

EXTENDED TARGETED INPUT PROGRAMME 2002-2003 EVALUATION

**A TRAINING MANUAL PREPARED FOR THE TRAINEE ENUMERATORS AND
FIELD SUPERVISORS AT NATHENJE RTC
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BY

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1.0 INTRODUCTION

The Targeted Input Programme originates from the Starter Pack Initiative Scheme (SPIS) the Government of Malawi introduced in 1998/99 agricultural-season with a key primary objective of increasing national and household food security among the poor rural smallholder farmers in the country. Other objectives include promotion of crop diversification, improve soil fertility and enhance the adoption of improved technologies in maize production.

In both 1998/99 and 1999/2000 agricultural seasons the Scheme issued a package of agricultural inputs (fertilizers, maize and legume seed) to about 3 million farm families. Due to high costs and as exit strategy, in 2000/2001 agriculture-season, the Government scaled it down into the Targeted Input Programme (TIP) and distributed free agricultural inputs to about 1.5 million farm families especially those that look after orphans, the aged, disabled, widow and other vulnerable members of the society. In 2001-02 agriculture-season the programme was further stepped down to target only 1 million farm families with similar features as those of 2000-01.

In 2002, the government supplemented the summer input programme with a winter TIP with a view of minimising a critical situation of food insecurity that hovered over the country following a dismal performance of maize in the previous year attributed to mostly calamities (droughts & floods) in the year. Inadequate use of improved farm inputs (fertilizers, hybrid seed, composite seed) due to reduced size and late issues of the summer TIP coupled with inadequate credit facilities, low farmer incomes, low adoption rates for some improved technologies and high environmental degradation made the performance of maize worse. In order to reduce the suffering of people as a result of food shortage, among other strategies the government appealed to the donor community for relief maize and imported into the country maize supplies for sale to the citizens of Malawi at a subsidized price as a short-term measure. As a medium term measure the government pledged to continue with the targeted input programme but as an extended one for the 2002/03-agriculture season. In the extended TIP, the target group went beyond the vulnerable to include almost all farm families in the country. Two distributions were done one for the farm families registered on list (A) and the second issue for households registered on list (B). The government funded the list A the donors while funded list B.

In order to understand the impact of the programme on beneficiaries, annual terminal evaluations are performed. These evaluations are believed to provide lessons that influence the formulation of a similar programme in the year that follows the implementation of the programme. The Extended Targeted Input Programme (ETIP) 2002-2003 Evaluation, therefore, only forms part of a series of evaluations the Government of Malawi has been conducting since the programme was conceived. The Extended TIP 2002-2003 Evaluation will entail assessing performance of the Food Production and Security module of the programme that intends to look at food production and security and farmers' links with input and produce markets. It will also briefly examine the extent to which relief food has impacted the lives of the smallholder farmer households. Essentially this evaluation will provide evidence on:

- Whether community targeting was successful in allocating packs to poorest households in the country.
- Maize production estimates for 2001-02 agricultural season, including the proportion attributable to TIP 2 and the difference in production for households that received TIP2 and households that were excluded from the programme.
- Maize production estimates for 2002-03 agricultural season, including the proportion attributable to ETIP and the difference in production for households that received ETIP and households that were excluded from the programme.

- Months of food self-sufficiency and food security since the 2002 harvest for ETIP receipts in the 2002-03-agriculture season.
- An assessment of the differential production impact of hybrid maize seed and OPV seed planted by ETIP recipients in 2002-03.
- How and where the maize and legume seed were planted in 2002-03 and the fertilizer was used (usage of ETIP Inputs).
- Whether farmers received the leaflets accompanying the ETIP packs.
- Whether farmers used the ETIP packs as instructed.
- What proportion of farmers' gardens received ETIP inputs compared with inputs from other sources?
- How was the use of ETIP inputs affected by the delivery of the packs especially its timing.
- Farmers' perceptions of the state of their maize and legume crops in 2002-03, including the perceived reasons for the state of these crops.
- Patterns of demand for inputs of the recipients and non-recipients of the ETIP.
- Market ratios for the major crops the recipients and non-recipients of a TIP pack market.

The information to provide evidence on these issues will be collected in a total of 135 villages in all districts in Malawi Likoma inclusive and approximately 4050 households will be involved in the survey.

For appropriate conclusions to be drawn from the evaluation, it is necessary that the availability of valid information interpreted from data collected be fulfilled. It is for this reason that collection of accurate, valid and reliable information and data is a key element to the process and will be best achieved if the Enumerators and Field Supervisors responsible for the process are conversant with data and information collection tools/process. It is with this understanding that this Training Manual was prepared.

Essentially the manual introduces you to the specific instruments that will be used for data and information collection in the evaluation besides giving you correct instructions on how you can consistently and accurately complete them.

The general nature of these instruments is their use of close-ended questions that will require you to take the respondents through the various options while recording the responses according to the respondent's opinions.

2.0 Objectives

The training manual specifically aims at

- Introducing to you the key instruments that will be used for collecting data and information in the field.
- Instructing you on how you can correctly and accurately complete the evaluation instruments used in the study.
- Explaining to you some key terms used in the evaluation instruments.

- Giving you reliable clues on the mode of operations and conduct while in the field.

3.0 Field Operations and Conduct

3.1 Travelling To The Sampled Village

Now that you know the location of a village where you are supposedly to go for survey in relation to its Section, T/A, EPA, District, RDP and ADD, you will be expected to make firm arrangements to travel to either the EPA or Section depending on what is geographically convenient for you. A letter of introduction will be provided to support and introduce you to either the Development Officer or Section Owner. Since the letter may not contain much detail, you will be expected to say more about yourself, programme and its objectives to them. If you first trace your way to the EPA, the Development Officer will guide you to the Section. Kindly, request the Section Owner to introduce you to the local leader/village head a day or some hours before actual implementation of your programme starts.

In some cases, you may go to the village via the Traditional Authority or Councillor or the village head. If you ask for the T/A's place, he/she could give you directions and so would the Ward Councillor let alone any key informant about the whereabouts of the village.

3.2 Mode Of Operation In The Field

The field organisation chart provided indicates that a team of Supervisor and two Enumerators will work together in one village for a period of up to five days. The team will conduct household listing process and sampling together. When the sample is drawn the Supervisor and the two Enumerators will all be involved in administering the questionnaires to the selected households and their individuals. Arrangements for the team to travel to the next village will be made when all outstanding work in the first village is completed. The Supervisor will make sure that

- Household listing and sample selection are properly done before the process of data collection using the household and individual questionnaire starts.
- While he/she administers his/her questionnaires, he/she monitors the quality of work by his/her Enumerators. Sometime will have to be put aside to check how work is progressing. This should not be a difficult thing to do as everybody will be working in the same village. All mistakes the Enumerator commits ought to be rectified while in the village. The Supervisor will have to check every questionnaire for a given Enumerator. Correction of mistakes of one village when you are in another village will be a cost of the Supervisor.
- No Enumerator is left behind completing his/her remaining tasks in the village. All the tasks assigned to the Enumerator should be finished before the team decides to leave the village.
- Adherence to the period recommended for the team to stay in one village is respected. Costs arising from unnecessary overstay in a village will be born by the Supervisor and his members of the team. In order for you to avoid unnecessary mismanagements of resources (Time & Finances), the Supervisor ought to be realistic, efficient and effective in the way he/she manages the team.

3.3 Control & Identification Panels

These are available on the household listing form, individual and household questionnaires (Please check). In all cases, completion should be done clearly and readably/legibly. For the identification panel completion should be done at the beginning of the exercise while the control panel is done at the end of it to ensure that completion is satisfactorily. Note that satisfaction in processing the questionnaires will be attained if all sections of the questionnaires are legibly, accurately, and consistently and orderly done before endorsing your signature. This implies that before you endorse your signature, you need to go through the questionnaire once again so that you are least assured that everything is fine according to the reference point.

It will be advisable if this is done before you leave the village so that if you identify some irregularities, these are sorted out before while there.

3.4 Confidential And Anonymous

At each level, it is recommended to conduct oneself in a confidential and anonymous manner. Strongly adopt the anonymity statement well provided for in the instruments (household and Individual Questionnaires). You ought to own the statement in order for the interviewee to be confident in you. This must be done before you start your introductions to the village, household during household listing and household interviews and the individual if differently from the person to whom the household questionnaire will be administered. During household listing, endorsement of the name of the head of household and other members on the form is done to facilitate the process. It should be emphasized that it is not a registration for another ETIP or any other free input programme.

4.0 Instruments For The Evaluation Information and Data Collection

In this evaluation, data and information will be collected at three levels (Village, Household and Individual) using the Household Listing Form, Household Questionnaire and Individual Questionnaire.

4.1.0 Household Listing Form

4.1.1 Role Of The Household Listing Form

This form will help you capture the sampling frame from which to select your sample of the households for the administration of the household and individual questionnaires in a given village. For the purpose of this exercise treat a sampling frame as a list of distinct and distinguishable units (e.g. households, farms, establishments etc) of a given population. The sample frame is used for selecting units from the population into a random sample. It is characterised by a definite location, address, boundary or a set of rules. Each unit in the sampling frame bears a serial number. On the other hand a random sample is a probability sample whose composition is determined by a chance mechanism.

At the end of this training, you will be issued with a list of sampled villages (and their codes) showing the total number of households in it, district in which the village is located and its code. On page 1 of this form, therefore, legibly fill in the district name and its code and village name and its code depending on where you are. You will also be provided with TIPLU register for each of the selected village. TIPLU register will facilitate the household listing and sampling processes.

4.1.2 Structure Of the Household Listing Form

The household listing form has the following major components

• Identification panel	• Observations from the listing process
• Control panel	• Serial numbers from the listing process
• Information from the village head	• Name of recipient or household if didn't receive
• Summaries from the TIPLU List	• Receipt of government TIP
• Information from the listing	• Registration in list
•	• Sampling

4.1.2.1 Information From The Village Head

Questions 1-6 should be asked to the village head at the beginning or end of your stay in the village. The information is on receipt and posting of a village beneficiary list. You should also consider collecting information on NGO free input packs. Please do not forget to administer these questions.

4.1.2.2 Summaries From The TIPLU List

Q5-7 should be treated at the very end of the household listing and verification processes. Make summaries from the TIPLU List provided for each village. For example

- Total number of households found in the village and in TIPLU list comes from found in 1st round visits and TIPLU List + 2nd round verification.
- Total number of households not found in the village but registered in the TIPLU list comes from “Not found.” This means that a person or household was registered but the survey team has been unable to locate him/her or the household after a door-door campaign of registration followed by verification with the village head or other key informants in the village.
- Total number of households “Not in TIPLU but found on the ground and received comes. This comes from a combined observation in the columns of “Received Government TIP) and “Registered in List”

4.1.2.3 Information From The Village Listing Process

- Total number of households in the village. This is obtained from the last serial number in the household number column of the form
- Number of households registered in list A and received (from total in list A sampling column)
- Number of households registered in list B and received (from total in list B sampling column)
- Number of households that did not receive (from total in did not receive sampling column)
- Total number of households found in the TIPLU list but did not receive (Summarised from the village list (did not receive section & registered)
- Observations

4.1.3.0 Village Household Listing Process

4.1.3.1 Need For A Village Guide

It is a common practice for the village head to give you a village guide if the objective of your visit is clearly understood and you have an effort to ask for one. If you are not given one, you need to politely ask for one on daily basis because you will not need the services of the Section Owner to take you around during implementation of your activities. As a kind gesture, thank him/her for introducing you to the village and its leadership if the extension worker introduced you to the village. You will now be fully assisted by the Village Head to take you around.

4.1.3.2 Major Outputs Of The Household Listing Process

At the end of this process, you are expected to produce the following outputs

- Total number of households found in the village whether received ETIP or not
- Number of households that received ETIP Pack in the first distribution
- Number of households that received ETIP Pack in the second distribution
- Number of households that did not receive ETIP Pack
- Number of households that received ETIP Pack in the first distribution
- Number of households that received ETIP Pack but not in this village.

4.1.3.3 The Procedures for the Village Household Listing Process

- Seek permission from the Village Head to inform his subjects some hours after your arrival or a day before you arrive about your programme so that they are not taken unawares and that you too are not suspected for anything subversive and that you are able to find the

household head or any other members at the household premises. Finding the household members at their houses is crucial, as you will have to verify with them on whether or not the household received ETIP pack and also for the administration of other necessary questions on the form during listing.

- Ask for a Village Guide who knows the boundaries and households of the village to take you around. From the Village Guide find out what is a good starting point for the exercise. It is often advisable to start from one south or north corner of the village. Identify your starting point with some form of a datum to help you trace the households when you come back after sampling. This could be some living/dead plant, market place, hill, trading centre or anything worth noting.
- Then register all households in the village (those that received the ETIP pack from 1st, 2nd, did not receive and those that received from other villages). A name of the recipient or household head if did not receive be endorsed in the appropriate column. If more than one member of the household received an ETIP, names of the members of the household should be written below the name of the household. Remember to serially number the households as you register one household after another. All members of the household that received ETIP pack should carry the same household serial number. It is particularly important that you give the same household number even when the individuals are not one after the other in the VLF. This might happen for example when you only discover the presence of an individual recipient after you finish the listing in the village and you need to add the new individual to the bottom of the list. This has implications on the sequential numbers for sampling too.
- Ask for permission from the household if you could write its serial number on the doorframe or doorpost or anywhere else in the household building. This will help you identify the sampled household for administration of the questionnaires.
- While registering find out from the household if the household head or its members received a government TIP during the first or second or both or did not receive or received from a different village. An example in the table below shows that Frank Kamanga as a household member received in the second distribution. Establish at beginning of the exercise the source of the pack received. Find out if indeed it was from the government or NGO or Church. Cross out only one alternative. Note that this information should not be captured from what neighbours or guide or other people say but the household head or a very close relative of the household head. If you do not find a reliable adult in the household please revisit it.

Remember that the first six columns of this form are completed while you go around the village.

HH No.	Name of recipient (or household head if did not receive)	Received Government TIP?			
		1st	2nd	Did not receive a pack	Received a pack but not in this village
	Frank Kamanga	<input type="checkbox"/> ₁	<input checked="" type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

- Make sure that during registration, the village head does not accompany you. Assure the village head that the services of a guide are enough for you to accomplish your goals for being in the village.

- During registration ensure that the person being registered gives you all his names he uses normally. Discuss with the household head or the person being registered that giving true names that he/she uses is important for your exercise. It will help you discover if those people registered for the ETIP are the ones who received the pack. Assure the person being registered that use of names in the registration does not have immediate future benefits or disbenefits. It is solely intended for the purpose of the survey.
- After you have physically registered every household in the village, go back to the household head premises for reconciliation of the household list on the ground with the TIPLU registers of lists A and B. This process requires all the three members of the group to participate. One member should be looking at names on list A while another on list B and last one on the village list you have just prepared/generated.
- The one holding the village list should call out a name on the village list and point out if he/she had the 1st or 2nd distribution or did not or received from another village. If the called out name received in the 1st distribution and that name appears on list A of the registers, put a cross on “Yes” in the “Registered in List Column section A” And “ across on No” of the same column but section B if the name does not appear on list B otherwise it if it appears you also cross out “Yes”. This means that that a person was registered on list A and B. While doing that put a cross in the TIPLU list A found in the first round of visits against that name if it appeared on list A and TIPLU list B if it also appeared. If it appeared on list A only, then you cross out “Yes” on it and cross out “No” on list B even if the member received during second distributions.
- Do this for every name you have registered. Where you are unable to allocate a name, put a cross against that name on either TIPLU list A or B not yet verified and later verify with the village head on the presence of that person. This explains why it is necessary to make your reconciliation in the presence of the Village Head. Do not finally conclude your verification until the person in question or the closest relative of that person is contacted. If identified allocate the person to the right household number and put a cross against that on 2nd round verified on either list (A or B). Where minor amendments are required upon verification, should be done and enter the corrections appropriately. Otherwise if not found with these verifications, then the crossing should be against that name on “Not found” of either list of TIPLU.
- For those that appear on the village list and received either from the village or another village, should be summarised on TIPLU name column and marked against the name on not on TIPLU but on the ground who received on either case of TIPLU. More examples are outlined below to facilitate your understanding of the exercise.

Do not rush to cross the boxes in either list until you are sure that you understand exactly what happened in the household. Check and verify first, then complete the form.

Easy cases

HH No.	Name of recipient (or household head if did not receive)	1st	2nd	Did not receive a pack	Received a pack but not in this village	A and received		B and received	
						<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
001	1. Individuals that received in the first distribution and were registered in the A list	<input checked="" type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
002	2. Individuals that received in the second distribution and were registered in the	<input type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

HH No.	Name of recipient (or household head if did not receive)	1st	2nd	Did not receive a pack	Received a pack but not in this village	A and received		B and received	
						<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
005	5. Individuals that received in first distribution but were registered in list B	<input checked="" type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
006	6. Individuals that received in the second distribution but were registered in list A	<input type="checkbox"/> ₁	<input checked="" type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
B list									
003	3. Individuals that did not receive but were not registered in list A or list B	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input checked="" type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
004	4. Individuals that received from a different village and were not registered in the listed village	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input checked="" type="checkbox"/> ₄	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

More examples:

7. Different name found in the VLF and the TIPLU list.

This needs verification in the field. Remember that you can start by asking the village head but the information **must** be verified in the households themselves. When you discover the real names, you can correct the VLF.

8. Household received but was not registered in the village.

The household might have received from a different village, so the case is the same as number 2. The household might have been given a pack without having been registered or they might have obtained a voucher without being registered. In this case cross out the time of reception of pack, cross out “No” in both lists in the registration section. And add the name to the bottom of the TIPLU list and cross out the box in the last column of the register form.

	Name of recipient (or household head if did not receive)	1st	2nd	Did not receive a pack	Received a pack but not in this village	A and received		B and received	
						<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
008	Mr C.	<input checked="" type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

Name	Found in first round of visits & TIPLU list	On TIPLU list, not yet verified	2nd round verified	Not found	Not on TIPLU list but DID receive
Mr C	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Some Other Cases:

- In a household the wife was registered in the village and received a pack. The husband says that he was registered in a different village and claims that he did not receive. So the household only received one pack. You need to double check because anyone who was registered is likely to have received a pack.
- One name “Maria” appears in the TIPLU list but was not found in the village. In addition one household that was not registered received a pack (Mr. B). On verification “Maria” is the daughter of the village head, and the village head says that he gave Maria’s pack to Mr B.

There are two possible solutions:

If Mr B received Maria’s pack (the full pack) then do as follows:

	Name of recipient (or household head if did not receive)	1st	2nd	Did not receive a pack	Received a pack but not in this village	A and received		B and received	
						<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
023	Maria	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input checked="" type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
024	Mr B	<input checked="" type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

And then add Mr B to the bottom of the TIPLU list

Name	Found in first round of visits & TIPLU list	On TIPLU list, not yet verified	2nd round verified	Not found	Not on TIPLU list but DID receive
Maria	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mr B	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

If Mr B received part of the pack the he should be registered as did not receive in VLF and you don’t need to add him to the TIPLU list.

4.1.4.0 Household Sampling

Sampling is simply a process of selecting units/individuals such as households into smaller groups from a population by random means. In this study our population is the household list prepared and summarised into list A and received, list B and received and non-recipients in sampling section of the household listing form. From each of this list you are expected to sample 10 households for administration of the questionnaires. This means that you need to select 10 from list A another 10 from list B and finally 10 from the list of households that did not receive TIP pack giving a total of 30 households per village. It is, therefore, expected that a total of 4050 households will be sampled for the administration of the questionnaires in 135 sampled villages. This assumes that the selected villages received both 1st and 2nd distributions of TIP and in relatively in large enough numbers to satisfy the demand of our sample size. Besides over 2700 individual questionnaires will also be administered to the recipient household members.

Where the village

- Received ETIP packs in one round of distribution (either in 1st round from list A or in 2nd round from list B) you will be expected to sample up to 15 recipient households for the list in existence and up to 15 non-recipients.

- Has the number of ETIP recipients equal to 10 from either of the lists, select all the households for each list and if less than 10, also select the available number of the ETIP recipients or non-recipients.
- Sampling will be done where each list in selected village is more than 10 after your thorough sequencing process.

During household sampling you need to bear in mind that

- You will use sequential numbers in the selection process and should, therefore, allocate sequential numbers to the households for each of the groups (list A and received, list B and received and did not receive) before the actual sampling process begins.
- Make sure that one household is given one sequential number on the household listing form for each of the groups. This implies that skip a household that has already been allocated a sequential number in one of the groups. Do that for each of the group until all group lists are sequentially numbered. This will help you to produce a separate sample list for each of the groups.
- Then use a circular systematic random sampling technique to select individual households from each list. In order to facilitate the process of circular systematic random sampling a table of starting points attached to your household listing form will be used. This table relies on three parameters and these are size of the list, starting point and interval. You need to note that the size of the list is the total of households sequentially listed for each group. This means that size of the list will vary for each group of the list in the same village or from one village to another. For each of the list size, starting point (first allotted number) and interval (distance between one number and another) has been provided. For list size “26”, the starting point is 12. With an interval of “2” the next household to be selected is 28 and 30 etc. You will go round the list if by the time you get to the end of the list you will not have satisfied the sample size. This is supposedly to be repeated for each of the lists.
- Using the sequential number in order for you to identify the household serial number that is adjust to it and select it for your interviews.

4.2.0 Household Questionnaire

4.2.1 Getting Started With The Household Questionnaire

If the village household listing and sample selection are completed in good time, you may rest for a short-while before you start conducting the household interviews on the same day otherwise if you have finished late, arrange to start household interviews on the following day. On either case you need to plan your movements properly in terms of where you start and finish to avoid wasting time moving up and down the village. Since you are aware of the direction of the flow of household numbers you should be able to know where to start from and easily locate the sampled households. You may still need the services of a Village Guide to lead you to the selected households and a repeat of the statement of anonymity each time you conduct interviews with the household is necessary. These interviews target the household head. In his/her absence the spouse or any other responsible adult in the household should be used to handle the interviews.

In completing the questionnaire, use a cross (X) for the appropriate answer from the respondent for the “Yes” and “No” questions. Do not use checks/ticks for these responses. Whenever a mistake is committed for such questions, encircle the wrong answer. A correct answer should then be crossed. For numerical and some text answers, cross the wrong answer and write a correct answer next to it. You also need to pay particular attention to the instructions outlined in each question.

4.2.2 Household Questionnaire General Information

This section covers A1-8. In A1, identify your sample by list it is coming from in the household list form. You need to either cross out “A” if the sample is from list “A” or “B” if from list “B” or “Did not receive” if from that list. This is a very vital initial activity. Remember to do that in order to ensure that you work with the right sample.

In A2 discontinue the interviews if the respondent says no and replace the household by re-sampling from the household listing form. The discontinuation and replacement should be for both the recipients and non-recipients. Your Field Supervisor should randomly sample another household for you once again from your sample frame using a circular systematic sampling you used before.

In A3, carefully probe to find out how many packs the household got from the extended TIP. This should include what the respondent as member of the household alongside all other members received from the selected village or any other village it was gotten from. Make sure that the responses are captured according to the months the pack was received. For a village in question, there is a high correlation between the list and month of receipt. You should further find out if the household

- Received any TIP pack in 2001/02.
- Used any TIP Pack contents in the 2002/03 main-season. Find out even from those that did not receive a TIP pack.
- Received a TIP voucher for the pack (s) the household member received. You also need to indicate the number of vouchers that went into the household.
- Saw a list of beneficiaries displayed in the village or distribution centre as a way of promoting transparency.

Please cross the appropriate response.

4.2.3 Household characteristics

This section covers B1-10. Please correctly complete them. Do not ask B1 but tick the appropriate answer based on your observation of the respondent. In B2, if the respondent does not know his/her age, tick the appropriate box according to your own judgement. The boxes are located to the far right of your questionnaire. Make sure you are objective in your judgement.

In B4, the household size involves all people living in the household and eating from the same pot. These are the household’s dependants that include relatives, children and those that are working for it. B5 helps you to confirm whether or not the respondent handling the interviews is the real or de facto head of the household you are interviewing. A de facto head is a temporary director/manager of the household. He/she acts on behalf of the real head that has reasonably been away from the household. Note that a spouse or any adult handling interviews on behalf of the head temporarily out of the village is not a de facto head. You should, therefore, ask for the sex of the appropriate head of the household. But if the husband is away for a relatively longer period, say a year or so, the wife assumes the role of the head of household and sex observed in B1 applies.

In B7, ensure that the amount of land captured includes that in the dambo if at all the household cultivated it in the main season and upland one usually cultivated in the season.

In B8, show how household members shared the cultivation of land in B7. Find out if each household member received the 2002/03 and or 2001/02 TIP. The individual member number is a sequential number you specify during interviews by allocating to each member who cultivates a garden. This is done to ensure that you properly collect information about each of the members in the household without either duplicating or misses. Note that land in B7 should be equal to the sum of individual member pieces of land in B8.

B9 wants to capture dambo land of the household including that not under cultivation at present but excluding rented or borrowed land).

In B10, the required amount should include what is given B7 plus all that is not under cultivation presently in the upland unless all the land the household has is under use plus what is given in B9. Land borrowed or rented in B7 should not be included in B10.

4.2.2 Wealth Indicators

This section covers C1-5. In C2 guide the household into the number of animals it rears by reading out each type of animals in the list and note down the number the household keeps against each type of livestock. Often most farmers do not keep records of the number of small classes of livestock. Help the household head by asking him/her probing questions that will arouse his/her memory. On the other hand, when the farmer indicates not to keep some livestock you should still read out the alternatives to remind him/her of very small livestock classes easily forgotten. If he/she does not keep, write a zero against each livestock type he/she does not own. Remember to treat work oxen as different from cattle. You ought to read out the alternatives as well for the household in C3 for you to capture some data on levels of other assets the household owns. Based on the responses, cross as many responses as possible and cross “No” where the household does not own the asset.

Sources of income and employment are numerous for most households. Read out all the options in C4 so that the respondent is reminded of some of those that are applicable to him/her. Cross as many as necessary based on the responses. Make sure that the sources of income and employment for the household are not historical. They should be as recent as possible. Cross “No” in the case where the household does not use the item as a source of income.

In C5 find out from the household how much it earned from the listed sources of income and employment. You need to read out all the options and the time period quoted in each option. If the household did not earn anything in the period, write zero in the appropriate box.

It is expected that if a household mentions some sources of income and employment in C4, you should be able to probe to give you some data on roughly how it earned in the period quoted. Likewise it does not make any sense to quote levels of income in C5 while the household has no sources of income and employment in C4. You should, therefore, ensure that there is consistence in the responses of the two questions.

4.2.3 Production

D1-3 in this section examines levels of production for the crops quoted. Before doing so, establish what the food crops the household grows in D1. Cross as many as possible based on the responses. Probe from the household what food crops it grows in winter as well as in the summer. Treat the crop as staple where it is not used as a mere snack.

In D2, write down the quantity produced and area for the crops in the table. The quantity produced is the number of units harvested. The name of the unit of measurement should be clearly recorded. Use acres for area. For production, find out if the household used a bag, pail, ox-cart, winnowing basket, baskets etc. This implies that a unit is a container used for harvesting. Whenever possible, you should establish with the household the number of kilograms per unit. For some commonly used units of measurement, it is advisable for the Field Supervisor and Enumerator to establish standard number of kilograms for them. Conduct some verifying weighing exercises in order for you to achieve this. Coming up with standard number of kilograms for some commonly used units will increase the precision of farmers’ perceptions on production. Production figures quoted here should not include those of green maize.

Note that:

- The 2001-02 main crop season runs from the 2001 maize harvest to the 2002 maize harvest.
- The 2002-03 main crop season runs from the 2002 maize harvest to the 2003 maize harvest.
- For other crops we use the maize cycle as a reference, e.g. rice (01-02) means rice produced between the 2001 maize harvest and the 2002 maize harvest.

Codes	When to use them
0	<ul style="list-style-type: none">▪ Write 0 if the farmer lost the crop due to floods, drought, pest attack, theft etc.▪ Write 0 in the “Contribution from main TIP” column if the farmer was a TIP recipient but his maize or legume crop was lost.▪ Write 0 in the “Contribution from main TIP” column if the farmer was a TIP recipient but the expected seed was not received. The expected seed is mainly to do with legumes in which one farmer received one type or another seed. The zero should be written for the legume the household received.
-55	<ul style="list-style-type: none">▪ Write -55 in the “Contribution from main TIP” column if farmer was NOT a TIP recipient in 2001-02 main season
-77	<ul style="list-style-type: none">▪ Write -77 if the farmer did not plant the crop in question.
-99	<ul style="list-style-type: none">▪ Write -99 if it is impossible for the household to specify quantities or unit of measurement.

For consistence sake, make sure that the units of measurement for D2 and G2 are the same. And for maize, the contribution from TIP should be assessed where the household used both seed and fertilizer.

Summer beans (01-02) refers to the bean crop grown between September 2001 to harvest period in 2002

Summer beans (02-03) refers to the bean crop grown between September 2002 to harvest period in 2003

In D4, find out from the household if it grows one or more of the crops listed. This is a multiple response question. Cross as many responses as possible. In D5, you ought to find out what was the source of decrease in the levels maize crop in the 2002/03. Cross as many responses as possible.

4.2.4 Food self-sufficiency and Food Security

This is a relatively longer section with 14 questions and their sub-divisions. Carefully take the household through the questions. But you need to find out if the household grew maize in 2001/02 main-season. If the household did, ask E1-3 otherwise skip to E4. In E4, the household should indicate if it had the time in the last 12 months when it did not have cassava to eat from own production. If it did, the household should tell you the exact months that happened. Take note of as many months as possible. Do the same for sweet potatoes and rice in E5- E9.

In E10, the purchase should include food that was bought through barter and make sure that the household is reminded by reading out the listed options for it and indicate the month a staple crop was bought.

In E11 (a) to (d), the household should indicate its other sources of maize food since the 2002 maize harvest. The other sources could be ganyu, friends/relatives, public works, aid and under-five programme. For the food aid, the household should indicate as to whether or not the food aid was issued by the government, NGO, church or Red Cross. It is also advisable to find out the recipient household of food aid was registered. In E11 (d.3), capture the total grain or flour quantity the household received.

E12-14 should be administered to every household whether or not received food aid. Sections in E13-14 should be treated as a separate question as you take the household through. For “Yes” responses, do not forget to find out from the household the month of the activity operation. For a household with a salary but is involved in some of these coping mechanisms in E13 and E14 comment as a footnote why it does so. The coping mechanisms the household adopts should not be as temporary as 1 meal missed due to some administrative problems in the household.

4.2.5 Inputs

In the section covering F1-6, you will be required to find out from the household what were its sources of inputs it used in the 2002/03 agriculture-season.

- Go through each input (fertilizer, local seed, hybrid/improved seed) for all the parameters in question.
- Start by going through fertilizer. Then go across the table to know the total quantity, unit of measurement, number of kg per unit, total amount paid and mode of payment. The total quantity is the number of units the household acquired and used in 2002/03 agriculture-season. These could be the number of bags or plates or pails and enter the unit that was used in the appropriate column. You, however, must find out the number of kg in each unit used. The total amount is what the household paid for the fertilizer used assuming he/she bought it. Remember to capture the type of fertilizer acquired and used by entering the appropriate code based on the response from the household.
- In seed (local seed, hybrid seed/improved seed and other) should be for the maize crop only. The maize crop has already been filled in for you. The market source codes envisage the markets the household likely interacted with in order for it to acquire the seed it used. On the other hand mode of payment codes entrails how the inputs were paid for. Note that all this information is given under the table in the section. You need to master it to enhance your work in the field. Quantity of seed refers to number of units the household acquired while a unit is the container used in the acquisition and use of seed. Write down the name of the unit the household used including its number of kilograms. Total amount paid is the money the household paid for the seed if it was bought.
- When it is impossible for the head of household to specify quantities, unit of measurement and kg per unit enter -99 in the appropriate box. You should also enter zero if the input transaction did not involve cash transfer.
- If no cash was involved in the transaction write zero in the total amount paid.

F3 would like the household head to compare if he/she bought with cash in the 2002-2003 season more or less fertilizer than in the previous year or bought the same amount. You should read out the options by slotting them in your question and cross the appropriate box of either more, less or the same amount and ask F4. When the head of household did not buy, please cross “Didn’t buy box.” reasons as to why the household failed to buy the fertilizer should be solicited. Then go to F5 on seed and take the farmer through similar questions.

If the household bought more seed/fertilizer or less seed/fertilizer or the same amount, the responses in F4 & 6 should reflect the more or less or same amount scenario to ensure consistence in the data collection process.

4.2.6 Crop Marketing

G1 would like to confirm if the household sold or bartered any crop. If no crops were sold or bartered, go to G3 otherwise take the household through G2 to 5 in which some details in marketing of crops listed since last harvest (2002) should be investigated and ask questions in the table.

For each of the named crop marketed, enter the quantity marketed, unit of measurement number of kg per unit and total value in the appropriate sub-columns. Note that quantity marketed is total number of units say bags, pails, baskets or plates etc the household sold. The total number should be recorded accordingly and its unit of measurement say a bag in the unit of measurement column. Number of kg per unit is the weight of crop produce measured in kg while total value of sales is the total amount of money that accrued to the household for selling a given crop. If the respondent fails to remember the quantity marketed, number of kg per unit and total value of sales, enter in the appropriate box the code -99. -77 should be written if no crop were sold. Cross "No" in the "Yes/No" column for the crop not sold.

You should also ensure that you use the same units of measurement in crop marketing as those that were used as units of harvests in section D.

In G3, the household should indicate if it sold or bartered one or more crops. This is a multiple response question. The household can give as many as possible. For each of the crop the household sold, total value ought to be given.

G4 wants the household head to compare if he/she in the 2002-season realised more or less income from sales of maize than in the previous year or realised the same amount of income. You should read out the options by slotting them in your question and cross the appropriate box of either more, less or the same amount. If the household head is oblivious of the income from maize sales, cross "the do not know box".

In G5, the household should be asked to compare if the income from other crop sales was more, less, same amount or do not know.

You should also ensure that the crop marketed in this section reflects crops as sources of income and employment in C4.

4.2.0 Individual Questionnaire

4.2.1 Getting Started With The Individual Questionnaire

This instrument is meant for all individuals that received and used a TIP Pack in the household. If a member of the household that received is too young for interviews, do not bother to interview him/her. The individual should be a household that received ETIP Pack from either list A or List B or both and was able to use the pack. Find out from the household how many individuals who received and used an ETIP Pack in their own gardens. If all household members operate one garden, the household head should be interviewed as an individual. In that case you will have 10 individuals per list. A total of 20 individuals will then be interviewed from list A and B altogether otherwise it is expected that more than twenty individuals will be interviewed in a village if more than one individual of the ETIP recipient households each operate a garden. Note that there is no ceiling on the number of individuals to be interviewed in one household as long as there are individuals who operate their own gardens. If there are more than one individual in the household that received and used a TIP Pack interview more than one.

Like the Household Questionnaire, the Individual Questionnaire carries such sections as Confidential and Anonymous, Control Panel and identification Panel. You ought to fill in these sections as advised.

4.2.2 Individual Questionnaire General Information

A1 helps you to know if the individual received the ETIP pack from either the list (A) or list (B). If the individual tells you that he/she did not receive a pack stop the interview and ask for another individual who received the pack in the same household.

If the respondent does not know his/her age, tick the appropriate box according to your own judgement in A2. If the individual is the same person to whom you administered the household questionnaire, ensure that the same information as that in the household questionnaire of section B1 is collected. This similarly applies to the age information in A3 otherwise for a differently person, these are supposedly to be differently.

4.2.3 Timeliness of TIP Pack delivery

This section aims at trying to find out from the individuals who received and used TIP Pack if pack distribution was received at right time in relation to normal planting rains in a sampled village. Make sure that you clearly fill in the farmer's opinion in the spaces provided. In B1, cross the appropriate month when the individual planted his maize crop other than the TIP Maize. Then find out when he/she received the ETIP Pack. Cross the month the individual has indicated received the ETIP pack (A2). Cross only one month that should relate to the month corresponding to the pack received by the beneficiary in the list referred to in A1. You also need to capture the number of packs from the distribution the individual used in his/her garden (A3) Besides, in (A4) cross the month when the individual planted the ETIP Maize from the distribution.

4.2.4 Content of the TIP Pack

You need to remind the respondent that from here onwards, all questions refer to the ETIP pack received in the month referred to in part B2.

Confirm that this section covers questions 1-3. In C1, enter zero if the individual says the ETIP Pack did not contain either maize, pigeon peas, beans, soya beans, the grey basal dressing fertilizer or the white top dressing fertilizer otherwise you need to fill in the actual number of bags for each of the inputs the individual received. Check that there is a positive relationship between B2 and C1 and B2 and C1 & A3 (Household Questionnaire)

Assure him/her that this is purely for the purpose of the survey in case he/she may decide not to tell you what exactly was inside if greater than one put in the pack for fear of being implicated. Remember to cross in the box if the individual received groundnuts but they were not in a bag. In that case then write -77 in the groundnuts box.

In C2, read out the options to the individual to verify if the maize, fertilizer or legume bag received, was sealed or open with the contents un-tampered with or open with missing or damaged contents. Cross the appropriate box if the individual did not receive. For those that received legumes not in the bag, you need to cross the box 5 in the last row of the table. Note that the legume referred to here is groundnuts not packed in a separate bag. Then ask the position of the farmers on whether the quality of the contents in the bags was good, poor or unusable. Cross the appropriate box for each of the input. If one or all the inputs were not applicable to the individual, you need to cross the appropriate box as well.

4.2.5 Use of the TIP Inputs

4.2.5.1 Use Of Maize Seed

D (1) 1-5 of this section would like to see how the individual made use of the maize inputs from ETIP. In E1, you need to cross more than one response basing on the individual's assessment. If the individual planted all of it or some of it, make sure that the response corresponds with B2 and 4. In D (1) 2 the

individual should explain as to why it did not plant at all or planted just part of it. More than one answer is acceptable here. Take the individual through the alternative responses.

In D (1) 3, find out how the individual planted the maize seed he/she received. You can cross more than one response based on what the individual tells you.

Generally an individual solicits seed from various sources. In D (1) 4 individual should tell you the origin of the other maize seed he/she planted. Cross as many responses as possible based on the individual's responses. Your work would lose consistence if what recorded here is not reflected in F2 in the household questionnaire. In D (1) 5, probe the farmer to tell you the amount of seed that came from other sources other than TIP. Make sure that the amount of seed in D (1) 5 should positively correlate with that the individual indicated to have bought in F2 if the individual interviewed is the same to whom you administered the Household Questionnaire.

4.2.5.2 Use Of Legume Seed

D (2) 1-4 of this section wants to see how the individual made use of the legume inputs from ETIP. In D (2) 1, you ought to cross more than one response basing on the individual's response. If the individual planted all of it or some of it, make sure that the response corresponds to that in B2. In D (2) 2, the individual should explain as to why he/she did not plant at all or planted just part of it. More than one answer is acceptable here. Take the individual through the alternative responses.

Use of legume is considered as one of the alternatives for increasing soil fertility in the ETIP. In D (2) 3, the individual should tell you if he/she intercropped the TIP legume seed with. Note that intercropping could be either that with TIP maize or none TIP maize. Whatever the case for D (2) 3, make sure that there should be a positive relationship with A 1, B2, C 1 and C2.

Generally an individual solicits seed from various sources. In D (2) 4 individual should tell you the origin of the other legume seed he/she planted. Cross as many responses as possible based on the individual's responses. In D (2) 5, probe the farmer to tell you the amount of seed that came from other sources other than TIP. This should be by the type of legume the individual planted. Work with the farmer to estimate the quantities in kg the individual planted.

4.2.5.3 Use Of The ETIP Fertilizer

D (3) 1-6 tries to make a follow up on the use of both basal and top dressing fertilizers of the ETIP Pack. Take the individual through what happened to the ETIP fertilizer he/she received. As you are going through each activity, address both the basal and top fertilizer until you exhaust the suggested alternatives. You need to cross more than one answer where possible. If basal and top dressing fertilizers were mixed at application to maize or other crops, you ought to cross both basal and top dressing boxes. Other crops that are believed to have been applied to, are, also provided. Please cross according to which ones fertilizer was applied.

If the individual did not apply any of the ETIP fertilizer, find out from him/her why not. Some alternatives have been provided. Go through the alternatives with the individual and cross the appropriate responses in D (3) 2. This is a multiple response question. You should, therefore, cross as many responses as possible. If the farmer applied, go to question D (3) 3. In D (3) 3, find out how the individual applied his/her fertilizer. Did he apply basal and top dressing fertilizers separately or in a mixed form? You ought to cross no more than two answers. In D (3) 3 (a) to (c) find out at what time the application of basal and/or top dressing fertilizer was done. Cross only one answer. If the individual mixed the fertilizer go to D (3) 3 (c) otherwise go to D (3) 4 if he/she did not mix. Make sure that information collected in this section positively corresponds to what you have collected in B8 and A3 in the household questionnaire.

In D (3) 4, the individual should tell you what was his/her other sources of fertilizer that he/she used in the season apart from the TIP fertilizer. Read out options to the individual and cross the sources that apply to

him/her. Cross as many responses as possible. The individual should also tell you the total amount of fertilizer used from other sources other than TIP. If the individual is the same person who handled the household interviews, the total amount provided should be the same as that provided in the F2 section of the household questionnaire. You need to check this before you leave the household premises.

4.3.6 Farmers' Perceptions

Questions E1-3 are seeking to get the views of the individuals on the performance of maize he/she planted. Cross the appropriate response in E1 and if bad, find out in E2 from him/her why the situation is expected to be like that. You can cross as many as responses as possible. Do the same for the legume by reading out each legume.

4.3.7 TIP Leaflet & Extension

This section covers G1-12. Please check and administer accordingly and cross the appropriate responses. In G3, do not read out instructions while finding out the language in the leaflets. If the individual does not know what language was used, cross "Do not know". In G4 (a) to (e), do not read out options for the individual. Instead, ask what instructions he/she followed in planting the ETIP maize. Make sure that you cross the appropriate responses for questions relating to distance between ridges, distance between planting stations, number of seed per planting station and amount of fertilizer applied.

In G5, the individual should tell you if he/she were given any instructions on how to plant legumes. Further find out if the individual found instructions easy to follow and administer to him/her G8 in which only one response should be opted for otherwise find out why they were not easy to follow in G7. You can cross as many responses as possible. In G9, find out if the individual visited a ETIP OFD. This might also help to measure the frequency with which the Extension Worker assisted the individual. If "Yes" in G9 find out if the individual learnt from the Extension Worker on ridge spacing, planting station spacing, number of plants per station and time of fertilizer application, time of weeding (G10). Also find out if these instructions were given out on the radio (G11). In G11, find out if the individual received together a ETIP Pack a leaflet on HIV/AIDS, general issues and TB. Cross the appropriate answer. The individual should also tell you whether or not this is a good idea.

5.0 Conclusion

The purpose of this manual is to assist you consistently collect and fill data from the sampled villages. It is our sincere hope that this has been achieved. For this reason, this manual will not only enhance your training sessions but will also be used as your companion for reference while collecting data in the field. Please go through it as much as possible so that you familiarise yourself with it and master its contents properly. The success of your work depends on the clarity you make out of the questionnaires. This will be done if you understand the training sessions, practical and supplementary readings from the manual.