
Nonagricultural Self Employment		(2.1)	(1.7)	(1.6)	(1.9)
Unearned Income		(1.0)	(1.0)	(1.2)	(1.6)
Total Income		(1.3)	(0.2)	(0.2)	(1.1)

* Coefficients of variation are in parenthesis (standard deviation/mean)

Table 14. Average level of income of those who obtain income from non-farm activities, by income quartile in U.S. Dollars*

Source of income		Quartiles			
		Low	2nd	3rd	High
# of households	3,299				
Agricultural Income		60	249	408	1,222
Agricultural Wage Income		92	191	385	873
Nonagricultural Wage Income		159	380	749	2,146
Nonagricultural Self Employment		73	126	187	602
Unearned Income		37	76	192	1,156
Total Income		157	493	1,002	3,439

* Exchange rate as of December 2001 1US\$/6.83 Bs.

Table 15. Average level of income of those who obtain income from non-farm activities by ecoregion, in US Dollars*

Source of income	Region			
	Valles	Altiplano	Yungas	Total
Agricultural Income	513	292	613	461
Agricultural Wage Income	381	169	519	366
Nonagricultural Wage Income	1,247	871	950	1,125
Nonagricultural Self Employment	274	210	307	257
Unearned Income	401	197	896	389
Total Income	1,443	813	1,483	1,273

* Exchange rate as of December 2001 1US\$/6.83 Bs.

Table 16. Wage activities by ecoregion (percent of 10,548 individuals)

	<i>Macro region</i>			<i>Total</i>
	Valles	Altiplano	Yungas	
Agriculture peon	50%	33%	75%	50%
Livestock peon	1%	1%	0%	1%
Wood extraction peon	0%	0%	1%	0%
Construction worker	12%	18%	7%	12%
Fishing peon	0%	0%	0%	0%
Driver	4%	2%	4%	3%
Office employee	2%	2%	2%	2%
Machine operator	1%	0%	0%	1%
Artisan	5%	16%	2%	7%
Armed Forces/Police	0%	0%	0%	0%
Commerce/Sales	5%	6%	3%	5%
Non skilled wage peon	13%	16%	3%	13%
Technician or mid level professional	5%	4%	3%	5%
Professional	1%	0%	0%	1%
Director and Executive in Government or Private Sector	0%	0%	0%	0%
Total	100%	100%	100%	100%

Table 17. Employment by ecoregion (percentage of 10,548 individuals)

	<i>Macro region</i>			<i>Total</i>
	Valles	Altiplano	Yungas	
Agriculture	52%	34%	78%	51%
Livestock	1%	1%	0%	1%
Mining	0%	11%	0%	2%
Manufacture	3%	2%	1%	2%
Construction	13%	21%	5%	14%
Commerce	7%	7%	3%	6%
Services	9%	9%	4%	9%
Public Sector	6%	8%	6%	6%
Housework	4%	3%	1%	3%
Education	3%	3%	1%	3%
Hotels and Restaurants	1%	1%	2%	1%
Community Activities	0%	0%	0%	0%
Transport, Storage	1%	0%	1%	1%
Provision of gas and water	1%	0%	0%	0%
Financial Intermediary	0%	0%	0%	0%
Total	100%	100%	100%	100%

Table 18. Households participating in nonagricultural self employment by ecoregion (percent of 3,299 households)

Valles	67,60%
Altiplano	21,60%
Yungas	10,80%
Total	100,00%

Table 19. Sources of unearned income for the households who received unearned income. (Based on 1901 households from a sample of 3,300 in all three regions)

Unearned income	Percent
Rents	11%
Pensions	31%
Remittances	35%
NGOs or State money	11%
Other	12%
Total	100%

Table 20. Wage labor activities (percent of 3,338 wage laborers among 10,548 individuals)

Agricultural wage	Percent
Crop and livestock wage worker	52%
Nonagricultural wage	
Construction worker	13%
Artisan wage worker	7%
Commerce/sales wage worker	5%
Driver	3%
Technician	5%
Non skilled wage worker	13%
Other	2%
Total	100%

Table 21. Nonagricultural self employment activities for the household classified into two categories: food processing, and manufacturing and services

Food processing

Out of 3,300 households elaboration of by products of primary production

<i>Nonagricultural self employment</i>	<i>Percent</i>
Food processing*	73%
Total	73%

Manufacturing and services

Out of 973 participating households; secondary and tertiary activities performed by households

<i>Nonagricultural self employment</i>	<i>Percent</i>
Manufactured goods**	26%
Artisan	8%
Alcoholic beverages	7%
Carpentry	3%
Bread making	3%
Other	5%
Services	74%
Convenience store	26
Kiosk	24
Transport	6
Intermediary/Middlemen	5
Food pension	4
Others	9
Total	100%

**Households may obtain income from food processing, as well as manufacturing and services.

Table 22. Location of wage employment by ecoregion (10,548 individuals)

	Valles		Macro region				Total
		%	Altiplano	%	Yungas	%	
Non Local	5422	80	2383	88	867	76	8672
Local	1281	20	315	12	280	24	1876
Total	6703	100	2698	100	1147	100	10548

QUESTIONNAIRE

ENCUESTA DE LINEA BASE VALLES, ALTIPLANO Y YUNGAS HOGARES RURALES Sistema Boliviano de Tecnología Agropecuaria SIBTA FILTRO	I. IDENTIFICACIÓN			
	NUMERO DE BOLETA			
	MACRO-ECO-REGION			
	DEPARTAMENTO			
	PROVINCIA			
	MUNICIPIO			
	CANTÓN			
	COMUNIDAD			
	LOCALIDAD			
	SECTOR CENSAL			
	MANZANO (En Centros Poblados)			
CENTRO POBLADO		1	AREA DISPERSA	2

MEDICION DEL GPS

ALTITUD (ALT): _____

POSICIÓN

LATITUD (S): _____

LONGITUD (W): _____

HORA : _____

- A. ☺ PRESENTACIÓN: *Buenos días, (Buenas tardes) soy* ☺ (MENCIONAR NOMBRE Y PRESENTAR CREDENCIAL), *encuestador de CIES Internacional y estamos realizando una encuesta por encargo de la Fundación de Desarrollo de Tecnología Agropecuaria, que tiene como objetivo conocer las necesidades en cuanto al apoyo agropecuario, necesidades de capacitación y mejora del nivel de vida para reducir la pobreza, y para ello necesito hablar con el jefe de hogar.*
 ☺ (ENCUESTADOR: SI ATIENDE UN NIÑO PEDIR HABLAR CON UNA PERSONA DE 18 AÑOS Ó MAS PARA EXPLICAR EL OBJETIVO DEL ESTUDIO) ☺

- B. ☺ EXPLIQUE: *Toda la información que nos proporcione es ABSOLUTAMENTE confidencial.*

HORA DE INICIO DE LA ENTREVISTA: _____

PERSONAL DE ENCUESTA

CARGO	NOMBRE Y APELLIDO	CODIGO	FECHA	FIRMA
Encuestador:				
Supervisor de Campo:				
Editor de Campo:				
Crítico-Codificador Gabinete:				
Transcriptor Gabinete:				

RESULTADO DE LA ENTREVISTA

Entrevista Completa	1
Entrevista Incompleta	2

ENCUESTADOR (A): La boleta tiene la siguiente simbología:

1. ☺ significa una instrucción y señala la forma de llenado, saltos ó filtros
2. Todo lo que se encuentra *en negrilla y cursiva* se debe leer al entrevistado
3. Todo lo que se encuentra con letras MAYÚSCULAS O EN MAYÚSCULAS Y PARÉNTESIS son instrucciones sólo para usted y que no debe leer al entrevistado.
4. ☐ Significa que debe encerrar en un círculo a las personas que entran en cada sección

II. DATOS DEL HOGAR

1P. *Nombre y apellidos del Jefe de Hogar*

:

2P. *Nombre de la persona informante*

:

3P. *Relación de parentesco del Informante con el Jefe de Hogar:*

		✓	Ord en		✓	Ord en	OTR O	✓	Ord en
4P. <i>¿Qué idiomas hablan en el hogar?</i> ☺ (TIQUEAR Y LUEGO ANOTAR ORDEN DE IMPORTANCIA DE USO) MÚLTIPLE	Castella no			Quechu a					
	Aymara			Guaran í					

☺ EXPLIQUE: *Para propósitos de la entrevista vamos a entender a un hogar como un grupo de personas que comparten las comidas (una olla común), techo y hayan vivido en el hogar por lo menos 3 meses desde la fiesta de San Juan del año pasado (Junio 2001) a la fecha.*

5P. *¿Cuántas personas viven o vivieron en su hogar, incluyendo niños recién nacidos, personas mayores y usted?*

--	--

☺ ANOTE LOS NOMBRES, SEXO Y EDAD EN LA “PESTAÑA SUPERIOR” Y PROCEDA A FORMULAR LAS PREGUNTAS SUSTITUYENDO LOS ESPACIOS (____) VERBALMENTE Y SIN ESCRIBIR NADA EN EL CUESTIONARIO POR EL NOMBRE DE CADA PERSONA. ☺

6P. *¿Me podría dar el nombre de todas estas personas, comenzando con el jefe de hogar, la esposa(o), hijos, entenados(as), otros familiares y otros no parientes en ese orden?*

7P. *¿_____ es varón o mujer?*

8P. *¿Cuántos años cumplidos tiene _____?*

☺ (SI TIENE MENOS DE 1 AÑO ANOTE EN LA FILA DE EDAD EN AÑOS “00” Y LOS MESES EN LA FILA MESES)

NUMERO DE LA PERSONA	01	02	03	04	05	06	07	08	09	10
9P. <i>¿Cuál es la relación de parentesco de _____ con el Jefe de Hogar?</i>										
1 Jefe o Jefa de Hogar	1	1	1	1	1	1	1	1	1	1
2 Cónyuge/Esposa(o) del Jefe de Hogar	2	2	2	2	2	2	2	2	2	2
3 Hijo/hija del hogar o entonado	3	3	3	3	3	3	3	3	3	3
4 Yerno/ nuera	4	4	4	4	4	4	4	4	4	4
5 Nieto(a)	5	5	5	5	5	5	5	5	5	5
6 Hermano(a) o cuñado(a)	6	6	6	6	6	6	6	6	6	6
7 Padre o madre	7	7	7	7	7	7	7	7	7	7
8 Suegro o suegra	8	8	8	8	8	8	8	8	8	8
9 Empleada(o) del hogar cama adentro	9	9	9	9	9	9	9	9	9	9
10 Otro pariente (especificar)										
11 Otro no pariente (especificar)										

☺ *PARA PERSONAS DE SIETE (7) O MAS AÑOS* ☺

☐ NUMERO DE LA PERSONA	01	02	03	04	05	06	07	08	09	10
10P. <i>¿Dónde vivía en San Juan del año pasado (junio 2001) _____?</i>										
1 Aquí (en esta provincia)	1	1	1	1	1	1	1	1	1	1
2 En otra provincia del mismo departamento (especificar provincia)	2	2	2	2	2	2	2	2	2	2
3 En otro departamento del país (especificar provincia _____ (especificar departamento _____)	3	3	3	3	3	3	3	3	3	3
4 En el exterior (en otro país)	4	4	4	4	4	4	4	4	4	4

III. EDUCACIÓN

☺ PARA PERSONAS DE CUATRO (4) O MÁS AÑOS ☺										
☐ NUMERO DE LA PERSONA	01	02	03	04	05	06	07	08	09	10
11P. ¿Sabe leer y escribir _____ ?										
1 Si	1	1	1	1	1	1	1	1	1	1
2 No	2	2	2	2	2	2	2	2	2	2
12P. ¿Actualmente asiste a algún centro educativo del sistema regular _____ ?										
1 Si	1	1	1	1	1	1	1	1	1	1
2 No	2	2	2	2	2	2	2	2	2	2
13P. ☺ POR Si, PREGUNTAR ¿Cuál es el curso y nivel del sistema regular que está estudiando _____ ? ☺ POR No, PREGUNTAR ¿Cuál es el último curso y nivel del sistema regular que aprobó _____ ? ☺ SOLO SE ACEPTA UNA RESPUESTA POR COLUMNA ☺										
☺ ESCRIBA CURSO O AÑO										
1 Ninguno	1	1	1	1	1	1	1	1	1	1
2 Educación pre escolar (kinder)	2	2	2	2	2	2	2	2	2	2
3 Curso de alfabetización	3	3	3	3	3	3	3	3	3	3
SISTEMA ANTIGUO										
4 Primaria (1 a 6 años)	4	4	4	4	4	4	4	4	4	4
5 Secundaria (1 a 6 años)	5	5	5	5	5	5	5	5	5	5
SISTEMA ANTERIOR										
6 Básico (1 a 5 años)	6	6	6	6	6	6	6	6	6	6
7 Intermedio (1 a 3 años)	7	7	7	7	7	7	7	7	7	7
8 Medio (1 a 4 años)	8	8	8	8	8	8	8	8	8	8
SISTEMA ACTUAL										
9 Primaria (1 a 8 años)	9	9	9	9	9	9	9	9	9	9
10 Secundaria (1 a 4 años)	10	10	10	10	10	10	10	10	10	10

EDUCACIÓN ALTERNATIVA										
11 Educación Básica de Adultos (EBA)	11	11	11	11	11	11	11	11	11	11
12 Centro de Educación Media de Adultos (CEMA)	12	12	12	12	12	12	12	12	12	12
13 Instituto Boliviano de Aprendizaje (IBA)	13	13	13	13	13	13	13	13	13	13
EDUCACIÓN SUPERIOR										
14 Normal Superior	14	14	14	14	14	14	14	14	14	14
15 Universidad	15	15	15	15	15	15	15	15	15	15
16 Post grado o maestría	16	16	16	16	16	16	16	16	16	16
17 Técnico universitario	17	17	17	17	17	17	17	17	17	17
18 Técnico de instituto con bachillerato	18	18	18	18	18	18	18	18	18	18
19 Colegio militar o academia policial	19	19	19	19	19	19	19	19	19	19
OTROS										
20 Técnico de instituto sin bachillerato	20	20	20	20	20	20	20	20	20	20
21 Otros (especificar)										
97. No sabe	97	97	97	97	97	97	97	97	97	97

IV. SALUD/FECUNDIDAD

☺ LEA LOS NOMBRES DE LA "PESTAÑA SUPERIOR" Y PROCEDA A FORMULAR LAS PREGUNTAS DEPENDIENDO DE LA EDAD, SUSTITUYENDO LOS ESPACIOS (____) VERBALMENTE Y SIN ESCRIBIR NADA EN EL CUESTIONARIO POR EL NOMBRE DE CADA PERSONA. ☺

☺ PARA NIÑOS(AS) DE CINCO (5) AÑOS O MENOS ☺

☐ NUMERO DE LA PERSONA	01	02	03	04	05	06	07	08	09	10
14P. ¿En las últimas 2 semanas <u> </u> tuvo diarrea?										
1 Si	1	1	1	1	1	1	1	1	1	1
2 No	2	2	2	2	2	2	2	2	2	2

☺ PARA TODOS LOS MIEMBROS DEL HOGAR ☺

NUMERO DE LA PERSONA	01	02	03	04	05	06	07	08	09	10
15P. ¿Ha tenido <u> </u> alguna enfermedad, accidente, o lesión desde la fiesta de San Juan del año pasado (junio 2001) a la fecha?										

1 Si	1	1	1	1	1	1	1	1	1	1
2 No ☺ (POR NO SALTE A LA 17P O 24P SEGÚN CORRESPONDA)	2	2	2	2	2	2	2	2	2	2
16P. ¿Qué tipo de enfermedad / problema / lesión tuvo o tiene _____?										
1 Diarrea o vómitos u otra enfermedad del estómago	1	1	1	1	1	1	1	1	1	1
2 Enfermedad respiratoria (tos, gripe, garganta, etc)	2	2	2	2	2	2	2	2	2	2
3 Enfermedad crónica (diabetes, del corazón (especificar) _____)	3	3	3	3	3	3	3	3	3	3
4 Accidente	4	4	4	4	4	4	4	4	4	4
5 Otras (especificar)										
☺ PARA MUJERES DE DOCE (12) A CUARENTA Y NUEVE (49) AÑOS ☺										
☐ NUMERO DE LA PERSONA	01	02	03	04	05	06	07	08	09	10
17P. ¿En su vida ha tenido algún hijo o hija nacido vivo _____?										
1 Si	1	1	1	1	1	1	1	1	1	1
2 No ☺ → PASE A 23P	2	2	2	2	2	2	2	2	2	2
18P. ¿En total cuántos hijos e hijas nacidos vivos ha tenido _____ incluyendo los que hayan muerto o están ausentes?										
19P. ¿De los hijos e hijas nacidos vivos de _____, cuántos están vivos actualmente?										
20P. ¿De los hijos e hijas nacidos vivos de _____, cuántos murieron antes de cumplir un año?										
21P. ¿En que mes y año nació su último hijo o hija nacido vivo de _____?										
	MES	ME S	ME S	ME S	ME S	ME S	ME S	ME S	ME S	ME S
AÑO	AÑ O	AÑ O	AÑ O	AÑ O	AÑ O	AÑ O	AÑ O	AÑ O	AÑ O	AÑ O
22P. ¿En su último hijo(a) le hicieron a _____ uno o más controles prenatales durante su embarazo?										
1 Si	1	1	1	1	1	1	1	1	1	1
2 No	2	2	2	2	2	2	2	2	2	2

5 Tenía trabajo pero no trabajó por que estaba enfermo, con licencia, o no tenía materiales	5	5	5	5	5	5	5	5	5	5
6 Buscó trabajo habiendo trabajado antes	6	6	6	6	6	6	6	6	6	6
7 Buscó trabajo pagado por primera vez	7	7	7	7	7	7	7	7	7	7
8 Sólo se dedicó a estudiar	8	8	8	8	8	8	8	8	8	8
9 Realizó solo labores de casa	9	9	9	9	9	9	9	9	9	9
10 Es jubilado o pensionado o rentista	10	10	10	10	10	10	10	10	10	10
11 Otro (especificar)										

VI. TRABAJO REMUNERADO INDIVIDUAL FUERA DEL HOGAR EN LOS ULTIMOS 12 MESES

☺ PARA PERSONAS DE SIETE (7) O MAS AÑOS ☺

☐ NUMERO DE LA PERSONA	01	02	03	04	05	06	07	08	09	10
27P. Desde la fiesta de San Juan del año pasado (junio 2001) ¿qué actividades pagadas realizó fuera del hogar o de la propiedad agrícola?										
1 Agricultor peón	1	1	1	1	1	1	1	1	1	1
2 Cría de animales peón	2	2	2	2	2	2	2	2	2	2
3 Extracción de madera peón	3	3	3	3	3	3	3	3	3	3
4 Albañil	4	4	4	4	4	4	4	4	4	4
5 Actividades de pesca peón	5	5	5	5	5	5	5	5	5	5
6 Conductor, chofer asalariado	6	6	6	6	6	6	6	6	6	6
7 Empleado de oficina	7	7	7	7	7	7	7	7	7	7
8 Operario de máquinas	8	8	8	8	8	8	8	8	8	8
9 Artesano asalariado	9	9	9	9	9	9	9	9	9	9
10 Fuerzas armadas o policía	10	10	10	10	10	10	10	10	10	10
12 Comercio o venta de productos asalariado	11	11	11	11	11	11	11	11	11	11
13 Otros empleos (especificar)										
97 Ninguna ☺ SI TODOS NINGUNA PASAR AL MODULO VII PAG 7	97	97	97	97	97	97	97	97	97	97
ANOTE NUMERO DE LA PERSONA ANOTE CODIGO DE ACTIVIDAD										

☺ PREGUNTAR POR CADA ACTIVIDAD DE CADA PERSONA ☺											
28P. ¿A qué se dedica el lugar ó persona donde ó para quién trabajó ?											
1 Agricultura	1	1	1	1	1	1	1	1	1	1	1
2 Ganadería	2	2	2	2	2	2	2	2	2	2	2
3 Minería	3	3	3	3	3	3	3	3	3	3	3
4 Industria Manufacturera	4	4	4	4	4	4	4	4	4	4	4
5 Construcción	5	5	5	5	5	5	5	5	5	5	5
6 Comercio	6	6	6	6	6	6	6	6	6	6	6
7 Servicios	7	7	7	7	7	7	7	7	7	7	7
8 Sector público	8	8	8	8	8	8	8	8	8	8	8
9 Otros (especificar)											
29P. ¿En esta ocupación trabajó como:											
1 Obrero u empleado(a)?	1	1	1	1	1	1	1	1	1	1	1
2 Cooperativista de producción?	2	2	2	2	2	2	2	2	2	2	2
3 Trabajador familiar o aprendiz?	3	3	3	3	3	3	3	3	3	3	3
4 Trabajador por cuenta propia	4	4	4	4	4	4	4	4	4	4	4
5 Patrón socio ó empleador	5	5	5	5	5	5	5	5	5	5	5
6 Otra (especificar)											
30P. Desde la fiesta de San Juan del año pasado (junio 2001) a la fecha ¿Cuánto tiempo trabajó _____ fuera del hogar o de la propiedad familiar/ unidad agrícola?											
1 Horas por día											
2 Días por semana											
3 Semanas por mes											
4 Meses											
5 Todo el año	1	1	1	1	1	1	1	1	1	1	1
6 Otro (especificar)											
31P. Desde la fiesta de San Juan del año pasado (junio 2001) ¿Cuánto le pagaron (o ganó) a _____ en Bs.? ☺ SI EXISTE ALGUN PAGO EN ESPECIE ANOTAR EN CIRCULO EL TOTAL ESTIMADO EN Bs. POR PERSONA POR ACTIVIDAD AL FINAL DE LA PÁGINA.											
1 Por hora											
2 Por día											
3 Por semana											
4 Por mes											
5 Otro (especificar)											
32P. ¿Y dónde fue esa ocupación? ☺ LEER											
1 en esta comunidad	1	1	1	1	1	1	1	1	1	1	1
2 en otra comunidad o pueblo aledaño	2	2	2	2	2	2	2	2	2	2	2
3 en otro lugar donde va a dormir	3	3	3	3	3	3	3	3	3	3	3
4 en otro país	4	4	4	4	4	4	4	4	4	4	4

VII. PRODUCCIÓN AGRÍCOLA / MAQUINARIA Y EQUIPO

33P. Desde la fiesta de "San Juan" del año pasado, ¿algún miembro de su hogar o peón trabajó la tierra ☺ (ESTAS TIERRAS PUEDEN SER PROPIAS, ALQUILADAS O AL PARTIR) ?

SI NO → ☺ POR NO PASAR A PRODUCCIÓN PECUARIA PAGINA 12

ENCUESTADOR DIBUJE CON EL PRODUCTOR LA TOTALIDAD DE PARCELAS TRABAJADAS PARA EL HOGAR QUE COMPONE SU UNIDAD AGROPECUARIA, INCLUYE TIERRAS ALQUILADAS AL HOGAR O QUE SON DE LA COMUNIDAD Y QUE LAS TRABAJA EL HOGAR. EN ESTE CROQUIS DETALLAR EL TAMAÑO DE LA EXTENSIÓN DESAGREGADA POR CULTIVOS Y USO DE LA TIERRA. DIBUJE TODOS LOS OTROS ASPECTOS RELEVANTES DE UN CROQUIS COMO CARRETERAS, RIOS, ADEMÁS DEL TIEMPO QUE TOMA IR DEL LOTE DONDE SE ENCUENTRA SU VIVIENDA A LOS OTROS LOTES CON UNA LINEA. LUEGO TRASPASAR LOS DATOS POR LOTE A LA PAGINA 8.

NUMERO DE LOTE	01	02	03	04	05	06	07	08	09	10
33P.A <i>Cuál fue el uso del lote durante este año agrícola?</i>										
1 Cultivado	1	1	1	1	1	1	1	1	1	1
2 Barbecho	2	2	2	2	2	2	2	2	2	2
3 Descanso	3	3	3	3	3	3	3	3	3	3
4 Pasto cultivado	4	4	4	4	4	4	4	4	4	4
5 Pastos naturales	5	5	5	5	5	5	5	5	5	5
6 Monte y / o bosque	6	6	6	6	6	6	6	6	6	6
7 Otro uso especificar										
33P.B <i>Cuál es la superficie de este lote?</i>										
CANTIDAD										
UNIDAD										
33P.C <i>Este lote es.....</i>										
1 propio?	1	1	1	1	1	1	1	1	1	1
2 alquilado?	2	2	2	2	2	2	2	2	2	2

3 al partido?	3	3	3	3	3	3	3	3	3	3
4 Otro especificar _____										
33P.D Este lote está a.....										
1 Riego	1	1	1	1	1	1	1	1	1	1
2 Secano	2	2	2	2	2	2	2	2	2	2
33P.E De dónde se obtiene el agua?.										
1 Río / quebrada	1	1	1	1	1	1	1	1	1	1
2 Lago / laguna	2	2	2	2	2	2	2	2	2	2
3 Represa	3	3	3	3	3	3	3	3	3	3
4 Vertiente	4	4	4	4	4	4	4	4	4	4
5 Otro especificar _____										
33P.F POR RIEGO Cuánto es el gasto por lote de riego ? (SI NO GASTO NADA ANOTE "00", ANOTE CADA CUANTO PAGA)										
Bs										

NUMERO DE LOTE	11	12	13	14	15	16	17	18	19	20
33P.A Cuál fue el uso del lote durante este año agrícola?										
1 Cultivado	1	1	1	1	1	1	1	1	1	1
2 Barbecho	2	2	2	2	2	2	2	2	2	2
3 Descanso	3	3	3	3	3	3	3	3	3	3
4 Pasto cultivado	4	4	4	4	4	4	4	4	4	4
5 Pastos naturales	5	5	5	5	5	5	5	5	5	5
6 Monte y / o bosque	6	6	6	6	6	6	6	6	6	6
7 Otro uso especificar _____										
33P.B Cuál es la superficie de este lote?										
CANTIDAD										
UNIDAD										
33P.C Este lote es.....										
1 propio?	1	1	1	1	1	1	1	1	1	1
2 alquilado?	2	2	2	2	2	2	2	2	2	2
3 al partido?	3	3	3	3	3	3	3	3	3	3
4 Otro especificar _____										
33P.D Este lote está a.....										
1 Riego	1	1	1	1	1	1	1	1	1	1
2 Secano	2	2	2	2	2	2	2	2	2	2
33P.E De dónde se obtiene el agua?.										
1 Río / quebrada	1	1	1	1	1	1	1	1	1	1
2 Lago / laguna	2	2	2	2	2	2	2	2	2	2
3 Represa	3	3	3	3	3	3	3	3	3	3
4 Vertiente	4	4	4	4	4	4	4	4	4	4
5 Otro especificar _____										
33P.F POR RIEGO Cuánto es el gasto por lote de riego ? (SI NO GASTO NADA ANOTE "00", ANOTE CADA CUANTO PAGA)										
Bs										
NUMERO DE LOTE	21	22	23	24	25	26	27	28	29	30

33P.A <i>Cuál fue el uso del lote durante este año agrícola?</i>										
1 Cultivado	1	1	1	1	1	1	1	1	1	1
2 Barbecho	2	2	2	2	2	2	2	2	2	2
3 Descanso	3	3	3	3	3	3	3	3	3	3
4 Pasto cultivado	4	4	4	4	4	4	4	4	4	4
5 Pastos naturales	5	5	5	5	5	5	5	5	5	5
6 Monte y / o bosque	6	6	6	6	6	6	6	6	6	6
7 Otro uso especificar										
33P.B <i>Cuál es la superficie de este lote?</i>										
CANTIDAD										
UNIDAD										
33P.C <i>Este lote es.....</i>										
1 propio?	1	1	1	1	1	1	1	1	1	1
2 alquilado?	2	2	2	2	2	2	2	2	2	2
3 al partido?	3	3	3	3	3	3	3	3	3	3
4 Otro especificar										
33P.D <i>Este lote está a.....</i>										
1 Riego	1	1	1	1	1	1	1	1	1	1
2 Secano	2	2	2	2	2	2	2	2	2	2
33P.E <i>De dónde se obtiene el agua?.</i>										
1 Río / quebrada	1	1	1	1	1	1	1	1	1	1
2 Lago / laguna	2	2	2	2	2	2	2	2	2	2
3 Represa	3	3	3	3	3	3	3	3	3	3
4 Vertiente	4	4	4	4	4	4	4	4	4	4
5 Otro especificar										
33P.F <i>POR RIEGO Cuánto es el gasto por lote de riego? (SI NO GASTO NADA ANOTE "00", ANOTE CADA CUANTO PAGA)</i>										
Bs										

NUMERO DE LOTE	31	32	33	34	35	36	37	38	39	40
33P.A <i>Cuál fue el uso del lote durante este año agrícola?</i>										
1 Cultivado	1	1	1	1	1	1	1	1	1	1
2 Barbecho	2	2	2	2	2	2	2	2	2	2
3 Descanso	3	3	3	3	3	3	3	3	3	3
4 Pasto cultivado	4	4	4	4	4	4	4	4	4	4
5 Pastos naturales	5	5	5	5	5	5	5	5	5	5
6 Monte y / o bosque	6	6	6	6	6	6	6	6	6	6
7 Otro uso especificar										
33P.B <i>Cuál es la superficie de este lote?</i>										
CANTIDAD										
UNIDAD										

33P.C	Este lote es.....									
	1 propio?	1	1	1	1	1	1	1	1	1
	2 alquilado?	2	2	2	2	2	2	2	2	2
	3 al partido?	3	3	3	3	3	3	3	3	3
	4 Otro especificar _____									
33P.D	Este lote está a.....									
	1 Riego	1	1	1	1	1	1	1	1	1
	2 Secano	2	2	2	2	2	2	2	2	2
33P.E	De dónde se obtiene el agua?									
	1 Río / quebrada	1	1	1	1	1	1	1	1	1
	2 Lago / laguna	2	2	2	2	2	2	2	2	2
	3 Represa	3	3	3	3	3	3	3	3	3
	4 Vertiente	4	4	4	4	4	4	4	4	4
	5 Otro especificar _____									
33P.F	POR RIEGO Cuánto es el gasto por lote de riego? (SI NO GASTO NADA ANOTE "00", ANOTE CADA CUANTO PAGA)									
	Bs									

CULTIVOS EN EL AÑO AGRÍCOLA						
☺ FORMULAR LAS PREGUNTAS SUSTITUYENDO LAS ESPACIOS() VERBALMENTE Y SIN ESCRIBIR NADA EN EL CUESTIONARIO POR EL NOMBRE DE CULTIVOS DE CADA LOTE ☺						
ANOTE POR LOTE CULTIVADO→ PARA LOS CULTIVOS PREGUNTE SOBRE EL AÑO AGRÍCOLA DE JUNIO 2001 A JUNIO DEL 2002	Número del lote		Número del lote		Número del lote	
	Cultivo		Cultivo		Cultivo	
	CANT.	UNID.	CANT.	UNID.	CANT.	UNID.
34P. ¿Qué superficie cultivó ó cosechó de						
35P. ¿Qué cantidad de producto obtuvo u obtendrá en este año agrícola de _____?						
36P. ¿Cómo distribuyó (irá) o usó(ará) su producción?	CANT.	UNID.	CANT.	UNID.	CANT.	UNID.
1 Para el consumo del hogar?						
2 Consumo animal?						
3 Pérdidas?						
4 Transformación?						

5 Trueques?									
6 Regalos?									
7 Para semilla?									
8 Venta?									
37P. ¿Cuál fue el precio al que vendió venderá la mayor parte de _____ ?	Bs.	UNID.	Bs.	UNID.	Bs.	UNID.			
38P. ¿Qué cantidad de semillas y/o plántulas utilizó de: ☺ LEER	CANT.	UNID.	CANT.	UNID.	CANT.	UNID.			
1 Criolla?									
2 Mejorada o certificada?									
39P. ¿Y cuánto gastó en este año agrícola en semillas: ☺ (NO GASTO 00")	Bs.	UNID.	Bs.	UNID.	Bs.	UNID.			
1 Criolla?									
2 Mejorada o certificada?									
40P. ¿Qué cantidad de abono o fertilizantes utilizó de: ☺ LEER	CANT.	UNID.	CANT.	UNID.	CANT.	UNID.			
1 Abono (huano, bosta, etc)									
2 Abono químico									
41P. ¿Y cuánto gastó en este año agrícola en total en abono? ☺ (NO GASTO "00")	Bs.	UNID.	Bs.	UNID.	Bs.	UNID.			
1 Abono (huano, bosta, etc)									
2 Abono químico									
42P. ¿Cuántos jornales utilizó o utilizará para _____	FA MI- LI AR	PAGA DO V M	AYNI (NO PAGA DO)	FA MI- LIA R	PAGA DO V M	AYNI (NO PAGA DO)	FA MI LI AR	PAGA DO V M	AYNI (NO PAGA DO)
1 La siembra									
2 Labores culturales									
3 La cosecha									
43P. ¿Cuánto pagó o pagará por jornal?	Bs.			Bs.			Bs.		
1 Varón									
2 Mujer									
44P. ¿Además del jornal le dieron algo más?	Bs.			Bs.			Bs.		
1 Si									
Que? _____ ☺ ESTIMAR CUANTO SERIA EN Bs.									
2 No	2			2			2		

NOTACIÓN: V= VARON / M=MUJER

45P. ¿Cuánto gastó este año agrícola en..... ☺ LEER ?		Bs.
1Insecticidas?		
2Herbicidas?		
3Fungicidas?		
46P. ¿Cuánto gastó o gastará en el alquiler de animales (yunta) para la producción de este año agrícola? ☺ (ANOTE "00" SI NO GASTO NADA)		
Bs.		
47P. ¿Cuánto gastó o gastará en alquiler de tractores, maquinarias y equipo agrícola utilizado en la producción de este año agrícola? ☺ (ANOTE "00" SI NO GASTO NADA)		
Bs.		
48P. ¿Ha realizado pagos en efectivo a otras personas por el alquiler de tierras en este año agrícola? ☺ (ANOTE "00" SI NO GASTO NADA)		
Bs.		
48.a.P ¿Me podría decir si realizó otros gastos adicionales en los cultivos agrícolas desde la fiesta de San Juan del año pasado (junio 2001), sin contar gastos de transporte o comercialización de sus cultivos? ☺ (Especificar) _____ ☺ (ANOTE "00" SI NO GASTO NADA)		
Bs.		
49P. ¿Este año agrícola fue..... ☺ LEER.		ANOTAR CODIGO
1 Bueno		1
2 Regular		2
3 Malo		3
50P. ¿La producción obtenida este año agrícola fue.....con relación al año anterior? ☺ LEER		ANOTAR CODIGO
1 Mayor		1
2 Igual		2
3 Menor		3
51P. ¿Cuáles de las siguientes maquinarias e implementos en uso que le voy a leer utiliza para trabajar sus cultivos? ☺ POR SI CIRCULE EL CODIGO, ANOTAR TOTAL Y PREGUNTAR P52 Y P53 ☺ 52P. ¿Y qué cantidad de éstos ☺ (VER TOTAL) son propios? 53P. Y qué cantidad de éstos ☺ (VER TOTAL) son alquilados?		
CIRCULE EL CODIGO		TOTAL
Arado	1	
Tractor	2	
Motosierra	3	
Motocultor	4	
Bomba de riego	5	
Cosechadora mecánica	6	

Otro (especificar)				

VIII. PRODUCCIÓN PECUARIA

52

54P. ¿ Desde la fiesta de San Juan del año pasado (junio 2001), crió animales en el hogar?

☺ SI ☐ 1 → ¿Cuáles N ☐ 2 → ☺ POR NO PASAR A ELABORACIÓN DE SUB-PRODUCTOS PAG 14

☺ DEBEN ANOTAR Y DIFERENCIAR DE LA SIGUIENTE FORMA:

GANADO VACUNO	OVEJAS	POLLOS	PORCINOS O CERDOS
• VACAS	• MACHOS	• PARRILLE RO	• MACHOS
• TOROS	• HEMBRAS	• PONEDOR A	• HEMBRAS
• BUEYES	CABRAS / CHIVOS	• BEBE	
• TERNEROS	LLAMAS / ALPACAS	CONEJOS	

☺ ANOTAR EN ESPACIOS VACIOS ESPECIE→									
CODIGOS									
55P. ¿Qué cantidad tiene ahora (en esta fecha) de _____?	CAN T.	CAN T.	CAN T.	CAN T.	CAN T.	CAN T.	CAN T.	CAN T.	CANT.
56P. ¿Y a qué precio vendería sus animales ahora por cabeza?	Bs.	Bs.	Bs.	Bs.	Bs.	Bs.	Bs.	Bs.	Bs.
57P. ¿Cuántos nacieron o compraron desde la fiesta de San Juan del año pasado (junio 2001) a la fecha?	CAN T.	CAN T.	CAN T.	CAN T.	CAN T.	CAN T.	CAN T.	CAN T.	CANT.
<i>Nacimientos</i>									
<i>Compras</i>									
58P. ¿Cuántos los vendió vivos o en pie desde la fiesta de San Juan del año pasado (junio 2001)?	CAN T.	CAN T.	CAN T.	CAN T.	CAN T.	CAN T.	CAN T.	CAN T.	CANT.
59P. ¿Valor total de la venta de _____?	Bs.	Bs.	Bs.	Bs.	Bs.	Bs.	Bs.	Bs.	Bs.
60P. ¿A que precio vendió por cabeza?	Bs.	Bs.	Bs.	Bs.	Bs.	Bs.	Bs.	Bs.	Bs.

61P. ¿Cuántos los vendió faenados / desollados /carneados ?	CAN T.	CAN T.	CAN T.	CAN T.	CAN T.	CAN T.	CAN T.	CAN T.	CANT.
62P. ¿A que precio vendió estos animales faenados / desollados /carneados__?	Bs.	Bs.	Bs.	Bs.	Bs.	Bs.	Bs.	Bs.	Bs.
Unidad									
63P. ¿Cuántos animales los destinó al consumo del hogar ?	CAN T.	CAN T.	CAN T.	CAN T.	CAN T.	CAN T.	CAN T.	CAN T.	CANT.
64P. ¿Cuántos animales murieron y no pudo recuperarlos?	CAN T.	CAN T.	CAN T.	CAN T.	CAN T.	CAN T.	CAN T.	CAN T.	CANT.
65P. ¿Cuántos animales los destinó al trueque?	CAN T.	CAN T.	CAN T.	CAN T.	CAN T.	CAN T.	CAN T.	CAN T.	CANT.
66P. ¿Cuántos animales los destinó para regalo?	CAN T.	CAN T.	CAN T.	CAN T.	CAN T.	CAN T.	CAN T.	CAN T.	CANT.
67P. ¿ Cuántos animales tenía en junio del 2001 (San Juan del año pasado)?	CAN T.	CAN T.	CAN T.	CAN T.	CAN T.	CAN T.	CAN T.	CAN T.	CANT.
68P. De los animales que tenía ¿En cuánto los hubiera vendido en junio del 2001?	Bs.	Bs.	Bs.	Bs.	Bs.	Bs.	Bs.	Bs.	Bs.
OBSERVACIONES☺ ANOTAR AQUÍ OTROS INGRESOS (EJEMPLO POR VISCERAS, CUERNOS, OTROS)									

69P. ¿Cuánto gastó en la alimentación de animales desde la fiesta de San Juan del año pasado (junio 2001) a la fecha?	
Bs.	
70P. ¿ Utilizó mano de obra pagada para la crianza o cuidado?	
1 Si	1
2 No → ☺ PASAR A 72P	2
71P. ¿Y cuánto pagó por este trabajo desde la fiesta de San Juan del año pasado (junio 2001) a la fecha? ☺ (SI PAGO EN ESPECIE, ESTIMAR CUANTO SERIA EN Bs.) Bs.	
72P. ¿Cuánto gastó en servicios de veterinario desde la fiesta de San Juan del año pasado (junio 2001) a la fecha? ☺ (INCLUYA GASTOS POR VACUNAS, MEDICAMENTOS U OTROS RELACIONADOS A GASTOS DE VETERINARIO) ☺ (ANOTE "00" SI NO GASTO NADA)	

Bs.	
73P. ¿Ha realizado pagos en efectivo a otras personas por el alquiler de tierras para el pastoreo? ☺ (ANOTE "00" SI NO GASTO NADA)	
Bs.	
74P. ¿Me podría decir si realizó otros gastos adicionales en la crianza de sus animales desde la fiesta de San Juan del año pasado (junio 2001), sin contar gastos de transporte o comercialización de sus animales? ☺ (Especificar) _____ ☺ (ANOTE "00" SI NO GASTO NADA)	
Bs.	

IX. ELABORACIÓN DE SUBPRODUCTOS

75P. ¿Desde la fiesta de San Juan del año pasado (junio 2001), obtuvo o elaboró algún producto?

SI ☐ 1 → ¿Cuáles? N ☐ 2 ☺ → POR NO PASAR A MODULO DE
? O ☐ 2 COMERCIALIZACIÓN PAG 15

☺ CIRCULE SUBPRODUCTOS QUE OBTIENE O ELABORO Y ANOTE OTROS →	LECHE	HUEVO	QUESO							
	1	2	3							
76P. ¿Qué cantidad ha elaborado u obtenido desde la fiesta de San Juan del año pasado (junio 2001)?										
CANTIDAD										
UNIDAD										
Frecuencia										
1 Diario	1	1	1	1	1	1	1	1	1	1
2 Semanal	2	2	2	2	2	2	2	2	2	2
3 Mensual	3	3	3	3	3	3	3	3	3	3
4 Otro(especificar)										
NUMERO DE VECES AL AÑO										
TODO EL AÑO	1	1	1	1	1	1	1	1	1	1
77P. ¿Qué cantidad destinó para la venta? ☺ ANOTAR FRECUENCIA CANTIDAD										
UNIDAD										

78P. ¿Cuánto es el precio por _____?										
Bs.										
UNIDAD										
79P. ¿Cuánto gastó en Bs. para obtener este producto desde la fiesta de San Juan del año pasado (junio 2001) a la fecha?										
Bs.										
80P. ¿Cuánto se echó a perder y no pudo vender?										
CANTIDAD										
UNIDAD										
81P. ¿Cuánto destinó al consumo del hogar?										
CANTIDAD										
UNIDAD										
82P. ¿Destinó parte de este sub-producto para la elaboración de algún otro? 1 Si Cuánto? _____										
CANTIDAD										
© (REALIZAR TODAS LAS PREGUNTAS POR EL NUEVO SUB-PRODUCTO)										
UNIDAD										
2 No	2	2	2	2	2	2	2	2	2	2
83P. ¿Utilizó mano de obra pagada para la elaboración de estos productos _____?										
1 Si	1	1	1	1	1	1	1	1	1	1
2 No → © PASAR A 84aP	2	2	2	2	2	2	2	2	2	2
84P. ¿Y cuánto pagó por este trabajo desde la fiesta de San Juan del año pasado (junio 2001) a la fecha? ©SI PAGO EN ESPECIE, ESTIMAR CUANTO SERIA EN Bs.										
Bs.										

84 a.P ¿Me podría decir si realizó otros gastos adicionales en la elaboración de sub-productos desde la fiesta de San Juan del año pasado (junio 2001), sin contar gastos de transporte o comercialización de éstos? ☺ (Especificar) por tipo de sub-producto _____ (ANOTE "00" SI NO GASTO NADA) Bs.	
--	--

X. COMERCIALIZACION / MERCADO

☺ REALICE LAS SIGUIENTES PREGUNTAS SI AL MENOS EL HOGAR CUENTA CON ALGUNO DE LOS MODULOS DE PRODUCCIÓN AGRÍCOLA, PRODUCCIÓN PECUARIA O ELABORACIÓN DE SUB PRODUCTOS ☺						
☺ CIRCULAR LOS MODULOS CON QUE CUENTA EL HOGAR Y FORMULAR LAS PREGUNTAS PARA LOS MODULOS CIRCULADOS →	<i>Agricultura</i>		<i>Crianza o faenado de animales</i>		<i>Elaboración de sub-productos</i>	
	1		2		3	
85P. ¿De quién recibe la mayor cantidad de información acerca de los precios de sus productos agrícolas y/o animales y/o sub-productos ? ☺ (REFIÉRASE A LA PRINCIPAL FUENTE)						
1 Del mismo comprador	1		1		1	
2 Programas de capacitación	2		2		2	
3 Radio	3		3		3	
4 Televisión	4		4		4	
5 Periódicos	5		5		5	
6 Miembro de la comunidad	6		6		6	
7 Organización de productores	7		7		7	
8 En el mercado	8		8		8	
9 Otro (especificar)						
86P. ¿Dónde vende la mayoría de sus productos agrícolas y/o animales y/o sub-productos ?						
1 Feria local	1		1		1	
2 Feria de otra comunidad	2		2		2	
3 En la ciudad	3		3		3	
4 Directo al rescatista	4		4		4	
5 Otro (especificar)						
87P. ¿Cuánto tiempo tarda en llegar desde su propiedad hasta _____ ☺ (MENCIONAR 86P) ?	CAN T	TIEM PO	CA NT	TIE MPO	CA NT	TIE MPO
88P. ¿A qué distancia le queda _____ ☺ (MENCIONAR 86P) de su propiedad?	CAN T	DIST ANC	CA NT	DIST AN	CA NT	DIST ANC
89P. ¿Cuánto gasta o gastó en transporte de su producción	Bs.		Bs.		Bs.	

<i>agrícola y/o de sus animales y/o de sus subproductos al mercado desde la fiesta de San Juan del año pasado (junio 2001) a la fecha?</i> ☺ (ANOTE "00" SI NO GASTO NADA)			
☺ INDAGAR SI LOS PRODUCTOS AGRÍCOLAS Y /O ANIMALES Y / O SUB-PRODUCTOS COMPARTIERON O COMPARTIRAN GASTOS DE TRANSPORTE, ANOTE QUE PRODUCCIÓN COMPARTEN GASTOS			
89a.P <i>¿En caso que comparta gastos de transporte, cuánto gastó en total?</i> ☺ (Especificar) _____ ☺ (ANOTE "00" SI NO GASTO NADA)	Bs.		
90P. <i>¿Me podría decir si realizó otros gastos adicionales para vender sus productos agrícolas y/o animales y/o subproductos desde la fiesta de San Juan del año pasado (junio 2001) a la fecha, sin contar gastos de transporte? (Ejemplo Sentaje, Manipuleo, Trancas, etc.)</i>	Bs.	Bs.	Bs.
	Bs. _____ _____	Bs. _____ _____	Bs. _____ _____
	Especificar	Especificar	Especificar
☺ INDAGAR SI LOS PRODUCTOS AGRÍCOLAS Y /O ANIMALES Y / O SUB-PRODUCTOS COMPARTIERON O COMPARTIRAN GASTOS ADICIONALES , ANOTE QUE PRODUCCIÓN COMPARTEN GASTOS			
90a.P <i>¿En caso que comparta otros gastos, cuánto gastó en total?</i> ☺ (Especificar) _____ ☺ (ANOTE "00" SI NO GASTO NADA)	Bs.		

XI. ASISTENCIA TÉCNICA / CAPACITACIÓN

☺ REALICE LAS SIGUIENTES PREGUNTAS SI AL MENOS EL HOGAR CUENTA CON ALGUNO DE LOS MODULOS DE PRODUCCIÓN AGRÍCOLA, PRODUCCIÓN PECUARIA O ELABORACIÓN DE SUB PRODUCTOS

91P. <i>¿Recibió asistencia técnica y capacitación en.....</i>	Agricultura	Crianza o faenado de animales	Elaboración de sub-productos
1 Si	1	1	1
2 No → ☺ SI TODOS NO PASAR A 96P	2	2	2
92P. <i>¿Qué tipo de ayuda recibió? (MÚLTIPLE)</i>			
1 En el uso de material genético o semilla certificada	1		
2 Apoyo en manejo cosecha o pos cosecha	2		
3 Cursos de capacitación de agricultura en general	3		
4 Crianza ó faenado de animales		4	
5 Cursos de capacitación de producción pecuaria en general		5	
6 Apoyo en la comercialización	6	6	6
7 Cursos de capacitación de elaboración de subproductos en general			7

8 Otro (especificar)			
92aP. ¿ Esta asistencia fue en grupo o individual?			
1 En grupo	1	1	1
2 Individual	2	2	2
93P. Pagó por la asistencia o capacitación técnica?	Bs.	Bs.	Bs.
1 Si → POR Si ¿Cuánto pagó?			
2 No	2	2	2
94P. Especificar institución(es) que brindó o brindaron asistencia			
95P. Especificar proyecto (os) que brindó o brindaron asistencia			
96P. ¿Qué tipo de asistencia técnica quisiera recibir en sus cultivos o producción agrícola en general?			
97P. ¿Qué tipo de asistencia técnica quisiera recibir para la crianza de sus animales o producción pecuaria en general?			
98P. ¿Qué tipo de asistencia técnica quisiera recibir para la elaboración de subproductos en general?			

XII. ACTIVIDADES INDEPENDIENTES CUENTA PROPIA QUE RINDEN INGRESO

☺ FORMULAR LAS PREGUNTAS SUSTITUYENDO LAS ESPACIOS () VERBALMENTE Y SIN ESCRIBIR NADA EN EL CUESTIONARIO POR EL NEGOCIO O ACTIVIDAD QUE TIENE EL HOGAR ☺

99P. ¿Realizó usted o alguien de su hogar alguna actividad económica (micro-empresa) de manera independiente desde la fiesta de San Juan del año pasado (junio 2001) a la fecha? Cudí? ☺ DE EJEMPLOS ANTES DE PASAR

SI ☐ 1 → ¿Cuál? N ☐ 2 → ☺ POR NO PASAR A MODULO XIII PAG 18 ☺

☺ LEER

1 Tiene o tuvo una tiendita

2 Tiene o tuvo una pensión de comida

3 Tiene o tuvo taller de carpintería

4 Tiene o tuvo una metal mecánica

5 Otro (especificar) _____

ANOTAR ACTIVIDADES ☐				
100P. ¿Cuánto recibió por ventas su _____ desde San Juan del año pasado (junio 2001) a la fecha?	Bs.	Bs.	Bs.	Bs.
101P. ¿Cuánto destinó para el consumo del hogar desde San Juan del año pasado (junio 2001) a la fecha? ☺ SI PAGO EN ALIMENTOS O ESPECIE ESTIMAR CUANTO SERÍA EL VALOR EN BOLIVIANOS	Bs.	Bs.	Bs.	Bs.
102P. ¿Cuánto destinó para el trueque desde San Juan del año pasado (junio 2001) a la fecha? ☺ SI DESTINÓ EN ALIMENTOS O ESPECIE ESTIMAR CUANTO SERÍA EL VALOR EN BOLIVIANOS	Bs.	Bs.	Bs.	Bs.
103P. ¿Cuánto gastó en su _____ en salarios o jornales desde San Juan del año pasado (junio 2001) a la fecha? ☺ SI PAGO EN ALIMENTOS O ESPECIE ESTIMAR CUÁNTO SERÍA EN BOLIVIANOS	Bs.	Bs.	Bs.	Bs.
104P. ¿Cuánto gastó en su _____ en insumos o mercadería desde San Juan del año pasado (junio 2001) a la fecha? ☺ SI PAGO EN ALIMENTOS O ESPECIE ESTIMAR CUÁNTO SERÍA EN BOLIVIANOS	Bs.	Bs.	Bs.	Bs.
105P. ¿Tuvo otros gastos en su _____	Bs.	Bs.	Bs.	Bs.

desde San Juan del año pasado (junio 2001) a la fecha? ☺ SÍ PAGÓ EN ALIMENTOS O ESPECIE ESTIMAR CUÁNTO SERÍA EN BOLIVIANOS 1 SÍ → POR SÍ ¿Cuánto? 2 No				
	2	2	2	2
106P. ¿Cuánto tiempo en el año se dedicó a esta actividad desde San Juan del año pasado (junio 2001) a la fecha? CANTIDAD UNIDAD DE FRECUENCIA DE TIEMPO				

XIII. OTRAS ACTIVIDADES QUE RINDEN INGRESO

☺ LEER: Todas las preguntas que le haré se refieren a todos los miembros del hogar y todas sus respuestas serán mantenidas en confidencialidad.

		☺ SI NO SABE EL TOTAL DEL AÑO PREGUNTAR		
107P. ¿Realizó usted o alguien de su hogar alguna de las siguientes actividades de manera independiente desde la fiesta de San Juan del año pasado (junio 2001) a la fecha?	108P. ¿Cuánto recibió en TOTAL en el último año?	109P. ¿Cuánto recibió por esa actividad?	110P. Número de veces al año	
¿Usted o algún miembro se dedicó a la caza o pesca? 1 Si 1→ 2 No		Por día 1 Por semana 2 Por quincena 3 Por mes 4	Bs.	
¿Usted o algún miembro se dedicó a la extracción o tala de árboles? 1 Si 1→ 2 No (especificar actividad)		Por día 1 Por semana 2 Por quincena 3 Por mes 4	Bs.	
¿Dieron tierras en alquiler? 1 Si 1→ 2 No		Por día 1 Por semana 2 Por quincena 3 Por mes 4	Bs.	
¿Dieron alguna casa o pieza en alquiler? 1 Si 1→ 2 No		Por día 1 Por semana 2 Por quincena 3 Por mes 4	Bs.	
¿Dieron algún vehículo en alquiler? 1 Si 1→ 2 No		Por día 1 Por semana 2 Por quincena 3 Por mes 4	Bs.	

¿Dieron alguna otra cosa en alquiler? 1 Si _____ 1→ 2 No		Por día 1 Por semana 2 Por quincena 3 Por mes 4	Bs.	
¿Tiene usted o su hogar algún ingreso por concepto de Jubilaciones, Pensión, Bolivia y otros ...? 1 Si _____ 1→ 2 No (especificar cual)		Por día 1 Por semana 2 Por quincena 3 Por mes 4 Por año 5	Bs.	
¿Tiene usted o su hogar algún ingreso por concepto de remesas de familiares u otras personas ...? 1 Si _____ 1→ 2 No (especificar quien)		Por día 1 Por semana 2 Por quincena 3 Por mes 4 Por año 5	Bs.	
¿Recibieron alguna ayuda de instituciones del Estado, ONG u otras entidades en: alimentación, salud o educación? 1 Si _____ 1→ 2 No	ESTIMAR EN Bs. A CUANTO ASCIENDE LA AYUDA	Por día 1 Por semana 2 Por quincena 3 Por mes 4 Por año 5	Bs.	
¿Tuvieron alguna otra actividad que no se haya incluido? 1 Si _____ 1→ 2 No		Por día 1 Por semana 2 Por quincena 3 Por mes 4 Por año 5	Bs.	

XIV. ACONTECIMIENTOS DURANTE LOS ULTIMOS 12 MESES

☺ (ENCUESTADOR(A): LEER TODAS LAS OPCIONES DE ACONTECIMIENTOS Y CIRCULAR LAS QUE SE APLICAN			☺ POR CADA SI PREGUNTAR ¿Qué hicieron en el hogar para cubrir los gastos de que tuvieron?					
ACONTECIMIENTOS ↓	Si	No	Utilizaron sus ahorros	Vendieron sus animales	Empeñaron una prenda	ANOTAR LUGAR O PERSONA	Ninguno	Otro (especificar)
111P. ¿Tuvo algún hecho adverso importante en el hogar desde la fiesta de San Juan del año pasado (junio 2001) a la fecha? ¿Cuál? ☺ LEER								

1 <i>Disturbios sociales</i>	1	2	1	2	3	4	5	
2 <i>Ha habido una muerte de algún miembro de su hogar desde San Juan del año pasado a la fecha?</i>	1	2	1	2	3	4 _____	5	
3 <i>Ha tenido algún miembro de su hogar una enfermedad o accidente grave que le impidió trabajar al menos 1 mes desde la fiesta de San Juan a la fecha?</i>	1	2	1	2	3	4 _____	5	
4 <i>Ha habido algún divorcio o separación desde San Juan del año pasado a la fecha?</i>	1	2	1	2	3	4 _____	5	
5 <i>Otra (especificar _____)</i>	1	2	1	2	3	4 _____	5	
112P. <i>¿Tuvo una pérdida en el valor de más de la cuarta parte (25 %) de sus productos agrícolas desde la fiesta de San Juan del año pasado (junio 2001) a la fecha?</i> ☹ (POR NO PASAR 115P)	1	2	1	2	3	4 _____	5	
113P. <i>¿Cuáles fueron las causas de la pérdida?</i> 1 Sequías 2 Inundaciones y/o riada 3 Helada 4 Plagas y enfermedades 5 Los precios bajaron 6 Otro (especificar) _____								
114P. <i>Esta pérdida afecto a:</i> 1 Sólo el hogar 2 Mayoría de los agricultores de la comunidad 3 Otros (especificar) _____								
115P. <i>¿Tuvo una pérdida en el valor de más de la cuarta parte (25 %) del ganado u otros animales desde la fiesta de San Juan del año pasado (junio 2001) a la fecha?</i> ☹ (POR NO PASAR A 118P)	1	2	1	2	3	4 _____	5	
116P. <i>¿Cuáles fueron las causas de la pérdida?</i> 1 Sequías 2 Inundaciones y/o riada 3 Helada 4 Plagas y enfermedades 5 Los precios bajaron 6 Otro (especificar) _____								
117P. <i>Esta pérdida afecto a:</i> 1 Sólo el hogar 2 Mayoría de los que comercializan con animales de la comunidad 3 Otros (especificar) _____								

XV. CREDITOS

☺ LAS SIGUIENTES PREGUNTAS SE REFIEREN A CONOCIMIENTO Y ACCIONES DEL ENTREVISTADO Y TODOS LOS DEMÁS MIEMBROS DEL HOGAR (LEER TODAS LAS OPCIONES POR CATEGORÍA).

118P. ¿Algún miembro ha solicitado crédito alguna vez en su vida de ____? ☺ (LEER DE LA OPCION 1 A LA 42. POR SI SOLICITO PREGUNTAR 119P, 120P, 121P Y 122P)		119P. ¿Recibieron crédito alguna vez de ____? EN CASO DE NO, SALTE A LA 122P	120P. ¿En que año recibió el primer crédito?	121P. ¿En que año recibió el último crédito?	122P. ¿Solicitó préstamos de junio del 2001 a junio del 2002 de ____?
	SI NO	SI NO	AÑO	AÑO	SI NO
FUENTES FORMALES (Bancos Comerciales)					
1 Banco Económico	1 2	1 2			1 2
2 Banco Solidario (Bancosol)	1 2	1 2			1 2
3 Banco Ganadero	1 2	1 2			1 2
4 Banco Real	1 2	1 2			1 2
5 Banco de la Unión (incluyendo Credíagil)	1 2	1 2			1 2
6 Banco Santa Cruz (Bancruz)	1 2	1 2			1 2
7 Banco Hipotecario	1 2	1 2			1 2
8 Banco Mercantil (incluyendo superfácil)	1 2	1 2			1 2
9 Banco Nacional	1 2	1 2			1 2
10 Banco de Crédito	1 2	1 2			1 2
11 Banco Bisa	1 2	1 2			1 2
12 Banco extranjero	1 2	1 2			1 2
13 Otro banco	1 2	1 2			1 2
¿Cuál ____?	1 2	1 2			1 2
FONDOS FINANCIEROS PRIVADOS (FFP)					
14 Financiera Acceso	1 2	1 2			1 2
15 Ecofuturo	1 2	1 2			1 2
16 Fie	1 2	1 2			1 2
17 Caja Los Andes (incluyendo Procrédito)	1 2	1 2			1 2

18 Fasil	1 2	1 2			1 2
19 Prodem	1 2	1 2			1 2
20 Otro fondo financiero privado ¿Cudl _____ ?	1 2	1 2			1 2
COOPERATIVAS QUE PRESTAN DINERO					
21 San Martín de Porres	1 2	1 2			1 2
22 Financiacoop	1 2	1 2			1 2
23 Otra. ¿Cudl _____ ?	1 2	1 2			1 2
24 Otra. ¿Cudl _____ ?	1 2	1 2			1 2
MUTUALES					
25 Mutual La Primera	1 2	1 2			1 2
26 Mutual La Paz	1 2	1 2			1 2
27 Otras ¿Cudl _____ ?	1 2	1 2			1 2
FUENTES SEMIFORMALES					
28 Bancos comunales de Crecer	1 2	1 2			1 2
29 Asociaciones de Pro Mujer	1 2	1 2			1 2
30 Cidre	1 2	1 2			1 2
31 Fondo de la comunidad (Fondeco)	1 2	1 2			1 2
32 Idepro	1 2	1 2			1 2
33 Frif/Diaconia	1 2	1 2			1 2
34 Sartawi	1 2	1 2			1 2
35 Agrocapital	1 2	1 2			1 2
36 Fades	1 2	1 2			1 2
37 Aned	1 2	1 2			1 2

38 Proa	1 2	1 2			1 2
39 Otros bancos comunales	1 2	1 2			1 2
40 Fondos Rotatorios	1 2	1 2			1 2
41 Otra ONG que da crédito. ¿Cuál _____?	1 2	1 2			1 2
42 Otra fuente semiformal ¿Cuál _____? _____?	1 2	1 2			1 2

118P. ¿Algún miembro ha solicitado crédito alguna vez en su vida de ____? ☺ (LEER DE LA OPCION 43 A LA 62. POR SI SOLICITO PREGUNTAR 119P, 120P, 121P Y 122P)		119P. ¿Recibieron crédito alguna vez de ____? EN CASO DE NO, SALTE A LA 122P		120P. ¿En que año recibió el primer crédito?	121P. ¿En que año recibió el último crédito?	122P. Solicitó préstamos de junio del 2001 a junio del 2002 de ____?
	SI NO	SI NO	AÑO	AÑO	SI NO	
FUENTES INFORMALES						
43 Un prestamista local	1 2	1 2			1 2	
44 Algún familiar que le presta dinero	1 2	1 2			1 2	
45 Algún amigo que le puede prestar dinero	1 2	1 2			1 2	
46 Pasanaku en efectivo	1 2	1 2			1 2	
47 La persona que le da trabajo	1 2	1 2			1 2	
48 El comprador de la cosecha	1 2	1 2			1 2	
49 El que le alquila la tierra	1 2	1 2			1 2	
50 Alguna otra persona. ¿Cuál _____? _____?	1 2	1 2			1 2	
51 Otra fuente informal ¿Cuál _____? _____?	1 2	1 2			1 2	
FUENTES COMERCIALES ☺ INCLUIR COMPRAS A CRÉDITO						
52 Almacén comercial	1 2	1 2			1 2	
53 Casa comercial	1 2	1 2			1 2	
54 Tienda	1 2	1 2			1 2	
55 Pasanaku	1 2	1 2			1 2	
56 Vendedor o promotor ambulante	1 2	1 2			1 2	
57 Promotor de insumos/agroservicios	1 2	1 2			1 2	
58 Proveedor de mercadería	1 2	1 2			1 2	
59 Otra fuente	1 2	1 2			1 2	

comercial					
60 Comerciantes de la feria	1 2	1 2			1 2
61 Otra fuente comercial					
¿Cuál _____ ?	1 2	1 2			1 2
BANCO ESTATAL					
62 Banco Agrícola de Bolivia	1 2	1 2			1 2
NINGUNA FUENTE	97	☺ POR NINGUNA FUENTE PASAR A AHORROS VOLUNTARIOS PAG 25			

SI EN LA PREGUNTA 122P CONTESTÓ “NO” PARA TODAS LAS FUENTES (CODIGOS DEL 01 AL 62) PASAR A LA PREGUNTA AHORROS VOLUNTARIOS PAG 25

☺ INFORMACION SOBRE LOS ULTIMOS CREDITOS SOLICITADOS.

SI EN LA PREGUNTA 122P CONTESTÓ “NO” PARA TODAS LAS FUENTES (CODIGOS DEL 01 AL 62) PASAR A LA PREGUNTA AHORROS VOLUNTARIOS EN LA PAG 25.

SI HA SOLICITADO MÁS DE UN CRÉDITO PARA LA MISMA FUENTE ENTRE JUNIO 2001 Y JUNIO DEL 2002, LAS PREGUNTAS SIGUIENTES SON SOLAMENTE PARA SOLICITUDES DEL ÚLTIMO AÑO.

☺ ANOTAR EL NOMBRE Y EL CÓDIGO DE LAS FUENTES A LAS QUE SOLICITÓ CRÉDITO LA ULTIMA VEZ →	Fuente: Código:	Fuente: Código:	Fuente: Código:	Fuente: Código:
NUMERO DE LA PERSONA SOLICITANTE (DE MODULO II) →	Número:	Número:	Número:	Número:
123P. ¿A qué distancia de su propiedad queda _____?	CAN T	DIST	CAN T	DIS T
124P. ¿Cuánto tiempo le toma llegar desde su propiedad hasta la institución / lugar / persona?	CAN T	TIEM PO	CAN T	TIE MPO
125P. ¿Cuánto solicitó inicialmente para este préstamo?	Bs.	\$us	Bs.	\$us
126P. ¿En qué pensaba usar el dinero?				
1 Gastos generales del hogar	1		1	
2 Cuotas escolares, pensiones, útiles y otros gastos relacionados	2		2	
3 Gastos médicos	3		3	
4 Una boda, fiesta de 15 años, preste u otra celebración	4		4	
5 Para pagar otras deudas	5		5	
6 Para que un miembro de la familia pudiera emigrar	6		6	
7 Para prestarle a otra persona	7		7	

8 Adquisición de bienes durables para la casa	8	8	8	8
9 Construcción de vivienda	9	9	9	9
10 Reparar o ampliar la vivienda	10	10	10	10
11 Comprar materiales necesarios para la producción	11	11	11	11
12 Comprar maquinaria, equipo o herramienta para producir	12	12	12	12
13 Comprar animales	13	13	13	13
14 Comprar tierra	14	14	14	14
15 Para atender gastos inesperados	15	15	15	15
16 Para pagar mano de obra/ planilla	16	16	16	16
17 Compra de mercadería para el negocio	17	17	17	17
18 Otro uso (especificar)				
127P. ¿Al final, le otorgaron el préstamo?				
1 Si → ☺ PASE A 129P	1	1	1	1
2 No	2	2	2	2
128P. ¿Por qué piensa que no le otorgaron el crédito?				
1 No tenía qué dar en garantía	1	1	1	1
2 No tenía fiador	2	2	2	2
3 No lo aceptaron en el grupo de crédito	3	3	3	3
4 No tenía los documentos de propiedad necesarios	4	4	4	4
5 Estaba atrasado en el pago de un préstamo anterior	5	5	5	5
6 Dieron malas referencias de él	6	6	6	6
7 Consideraron que sus ingresos eran muy pocos	7	7	7	7
8 La institución se quedó sin fondos	8	8	8	8
9 Otro (especificar)				
→ ☺ PASE A AHORROS VOLUNTARIOS PAG 25				

☺ ANOTAR EL NOMBRE Y EL CÓDIGO DE LAS FUENTES A LAS QUE SOLICITÓ CRÉDITO LA ULTIMA VEZ →	Fuente: Código:	Fuente: Código:	Fuente: Código:	Fuente: Código:
NUMERO DE LA PERSONA SOLICITANTE (DE MODULO II) →	Número:	Número:	Número:	Número:
129P. Al final, ¿qué cantidad de dinero le prestaron?	Bs \$US	Bs \$US	Bs \$US	Bs \$US
130P. ¿Cuántos días pasaron desde que presentó la solicitud hasta que le desembolsaron el crédito?	días	días	días	días
131P. ¿Llegó a tiempo el desembolso para el uso que usted lo tenía proyectado?				

1 Si ☺ (PASE A LA PREGUNTA 133P)	1	1	1	1
2 No	2	2	2	2
132P. ¿Qué hicieron?				
1 Nada	1	1	1	1
2 Acudió a un prestamista	2	2	2	2
3 Acudió a un amigo o pariente	3	3	3	3
4 No pudo comprar mercadería	4	4	4	4
5 No pudo sembrar / cosechar	5	5	5	5
6 Tuvo que cambiar de proyecto	6	6	6	6
7 Otra cosa (especificar)				
133P. ¿Qué ofreció de garantía para este préstamo? ☺ (LEER LAS OPCIONES - MULTIPLE)				
1 La tierra	1	1	1	1
2 La cosecha	2	2	2	2
3 Animales	3	3	3	3
4 Un contrato de compra-venta	4	4	4	4
5 Otra propiedad	5	5	5	5
6 Lo que iba a comprar con el crédito	6	6	6	6
7 Un vehículo	7	7	7	7
8 Maquinaria	8	8	8	8
9 Un fiador / codeudor / garante personal	9	9	9	9
10 La responsabilidad de un grupo solidario	10	10	10	10
11 Bienes de la casa / muebles / electrodomésticos	11	11	11	11
12 Un cheque	12	12	12	12
13 Firmar letras de cambio	13	13	13	13
14 Depósito a plazo fijo	14	14	14	14
15 Documentos originales de propiedad	15	15	15	15
16 Nada, sólo su reputación	16	16	16	16
17 Otro (especificar) _____				
134P. ¿Qué tasa de interés le aplicaron? ☺ ANOTE LA TASA DE INTERES EN %	_____ %	_____ %	_____ %	_____ %
1 Diaria	1	1	1	1
2 Semanal	2	2	2	2
3 Quincenal	3	3	3	3
4 Mensual	4	4	4	4
5 Anual	5	5	5	5
6 No sabe	6	6	6	6
7 Otra (especificar) _____				

☺ ANOTAR EL NOMBRE Y EL CÓDIGO DE LAS FUENTES A	Fuente: Código:	Fuente: Código:	Fuente: Código:	Fuente: Código:
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LAS QUE SOLICITÓ CRÉDITO LA ULTIMA VEZ →					
NUMERO DE LA PERSONA (DE MODULO II) →		Número:	Número:	Número:	Número:
135P. ¿Qué plazo le dieron?					
1 Días	1	1	1	1	1
2 Semanas	2	2	2	2	2
3 Quincenas	3	3	3	3	3
4 Meses	4	4	4	4	4
5 Años	5	5	5	5	5
6 Cuando pudiera pagar	6	6	6	6	6
7 Otra (especificar) _____					
136P. ¿Cuál era la forma de pago que le dieron para ese préstamo?					
1 Cada semana	1	1	1	1	1
2 Cada dos semanas	2	2	2	2	2
3 Dos veces al mes	3	3	3	3	3
4 Una vez al mes	4	4	4	4	4
5 Cada tres meses	5	5	5	5	5
6 Una sola cuota al final	6	6	6	6	6
7 Otra forma (especificar) _____					
137P. ¿De cuánto le salió cada cuota?	Bs	\$US	Bs	\$US	Bs
138P. Para poder pagar las cuotas del préstamo de ☺ (LEER OPCIONES, MULTIPLE)					
1 Han sido siempre suficientes los ingresos de la actividad relacionada con el préstamo?	1	1	1	1	1
2 Algunas veces le ha tocado trabajar más para poder pagar	2	2	2	2	2
3 alguna vez ha pagado con ahorros que tenía	3	3	3	3	3
4 alguna vez ha pagado con ingresos de otra actividad no relacionada con el préstamo	4	4	4	4	4
5 Ha tenido que vender alguna cosa o animal para poder pagar	5	5	5	5	5
6 Ha tenido que pedir prestado	6	6	6	6	6
7 Ha pedido ayuda a familiares o amigos en Bolivia	7	7	7	7	7
8 Ha pedido ayuda a familiares o amigos fuera de Bolivia	8	8	8	8	8

139P. ¿Ha pagado atrasado alguna vez?				
1. Sí	1	1	1	1
2. No ☺ PASE A LA PREGUNTA 142P	2	2	2	2
3. Todavía no le ha tocado pagar ☺ PASE A LA PREGUNTA 142	3	3	3	3
140P. La vez que pagó más tarde, ¿cuántos días se atrasó en pagar?				
1. Número de días que pagó tarde	1 _____ días	1 _____ días	1 _____ días	1 _____ días
2. No ha pagado todavía: Días de retraso en total estimando los días que le faltan para pagar	2 _____ días	2 _____ días	2 _____ días	2 _____ días

☺ ANOTAR EL NOMBRE Y EL CÓDIGO DE LAS FUENTES A LAS QUE SOLICITÓ CRÉDITO LA ÚLTIMA VEZ →	Fuente: Código:	Fuente: Código:	Fuente: Código:	Fuente: Código:								
NUMERO DE LA PERSONA (DE MODULO II) →	Número:	Número:	Número:	Número:								
141P. ¿Qué hizo al respecto? ☺ (NO LEER- MÚLTIPLE)												
1 No pagué nada	1	1	1	1								
2 Pagué una parte	2	2	2	2								
3 Refinancié	3	3	3	3								
4 Pagué con otro préstamo ¿De dónde?	4	4	4	4								
5 Di lo que tenía en garantía	5	5	5	5								
6 Vendí tierra, animales, carro, etc. para pagar	6	6	6	6								
7 Pagué atrasado	7	7	7	7								
8 Me perdonaron la deuda	8	8	8	8								
9 Voy a pagar en el futuro	9	9	9	9								
10 Otro (Especificar)	_____	_____	_____	_____								
142P. Ahora que usted y los miembros del hogar ya tienen experiencia con _____, ¿Está usted contento(a), indiferente o descontento(a) con _____? ☺ (LEA TODA LA PREGUNTA PARA CADA OPCION) MARQUE UNA RESPUESTA PARA TODAS LAS OPCIONES DONDE 1 = CONTENTO, 2 = INDIFERENTE, 3 = DESCENTENTO												
	Co nt	Ind	De sc	Co nt	In d	De sc	Co nt	Ind	De sc	Co nt	In d	De sc
1 El monto que le prestan	1	2	3	1	2	3	1	2	3	1	2	3
2 Los plazos de los préstamos	1	2	3	1	2	3	1	2	3	1	2	3
3 Las tasas de interés	1	2	3	1	2	3	1	2	3	1	2	3
4 El sistema de pagos que le dieron	1	2	3	1	2	3	1	2	3	1	2	3
5 La facilidad de los trámites	1	2	3	1	2	3	1	2	3	1	2	3

6 La garantía que le piden	1	2	3	1	2	3	1	2	3	1	2	3
7 El trato que le brinda el que le presta	1	2	3	1	2	3	1	2	3	1	2	3

AHORROS VOLUNTARIOS

☺ LEER: Todas las respuestas que nos de serán mantenidas en **ABSOLUTA CONFIDENCIALIDAD**

143P. ¿Tienen ustedes...? ☺ (LEER CADA UNA DE LAS SIGUIENTES OPCIONES)	SI	NO	¿En cuál? (SÓLO FORMAL)
1 Cuentas en un banco, FFP o mutual	1	2	
2 Ahorros voluntarios en una cooperativa	1	2	
3 Ahorros voluntarios en una asociación o banco comunal	1	2	
144P. ¿Con qué podría hacer frente a una emergencia? ☺ LEER	SI	NO	
1 Animales que puede vender	1	2	
2 Terreno que puede vender	1	2	
3 Bienes de la casa que puede vender	1	2	
4 Una casa que puede vender	1	2	
5 Tubérculos o granos almacenados	1	2	
6 Material de construcción que pueda vender	1	2	
7 Otro (especificar) _____			

XVI. VIVIENDA

☺ ENCUESTADOR: PREGUNTAR Y CIRCULAR EL CODIGO QUE CORRESPONDE EN CADA CATEGORÍA

145P. La vivienda del hogar es.....	151P. ¿Cuál es la procedencia del agua utilizada para beber y cocinar?	158P. ¿El sistema de eliminación de basura es...?
1 Casa Independiente	1 Cañería de red	1 Al río
2 Departamento	2 Pileta pública	2 A un cenital basural
3 Habitación(es) suelta(as)	3 Carro repartidor	3 Carros basureros
4 Chozas, Pahuichi	4 Pozo o noria con bomba	4 La entierran
5 Vivienda improvisada	5 Pozo o noria sin bomba	5 La queman
146P. La vivienda que ocupa el hogar es.....	6 Río /vertiente/ acequia	6 Otro (especificar) _____
1 Propia con papeles	7 Lago /laguna/ curiche	
2 Propia sin papeles	8 Otra (especificar) _____	159P. ¿Principalmente qué tipo de

3 Alquilada	152P. ¿Cómo se distribuye el agua para beber y cocinar?	combustible o energía utiliza para cocinar?
4 En contrato anticrético	1 Por cañería dentro de la vivienda	1 Leña
5 Cedida por parentesco	2 Por cañería fuera de la vivienda	2 Guano / bosta / taquia
6 Cedida por servicios	3 No se distribuye por cañería	3 Kerosén
7 Cedida de otra manera	153P. ¿Tiene baño, water o letrina?	4 Gas garrafa o por cañería
8 Otro (especificar) _____	1 Si	5 Electricidad
	2 No SALTE A 156P.	6 Otro (especificar) _____
147P. ¿Cuál es el material más utilizado en las paredes de la vivienda?	154P. ¿El baño, wáter o letrina es usado.....	160P. ¿Cuántos cuartos o habitaciones ocupa su hogar, sin contar el baño ni la cocina?
1 Adobe o tapial	1 Sólo para su hogar	
2 Ladrillos / bloques de cemento / hormigón	2 Compartido con otros hogares	
3 Tabique / quince	155P. ¿El baño, wáter o letrina tiene desagüe a.....	161P. ¿De esos cuántos son sólo para dormir?
4 Piedra	1 alcantarillado?	
5 Madera	2 cámara séptica?	162P. ¿Tiene un cuarto sólo para cocinar?
6 Caña / Palma / troncos	3 pozo ciego?	1 Si
7 Otro (especificar) _____	4 la superficie calle / río?	2 No
148P. Tienen revoque las paredes interiores de la vivienda?	5 Otro (especificar) _____	163P. ¿Cuándo algún miembro de su hogar se enferma ó accidenta, dónde acuden por lo general?
1 Si		1 Hospital público
2 No		2 Centro de salud
149P. ¿Cuál es el material más utilizado en el techo de la vivienda?	156P. ¿Usa energía eléctrica para iluminar su vivienda?	3 Puesto de salud
1 Calamina o plancha	1 Si	4 Caja Nacional de Salud u otra Caja (CNS)
2 Tejas (cemento / arcilla / fibrocemento)	2 No	5 Clínica, hospital privado
3 Losa de hormigón armado	157P. ¿En su hogar tienen.....	6 Consultorio médico particular
4 Paja / caña / palma / barro	1 radio?	7 Farmacia
5 Otro (especificar) _____	2 televisor?	8 Kallawaya, jampiri, yatiri, curandero o médico tradicional
150P. ¿Cuál es el material más utilizado en los pisos de la vivienda?	3 bicicleta?	9 En su casa (medicina tradicional)
1 Tierra	4 motocicleta?	
2 Tablón de madera	5 vehículo automotor?	164P. ¿Del último hijo(a) nacido vivo dónde ocurrió el parto?
3 Parquet / machimbre	6 refrigerador?	

4 Alfombra / tapizón	7 teléfono fijo?	1 En un establecimiento de salud
5 Cemento	8 teléfono celular?	2 En un domicilio
6 Mosaico / baldosas / cerámica	9 bomba eléctrica de agua?	3 En otro lugar
7 Ladrillo	10 cocina a gas o a kerosene?	165P. ¿Quién atendió el parto?
8 Otro (especificar) _____	11 ropero ó cómoda ó catre?	1 Médico
		2 Enfermera / Auxiliar de enfermería
		3 Partera
		4 La misma mujer
		5 Otra persona

166P. A que distancia queda su vivienda de _____ ?				
☺ LEER DE 1 A 4	METR OS	CUADR AS	KILO ME- TROS	167P. Cuántos minutos tardaría en llegar en el medio de transporte que utiliza normalmente desde su vivienda a _____ ?
1 La carretera, calle pavimentada o empedrada más cercana				
2 El camino no pavimentado transitable todo el año				
3 El lugar más cercano donde pueden tomar un medio de transporte público				
4 El mercado o feria más cercano				
HORA DE FINALIZACION	HH:MM			

AGRADECER Y ENTREGAR EL REGALO	1
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