EGERTON UNIVERSITY
TEGEMEO INSTITUTE OF AGRICULTURAL POLICY AND DEVELOPMENT
&
Michigan State University

TEGEMEO AGRICULTURAL POLICY RESEARCH AND ANALYSIS PROJECT.

TAPRA HOUSEHOLD SURVEY
YEAR 2010 DATA COLLECTION MANUAL

June, 2010

TEGEMEO AGRICULTURAL POLICY RESEARCH AND ANALYSIS PROJECT
TAPRA HOUSEHOLD SURVEY 2010

SURVEY 2010 MANUAL

This is a survey conducted by **Tegemeo Institute** of Agricultural Policy and Development, a policy research Center of **Egerton University** in conjunction with **Michigan State University.** The main objectives of the survey are:

1. Monitoring trends in growth and performance of the agricultural sector in Kenya. This involves:

- Assessing the direction and magnitude of change in agricultural productivity.
- Identifying the major factors affecting changes in agricultural productivity.
- Assessing the impact of market reform on household welfare.

2. Identifying cost effective strategies likely to promote future agricultural intensification and productivity growth in Kenya's agricultural sector in the post-reform period.

3. Identifying key household income indicators that could be used to monitor changes in incomes levels as a result of policy changes and public investment. This could be used to inform debate on poverty reduction strategies.

Scope and Coverage

The survey covers 24 Districts in Kenya within which are 39 Divisions and 120 villages with a total sample of 1400 households. A repeat of the survey was carried out in 1997, with 1540 households, 1998 where 612 households were interviewed., and 2000 where 1512 households were interviewed (some households could not be found in 2000, 46 households were replaced and 36 new households were interviewed).

The survey instrument covers the following question areas: -

- Identifying variables
- Crop inventory, Main /short crops
- Use of maize seed
- Fertilizer purchases
- Credit
- Crop inputs
- Fertilizer subsidy and availability.
- Non Agricultural credit
- Access to basic infrastructure
- Labor costs
- Food security.
- Maize market access
- Soil, water and environmental conservation.
- Prices
- Land markets
- Livestock revenue/output
- Extension and group participation.
- Demographic information, business & informal labour activities
- Purchases for home consumption
- Climate change and post election violence
- household assets and Infrastructure

1. ORGANIZATION OF THE SURVEY

Structure
The Survey field operations will be organized as follows:

Survey Manager
The major task is to coordinate all the survey activities by servicing the various teams. The survey manager shall be the _____________ assisted by ______________. He/She shall be in charge of the recruitment process and budgeting.

Trainer/Supervisor
The training program shall be conducted by trainers from Tegemeo Institute and shall oversee the training process and field operations in the provinces. He/She shall be in charge of carrying out supervision of field work. His/Her duties and responsibilities are outlined below.

Interviewer (Enumerator)
He/She shall carry out the administering of the questionnaire with sampled households the selected Districts.

Data entry clerk
Shall be responsible for receiving and sorting questionnaires, data entry and data verification.

Reporting System

In the operation of this survey, a clearly defined reporting system is very crucial. This means a bottom-up and top-down reporting system has to be adhered to strictly.
The following is the reporting system to be followed:

The interviewers shall report all the problems being encountered in the field to their supervisors quickly. The supervisors in turn shall offer solutions to their problems.

Where the supervisor has no solutions to the problems, he/she shall report to the survey manager who will liaise with other personnel for possible solutions.

2. DUTIES AND PERFORMANCE OF ACTIVITIES

Survey Manager

The survey manager will be in-charge of the overall operations. His/her duties and responsibilities will be mainly administrative. He will be required to see to it that the field operations run smoothly. This entails attending to problems and making quick decisions.

Duties and responsibilities

- Oversee the survey operations in all the districts and ensure that the survey program succeeds.

- Mobilize adequate transport for the survey operations.

- Monitor the recruitment of Interviewers by ensuring that proper procedures are followed.

- Ensure that all field staff have been trained and deployed in accordance with the survey program.

- Provide logistical and administrative support to Trainers in the training of Supervisors and Interviewers and during the field operations

- Arrange for adequate transport for the survey operations and ensure that adequate fuel, oil, and lubricants are distributed to the districts on time

- Facilitate deployment of Supervisors and Interviewers to their work areas after training

- Ensure that all the survey materials are distributed to the districts in adequate amounts and on time.

Trainer/Supervisor

The **Trainer** will help in the recruitment process, training program and field operations. Specifically, the trainer will perform the following duties and have responsibilities:-

- Help to recruit Interviewers
- Develop and implement a training program
- Train Interviewers and oversee the training program
- Allocate Villages to Interviewers.
- Deploy Interviewers to their respective work areas in the province
- Work closely with the survey manager in all matters pertaining to the survey operations
- Ensure complete enumeration of sampled households
- Attend to technical and administrative problems
- Report on the progress of the Survey to the Survey Manager from time to time
- Hold occasional briefs with the Interviewers
- Ensure that all questionnaires are properly edited, accounted for, batched and dispatched to the main office
- Ensure that all other Survey materials such as manuals, pamphlets and questionnaires etc. are returned to the CSO provincial office.
- Perform, as the situation will demand, any such duties that will facilitate as far as possible the smooth execution of the survey activities.

Supervisor

Supervision of Interviewers is very important in the whole survey process. His/Her role is to act as the link between the Interviewers, who will be conducting the actual interviews in the field and the Survey organizers. The supervisor will be required to:

- Lead and guide Interviewers, seeing to it that they are performing their work according to instructions.

- **Ensure that interviewers go to the same households that were interviewed during the 2007 and/or 2004 Survey, and verify cases of non-contact and dissolved/ moved households**.

- Check each completed questionnaire for completeness and consistency before submitting the questionnaires to the master trainer.

- Carry out the day-to-day supervision of enumeration work.

- Ensure that each person taking part in the survey under his supervision carries his full load of work and that all work is completed quickly and accurately as specified by this manual.

- Perform, as the situation will demand, any such duties that will facilitate as far as possible the smooth execution of the survey activities.

- Good performance will depend on how closely interviewers are supervised, correcting mistakes as they occur.

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- Prices for centrally marketed commodities are to be collected by the supervisor. Those commodities are: coffee, tea and industrial sugarcane, and others as required.

Interviewer (Enumerator)

Field interviewers are the eyes and ears of the data collection team. The interviewer serves as a link between those who analyze and use the data and the respondents who furnish the data. The information collected in any survey is only as good as the interviewers working on the survey. Quality depends on all interviewers following the same procedures. Only when the same techniques have been used for all interviews can the data be effectively analyzed and interventions confidently implemented.

(a) Ethics and Rules of Conduct of Interviewers

As an interviewer, it is your responsibility to **keep completely confidential** anything you learn and observe during an interview. Never disclose any facts about anyone you interview to someone else. Respondents should be told that the information they provide will be used in statistical form only and that their names will not be associated with their answers when the data are analyzed.

<u>Things You Must Do</u>

- You must introduce yourself on every visit and explain to the respondent the reason for your visit before starting the interview.

- You must read and intensively study your manual to become thoroughly familiar with its contents in order to do your work efficiently.

- You must ask the questions in exactly the same way to each respondent and in the same order in which they are presented in the questionnaire, since, if the interviews are to be comparable the question order needs to be standard from respondent to respondent.

- You must make every effort to write legibly, and keep the documents you are working on clean and free from damage.

- You must attend to all `call-backs' as early as possible, and must be punctual in keeping all appointments made.

- You are solely responsible for all documents issued to you in connection with the survey, and you must ensure that they are secure at all times. Remember that absolutely no one not employed by Tegemeo to work on this survey can be allowed to see the information you collect, nor must you discuss such information with anyone.

<u>Things You Must Not Do</u>

- You must not solicit or permit any unauthorized person to assist you with your work. No matter how intelligent they are, they will not have had the training you have or the authority to participate in interviewing.

- You must not combine with the survey work any canvassing for personal gains, church, political party or any other organization.

- You must **NEVER** become involved in religious or political discussions while you are on the job.

(b) List of Basic Duties and Responsibilities

You, the interviewer, are the key to the success of the survey. You alone have a direct influence on the accuracy of the data collected. Since it is more practical and economical to concentrate on collecting accurate data than correcting inaccurate data after collection, you must make every effort to become familiar with this survey and follow its instructions carefully. It will be of utmost importance that you:

- Attend the training course and all other scheduled meetings.

- Study this manual very carefully and remember the main points which are explained here. Become fully familiar with the questionnaire.

- Complete all the data collection activities as required.

- Review each completed questionnaire for accuracy and completeness.

- Submit completed questionnaires to your Supervisor as promptly as possible.

- Enumerate all the households sampled in the area

- Ensure that all survey materials are looked after properly and returned to the supervisor after the survey exercise is over

- Perform any other functions which the supervisor may assign from time to time

- Keep all information received completely confidential.

At times you will find that the actual situation in the field will make your job somewhat difficult. For example, you may run out of pencils or your mode of transportation may break down temporarily. It is very important that you do not allow these obstacles to stand in your approach to this job. You should seek common-sense solutions to the kind of difficulties you are sure to encounter. If you are temporarily out of pencils, for example, borrow one from a friend; or if your transportation breaks down, consider another form of transportation until you are able to have it repaired.

It will be up to you to find temporary solutions to the problems you face until a more permanent solution is found.

(c) Timeliness of the submission of questionnaires

Prompt submission of the questionnaires is absolutely crucial for timely processing. If submission of the forms is delayed, it will be impossible to process them on a timely basis. The value of the data for planning and decision making is directly related to its timeliness.

3. GENERAL INTERVIEWING PROCEDURES

3.1 Preparing for the interview

There are four important steps that must be taken before you visit the household.

Reviewing the Interviewer's Manual

This includes reviewing the general interviewing procedures, the specific field procedures and the question-by-question instructions.

Reviewing the Questions on the Survey Questionnaire

Before you begin interviewing, practice using the questionnaire to build up your confidence. A successful interview requires an interviewer who fully understands the survey questionnaire and can use it easily and correctly. Stumbling through the questionnaire (losing your place, shuffling papers, etc.) can disturb the person being interviewed.

Organizing Survey Materials

Be sure you know what survey materials you need and that you have them with you before going into the field to interview.

Appearance and Behavior

The first thing a respondent notices about the interviewer is his appearance. It is important to create a good impression by being polite, neat and courteous.

3.2 Establishing a good relationship

A comfortable relationship between the interviewer and the respondent is the foundation for good interviewing. The person's impression of you during your visit will largely determine the atmosphere during the interview. If you seem bored, uninterested or hostile, the respondent will probably act in a similar way.

Remember that persons tend to react favorably if they think the interviewer is someone with whom they will enjoy talking to. This means that you have to impress the respondent as being someone who is friendly and understanding. Through your behavior you can create an atmosphere in which the respondent can talk freely.

3.3 Using the survey questionnaire and asking the questions

The goal of the interview is to collect accurate information by using the questionnaire and following standard interviewing practices. To reach this goal, the interviewer needs to understand the survey questionnaire, including how to ask the questions, how to follow the instructions in the questionnaire and how to identify the various types of questions.

In asking the questions, observe the following rules:

<u>Remaining Neutral</u>
You must maintain a neutral attitude with the respondent. You must be careful that nothing in your words or manner implies criticism, surprise, approval, or disapproval of either the questions asked or the respondent's answers.

You can put respondents at ease with a relaxed approach and gain their confidence. The respondent's answers to the questions should be obtained with as little influence as possible by the interviewer. Another interviewer should be able to obtain the same answers as you.

The questions are all carefully worded to be neutral. They do not suggest that any answer is preferable to another. When a respondent gives an ambiguous answer, never assume what the respondent means by saying something like `Oh, I see, I suppose you mean ..., is that right?' If you do this, very often the respondent will agree with your interpretation, even though it is not correct.

<u>Asking Questions in the Order Presented</u>
Never change the order of the questions in the questionnaire. The questions follow one another in a logical sequence; to change that sequence could alter the intention of the questionnaire. Asking a question out of sequence can affect the answers you receive later in the interview.

<u>Asking Questions as Worded</u>
Do not change the question. If the respondent does not seem to understand the question, simply repeat it. In order that the information from the questionnaire can be put together, each question must be asked in exactly the same way by each respondent.

In some unusual cases, the respondent may simply not be able to understand a question. If it is apparent that a respondent does not understand a question after you have repeated it using the original language, you can rephrase it in simpler or colloquial language. However, you must be careful not to alter the question when doing this.

Sometimes, respondents will ask you to define words in a question or explain some part of a question. When this occurs, consult the `Specific Data Collection Procedures' in Chapter 5 of this manual. All the important words and terms are defined there. If a word is not defined, tell the respondent to answer using his or her own definition. Say, `Whatever it means to you - just answer that way.'

<u>Avoid Showing the Questions to the Respondent</u>
Respondents can be influenced by knowing what questions are coming next or by seeing the answer categories which are not asked together with the questions.

Avoid Pausing for a long time to write the answer
If you pause, the respondent will be left wondering what is to come. Try to make the interview an enjoyable conversation so that there is a flow from question to question.

Use simple kiswahili.

3.4 Instructions in the questionnaire

In addition to the questions you must ask, the questionnaire contains instructions for you, the interviewer. The instructions are for you to use the questionnaire correctly and must be followed closely.

'Skip' Instructions
`Skip' instructions usually are written out. You must read the `Skip' instructions with care, so that you do not skip questions which should have been asked. Likewise, it is important that you skip to the correct question when necessary. If you are careless, you may skip some questions incorrectly and miss some essential questions. When questions are not asked because of a `Skip' instruction, leave the response boxes blank. The questionnaire has a good example of an important skip pattern.

EXAMPLE: Question Q3a:

INTERVIEWER:

Did any household member **try to get any cash credit during** the 2009/10 crop year? (1=Yes) (2=No **go to Q3h**)		**CASHCRD**

A 'No' response leads to Question Q3h as indicated by the instruction to the right of the 'No'.

Question-specific Instructions
In addition there are `question-specific' instructions for you in the questionnaire. These instructions usually alert you to a consistency check that has to be made at the time of the interview, or tell you how to record an answer. In all cases, these instructions are bolded.

3.5 Probing

(a) Probing and Why It Is Necessary
Probing is the technique of questioning by the interviewer to obtain a full, complete and relevant answer. An answer is probed whenever it is not meaningful or complete, that is when it does not adequately answer the question.

In everyday social conversation, people normally speak in vague and loose terms. Therefore, it is understandable that respondents may at first answer questions in a way which is not clear or specific. It is essential, however, to encourage respondents to express themselves more precisely and in very specific terms.

Respondents sometimes miss the point of a question. They will provide an answer of a kind but they do not answer the question. It is easy to be misled by a respondent who is talkative and gives a full and detailed response - a response, however, which is quite beside the point and irrelevant. In most cases, respondents give an irrelevant answer because they have missed an important word or phrase in the question.

Sometimes, respondents will think that they are answering a question when all they are doing is simply repeating an answer which was already given, or repeating parts of the answer. A respondent can talk a great deal and still be merely repeating the already given answer in different words.

Probing therefore, has two major functions:

1. To motivate respondents to expand upon or clarify their answers;
2. To make the respondent's answer precise so that irrelevant and unnecessary information can be eliminated.

Probing must be done without introducing bias or antagonizing the respondent. Respondents must never be made to feel that you are probing because their answer is incorrect or unacceptable.

(b) Understanding the Intention of the Questions

The kind of probe to use must be adapted to the particular respondent and the particular answer given. There are some general types of probes that are frequently useful but the most important point is to avoid getting into the habit of using the same probe. Instead, you must seek to understand what the intention of each question is, so that you will always know in what way a particular answer falls short of being satisfactory. The probe, then, should be devised to meeting this gap. This will require ingenuity, tact and persistence.

(c) Neutral Probing Methods

It is always very important to use neutral probes. By `neutral', we mean that you must not imply to the respondent that you expect a particular answer or that you are dissatisfied with an answer.

The reason for probing is to motivate the respondent to answer more fully or more precisely without introducing bias. Bias is the distortion of responses caused by the interviewer favouring one answer to another.

EXAMPLE of a biased probe:

How much of this crop did the household sell for cash and/or barter for goods or labor since April 2007?

ANSWER: 50 or 60 bags.

IMPROPER PROBE: Oh, you mean 60 bags?

(This improper probe is pushing the respondent to say 60 bags when it may be 50 bags!)

PROPER PROBE: Was it 50 or 60 bags?

Some respondents have difficulty putting their thoughts into words. Others may give unclear or incomplete answers; still others may be reluctant to reveal their attitudes. You must deal with such factors and use procedures which encourage and clarify responses. The following kinds of probes might help you obtain more accurate responses.

<u>Repeat the Question</u>

When the respondent does not seem to understand the question, when he misinterprets it, when he seems unable to make up his mind, or when he strays from the subject, the most useful technique is to repeat the question just as it was asked the first time.

An Expectant Pause
The simplest way to convey to a respondent that you know he has begun to answer the question, but that you feel he has more to say, is to be silent. A pause - often accompanied by an expectant look or a nod of the head - gives the respondent time to gather his thoughts.

Repeating the Respondent's Reply
Simply repeating what the respondent has said as soon as he has stopped is often an excellent probe.

Neutral Questions or Comments
Neutral questions or comments are frequently used to obtain unbiased, clearer and fuller responses. The following are examples of the most commonly used probes:

- Repeat question
- Anything else?
- Any other reason?
- How do you mean?
- Any other?
- Could you tell me more about your thinking on that?
- Would you tell me what you think?
- What do you mean?
- Why do you feel that way?
- Which would be closer to the way you feel?

These probes indicate that the interviewer is interested and they make a direct request for more information.

(d) Asking For Further Clarification
In probing, it will sometimes be useful to appear slightly puzzled by the respondent's answer and intimate with your probe that it might be you who failed to understand. For example, `I am not quite sure I understand what you mean by that - could you please tell me a little more?' This technique can arouse the respondent's desire to co-operate with someone he thinks is trying to do a good job. It should not be overplayed however; otherwise the respondent will get the feeling that you do not know when a question is properly answered. Occasionally, a respondent will give an `I don't know' answer. This can mean any number of things. For instance,

- The respondent does not understand the question and answers `I don't know' to avoid saying he does not understand.
- The respondent is thinking the question over and says `I don't know' in order to fill the silence and to give himself time to think.
- The respondent may be trying to evade the issue, or he may feel that the question is too personal and does not want to hurt the feelings of the interviewer by saying so in a direct manner.
- The respondent really may not know, or may not have an opinion or attitude on the subject.

Try to decide which of the above is the case. Do not immediately settle for a `don't know' reply. If you sit quietly, but expectantly - the respondent will usually think of something to say. Silence and waiting are frequently your best probes for an `I don't know' answer. You will also find that other useful probes are, "well, what do you think?' or `I just want your own ideas on that'. If you feel that the respondent has answered `I don't know' because he was afraid of admitting ignorance, you should say that there are no right or wrong answers to the questions and that you just want the respondent's answer or opinion.

Likewise, if you think the respondent says `I don't know' because a question is too personal, you should remind the respondent that the survey information is confidential.

Always probe at least once to obtain a response to a "don't know" before accepting it as the final answer, but be careful not to antagonize the respondent or force an answer if he says again `I don't know'.

(e) When to Stop Probing

You should stop probing when you have a clear, relevant answer. However, if at any time the respondent becomes irritated or annoyed, stop probing that question. We do not want the respondent to refuse to complete the rest of the interview.

3.6 Controlling the Interview

While it is important to maintain a pleasant, courteous manner in order to obtain the respondent's co-operation, you must also be able to control the interview so that it may be completed in a timely and orderly fashion. For example, when answering questions, the respondent may offer a lengthy explanation of problems or complaints. In this situation, you must be able to bring the discussion to a close as soon as possible so that the interview may continue. Politely, tell the respondent that you understand what he is saying but that you would like to complete the interview. If necessary, you may try to postpone any outside discussion by saying `Please, let's finish this interview first and we can talk about that later'.

In some cases, the respondent may start to provide information about some aspect of his farm which is covered at a later time during the interview. Again, you must control the interview by telling the respondent that you must ask other questions first and that he should wait until later to provide information on that particular aspect.

During the interview another person from a different household may come in and start interrupting the interview and answering questions on behalf of the household. You should take control and remind that person that you are interviewing the owner of the household.

The respondent may need a few minutes to do something else during the interview, e.g. cook food for a child from school, run to the loo, and tend to crying baby. Be sensitive to these needs, but draw the person back as soon as possible to continue.

3.7 Recording the Answers

Asking the questions correctly and obtaining clear answers is only part of your job. Equally important is recording the answers given by the respondents.

(a) Legibility

It should be obvious to you that all the entries you make in the questionnaire must be legible. If your Supervisor cannot read an entry, the questionnaire will be returned to you for correction. When this happens, much time will be wasted. Since you must spend a great deal of time to go to a household and obtain the information in the first place, why not take care in recording information so that no one else will have difficulty in reading it later.

All responses which require written words should be clearly printed in block letters rather than script. All numbers should be clearly written so that one number is not confused with another. Remember that the numbers will be used in both hand and computer calculations. If they are not legible, mistakes will be made in hand calculations and in entering the numbers on diskettes for computer processing.

(b) Recording information in the proper place

There are basically two types of responses required in the questionnaire i.e., writing words and recording numbers

Writing words

In some cases, you are required to write in the questionnaire; this may be the name of the head of the household, the village/locality name, or comments concerning the problems encountered.

To avoid the difficulty of reading script, you should print all words in block letters.

Recording numbers

Special care must be taken when entering numerical responses because they will be used in calculations and some will be keyed directly from the questionnaire for computer processing. Special care should be taken with some numbers such as a '1' and a `7', a `4' and a `7', or an `8' and a `9' or an 8 and a 3 which can be misinterpreted.

Recording Fractions

In most cases, only whole numbers (for example: 4, 6, 7, 15, 21, etc.) will be recorded since this is the kind of information usually required. Sometimes, however, the respondent might provide you with an answer in fractions. This is especially the case with area. For example, if the respondent tells you that he has **2 ½** hectares of crop land which he cultivated during the 2003 agricultural season, make sure that when you record his answer, you convert it to decimal numbers. That is, change the fraction ½ to 0.5 and record **2.5** hectares. Never record a fraction, always convert it.

The following are some commonly used fractions and their decimal equivalents rounded to the nearest tenth.

¼ = 0.25 ½ = 0.50 ¾ = 0.75

a = 0.33 b = 0.67

Recording dashes

If the quantity reported is "0", record "0" for the quantity and "NA" for the unit. If question is to be skipped, place a dash in the field. Do not confuse dashes or NAs with zeros.

3.8 Interviewer comments/calculations

The only kinds of entries which should be made in the spaces provided for answers are writing names or recording numbers. If any other notes or explanations are necessary or if you must do some arithmetic, use the spaces around the table or below the questions. Do not make any comments or calculations inside a space provided for an answer. If you require more space for comments/ calculations, use any available space on the page with reference to the item number on which the comments/calculations are being made. The use of the spaces around the table for comments or calculations is very important.

If you have any problems of any kind in obtaining the information which is required, make a note explaining it in the open space available on that page.

An important phrase to remember is `When in doubt, write it out'. If you cannot understand what a respondent means, write out his response in the open space. This will be of great use to your Supervisor and to office staff in trying to resolve any problems in the questionnaire. Any arithmetic should also be done in the open space. When making a comment in the open space, always indicate the question to which the comment relates. If there are several parts to the question such as 1.1, 1.2, etc., be sure to indicate the part also of the question referred to.

All outside calculations done on the questionnaire to get an answer MUST NOT BE RUBBED. It helps to know exactly how the value was calculated if there is a problem with the data.

3.9 Ending the interview

It is important that you leave the respondent with the idea that you are grateful for his or her co-operation. After all the questions have been asked, thank the respondent and mention that his or her co-operation has been most helpful in providing the information for the survey. Also inform the respondent that you may possibly be returning to collect more information. At this point invite the respondent to ask you any questions that he/she might have. Answer where you can. If you do not know the answer(s), tell the respondent that his/her questions will be forwarded to a relevant person who can respond.

4. SPECIFIC DATA COLLECTION PROCEDURES

4.1 Introductory Statement

The interviewer is expected from the onset to identify him/herself and explain the purpose of the visit. The informed consent statement at the top of the front page is a legal requirement for Michigan State University Africa. The interviewer is not expected to read this statement word for word. The interviewer is expected to explain the purpose of the visit, the confidential nature of the interview, and the expected time the interview will take. The purpose of the interview is to collect data which when processed will provide information to assist with the formation of agricultural policy and to help policy makers to plan and make better decisions. The interviewer should not make promises. Just stick to the purpose.

4.2 Pre-entry of survey data

These questionnaires are personalized for each household in the sense that the interviewers are going back to the same households that were interviewed either in 2000 or 2002. Selected data will be entered beforehand to guide the interviewer on issues the current survey is following up. Pre-entry of these data will take place in the evening before the household will be visited the next day. Each supervisor is expected to make sure that this pre-entry is completed prior to commencing interviews. In the process of establishing that the interviewer has found the correct household, he/she will use the provided table to verify that most of the members listed are still currently members of the household. If the respondent does not agree, the interviewer must conclude that the wrong household is being interviewed. The interview should be terminated and search for the correct household should be done.

Identification information
The hhid, surdate, and identifying variables will be pre-entered on each questionnaire. Please copy the relevant information from the sheet of paper that will be provided with the previous data onto the 2007 questionnaire. The Supervisor will assist the interviewer in completing these entries.

Copy the information from the sheet into the appropriate boxes on the 2010 survey instrument, as follows:

Identifying Variables – Page 1

The household number has already been assigned. Copy the **hhid** number to the appropriate place on the first page and on each subsequent page at the top of the page. In case the pages become separated from the front page, you will still know which household the page belongs to. DO NOT REMOVE ANY PAGES FROM THIS PACKET.

Date refers to the date the interview is carried out and should be recorded as **ddmmyy**

Continue filling in the enumerator code, the supervisor code and the province through Village information.

A qualified respondent is an adult member of the household preferably over 18 years old who is knowledgeable about household activities including crops and livestock. A respondent may consult any other member of the household on different items of the questionnaire.

There will be no replacement done for this sample. Every effort must be made to locate the households interviewed in 2004 / 2007. Additional new households will be added in areas not previously covered by the TAPRA survey to meet data requests from USAID. These households will be assigned numbers starting at hhid = 8000

If the enumerator is unable to locate the household from the TAPRA sample, note in the **INTVIEW** variable the reason the household cannot be found. The supervisor for the area will then assist the enumerator to locate the household.

Household dissolved means that the household no longer lives here and the former household head and spouse are no longer living together.

Page 2 - Q1. CROP INVENTORY

The table will help the enumerator to identify what the household had planted in the **cropping year** 2009/2010. The information collected on this page will be used in the next table i.e. (main/short crop table) to be sure all crops have been recorded.

The table is divided into field crops, vegetables/fruits (non-tree) and fruit tree crops. Prompting for the crops (provided by the supervisor depending on the locality) will be done. However, probing for any other crop will also be done.

*Note that for field crops and vegetables/non-tree fruit crops the answer required is either a **Yes** or a **No**, while for tree crops **the actual number of trees** is required.*

"Productive tree" refers to any tree producing or young trees not yet producing. Do not include in the count trees that are no longer producing. Captures tree crops and any other tree for commercial purposes e.g. charcoal or timber. Trees for environmental purposes are excluded.

Trees for timber and charcoal, i.e. commercial trees, should not appear in the crop table, but if the trees contribute to the family income then it should be captured in the informal income table.

Page 3 LAND USE

TACRES – Q1a. Ask for the total land holding **OWNED** by the household. Land that is rented will be captured in the table below. This includes homestead land, and is not just the acreage of land farmed.

ATREE - Q1b. Ask for the total land holding specifically and intentionally planted with trees (e.g. commercial trees). Take note that the trees must be non-fruit trees because land used for fruit trees is captured in the crops table.

LEASE - Q1.1a. Leased out land means land that is owned by the household that was given out to another household to use for some period of time under certain terms (monetary or otherwise) after which the land is returned.

RENT - Q1.1b. Rented in land; This is land acquired from another household/individual for use by this household for an agreed period of time under certain terms (monetary or otherwise) after which the land is returned to its owner.

Q1.1c. FALLOW; This is land that was left idle or not used at all or abandoned during the main season.

Q1.1d. MAINCROP; ask the respondent if the household undertook any farming activities in the main season. The seasons are well defined as per the instructions given just above the table.

Pages 3 through 5 – Q 1.1a MAIN CROP 2009/2010, Q 1.2 SHORT CROP 2009/2010.

This purpose of this section is to obtain information on the crops produced during each of the seasons. You will collect the number of fields, acreage, land preparation cost, seed type, fertilizer applied, crop production and sales.
Both main and short crop harvest should be recorded – Main crop information is recorded on pages 3 and 4, short crop information is recorded on pages 5 and 6. Information for a full year is to be captured. *** NOTE**: **Harvest seasons differ across regions**.

Definitions

Harvest seasons

Harvest	Eastern	Western	R/ valley
Main	Jan-March10 (plant in Oct)	July-Aug09 (plant in Apr)	Nov-Dec09 (plant in Apr)
Short	July-Sept09 (plant in Apr)	Dec-Jan10 (plant in Oct)	Vegetables (plant in Oct)

In Eastern, do not refer to seasons by the terms "long rains" and "short rains" as that will totally confuse farmers.

Parcel

A parcel of land can contain several different fields.

Field

A field is contained within a parcel of land. A field is defined as piece of land with a uniform crop mixture, e.g. maize alone or maize and beans intercropped in a uniform order. The field may have a boundary such as Napier grass or a row of trees or bushes; however, in most cases the field will be defined by the uniformity of the crops dispersed within an area. If pure stand maize, for example, is grown in two separate areas that is two fields, not one.

Data to be collected about the field are: acres, land preparation cost, fertilizer information and tenure system. This information is to be recorded only once for each field

Farm

A farm is defined as one parcel or several parcels in relatively close proximity and within the same Agricultural Ecological Zone (AEZ).

We are interested in the cropping information for the household. The household may own more than one farm. As long as the farms are located in the same AEZ, the information can be collected. If the farm is in another AEZ the income from the farm should be recorded in the Business and Informal Income table on page 27.

Retained hybrid seeds

Retained hybrid seeds are originally hybrid seeds that have been recycled and saved to be used as seeds over a long period of time.

Begin by asking what crops are grown. As soon as a crop is mentioned, then probe to see what other crops might be planted with this crop, if any. Record those crops. Usually that group of crops will be considered a "field".

You should probe to determine if the crops are together or in different areas. If some of the crops are elsewhere, then you would assign that group of crops to a new field number.

CROP. Write the name of the crop to the left of the column for "Crop Code". The crops will be coded later.

- Separate dry maize from green maize.
- Separate coffee into cherry, mbuni and churned.
- Sugar cane is industrial or chewing
- Separate cowpeas, pumpkins into grains and leaves

- There are certain crops like Macadamia, citrus, bananas and irish potatoes which have been improved through tissue culture and have the letters (**tc**) against them. Remember to separate these from the unimproved ones.

FIELD. Remember, as you are recording the crops, you must decide what groups of crops are together and to define that as a “field”. There should be a uniformity of crops with the area considered as a field.

Always refer back to the inventory to see that you have captured all crops that were mentioned in the inventory.

ACRES – Ask the area of each of the fields. This information is to be recorded on the first line associated with a field. Subsequent crops in the same field should not have anything recorded in this column.

Measurement of the field

- Pacing is to be done and measurements converted into acres

  ((# of paces for length) x (# of paces for width)) / 4900.

  The respondent should be given a chance to give acreage of each field, but the enumerator should pace the field to establish or confirm the acreage. This is possible for small fields, which are within the compound.

  For large pieces of land within the compound, which cannot be paced, the enumerator is to compare the respondent’s measurements with his own knowledge of what the size of an acre is (this will be emphasized during the training). The same applied to irregular fields.

  For land far away from home, the enumerator should rely on the respondent, but probe further using an example of a nearby plot to confirm the approximate size of the field.

  If the respondent is unable to give the actual acreage for perennial crops like tea and coffee, check to see that the number of trees / bushes has been recorded in the inventory table on Page 2. Later the enumerator can compute the actual size of the plot using the formula: **tea (3500 bushes/acre) and coffee (540 trees/acre**).

- Tree crops like tea, coffee and mangoes will be recorded only in the main harvest. A tea price includes monthly + bonus payment. Production information should cover the full 12 months.
- Conversion from hectares to acres – probe to be sure that the value being given is really hectares by asking for an example of plot that is similar in size. **Conversion values to acres is: acre = # of hectares/2.47.**

TENURE - Land tenure system is a field level question and should only be recorded in the first row where the acres are recorded for each field.

SYSTEM – This is a field level question and seeks to which is the main system of watering used in that particular field.

LANDPREP – Enter the **main** type of land preparation used on the field. This is a field level question and should only be recorded in the first row where the areas are recorded for each field.

LPCOST – This is a field level question and should only be recorded in the first row where the acres are recorded for each field.

- Land preparation cost is the **actual costs** incurred during land preparation for **<u>hired</u> labor, <u>hired</u> oxen and/or <u>hired</u> tractors.** (**NOTE: Do not include family labour.)**
- Land preparation cost for crops planted more than 1 year ago should not be included.

SDTYPE – This is a crop level question and each crop should have information in this variable.

- For tree crops like tea, coffee etc, the quantity of the seedlings is equal to the number of trees in the field.
- Caution: Maize seed that has been purchased may not necessarily be "hybrid". Confirm the type of seed is really hybrid.

SQT – Enter the quantity of the seed or seedlings/cuttings/splits.

SUNIT – Record the appropriate seed unit code.

SCOST – Record the cost of the seed/seedlings/cuttings/splits per unit specified only if it has been purchased this season.

PTREES – This refers to the total number of productive trees of a particular fruit tree.

FT1, FT2, FT3 – record up to three different types of fertilizer that has been used for this crop

- If no fertilizer was applied then write "0" = none.

FQ1, FQ2, FQ3 – record the quantity of the fertilizer for each of the fertilizers applied. If there is not a second fertilizer, write "0", or if there is not a third fertilizer, write "0".

FU1, FU2, FU3 – record the appropriate unit of measure. If there is not a second or third fertilizer, put dashes in the column.

HVT – record the amount harvested. **DO NOT INCLUDE "POTENTIAL" HARVEST, only the amount actually harvested in the last main/short season or the last 12 months**. If the crop has not yet been harvested, enter –777.

- Napier/fodder harvest per year – the amount that can be harvested at one time should be obtained and note it on the side. Ask the number of times that the harvest occurs during the year and note this on the side. Multiply the two together to get total quantity. Be sure that the quantities given are in the same units.
- For crops harvested over a long period of time (e.g. tomatoes, French beans), total harvest over the period should be recorded.
- Shelled or unshelled – several crops may be reported as shelled or unshelled. Note what the form is so that a proper conversion can be done later.
    - Maize ratio 1 unit of shelled = 2 units of unshelled
    - Groundnuts ratio 0.3 unit of shelled = 1 unit of unshelled.

HUNIT – record the appropriate unit of harvest.

- If quantity harvested is in a unit for which there is no code, estimate the number of kgs the unit is equal to and convert the quantity of the unusual unit to quantities in kgs. For potatoes the standard weight is debes; estimate the weight in debes and record the quantity in units of debe.

SOLD – record the amount sold.

SLUNIT – record the appropriate unit of sales. If amount sold is in a unit for which there is no code, estimate the number of kgs the unit is equal to and convert the quantity of the unusual unit to quantities in kgs. For potatoes the standard weight is debes; estimate the weight in debes and record the quantity in units of debe.

MONTH; Record the code of the month that the largest sale transaction was made.

PRICE – record the price received for the **LARGEST** sale transaction.

- Price refers to price per unit sold.

BUYER – record the buyer for the **largest** sale.

KM – record the distance in kilometers from the homestead to the point of the **largest** sale. (**1Mile=1.7km**)

SPOIL – for vegetables and fruits only – ask how much of the harvest **spoiled** so that it could not be sold or consumed by anyone. The quantity should be in the same unit as the harvest. **Do not include quantity that is given away**. Note that this refers to the quantity harvested that is spoilt not what was spoilt on the shamba.

As you fill out the main harvest table and the short harvest table, remember to cross check with the inventory table to be sure that all crops are specified in both tables. A crop may have been talked about in the crop table that was not mentioned during inventory. Go back to the inventory table and add the information. Any crops listed in the inventory must be listed in either the main harvest or the short harvest. Check this before going on further.

Note: There are 2 pages available to enter crops for the MAIN CROP season and 2 pages avai1able to enter crops for the SHORT CROP season.

Page 6 – USE OF MAIZE SEED, CREDIT, AND FERTLIZER

This table asks about the maize seed that has been used during the main and short seasons. We have already asked about the seed type for maize in the crop table, but we would like to ask more detailed information about the variety, quantity and price. Refer to Main crop table and Short crop table to determine which fields contain maize. Record the first field and season and then begin with the specific questions about the variety of maize. **Note**: More than one variety of maize can be planted in the same field. If only one variety is planted in a field, please cross check this data with earlier data from the crop table.

FIELD – record the number of the field where maize was planted.

HARVEST – record the season, 1 = main, 2 = short.

CROP – this refers to the crop type; dry maize, green maize or maize fodder.

SDTYPE – record the type of seed

SDVAR – record the type of maize seed that was planted. If the type does not appear in the list of codes below the table, write the code "30" and write the type of seed that was specified. If the respondent only knows the company but not the specific variety, record the company name.

SDOBTAIN – record the process used to obtain the seed

SOURCE – this establishes the actual source of the seed.

QTY – record the quantity of seed used on this particular field

UNITS – record the appropriate unit for the quantity received

For the next variables there are 2 options:

1. If the seed was obtained by **cash or credit or exchange**, fill in only **one of the following fields,** not both.

VALUE – If the respondent knows the total value of the quantity received, enter that value here. If the respondent does not know, place a "dash" in the column.

OR

PRICE – If the VALUE variable has been filled, place a 'dash" in the column. Otherwise, fill in the price per unit corresponding to the specified unit for the quantity of seed.

2. If the seed was **free** do not fill in any of the fields asking for cost.

Page 7 CREDIT.

A. CREDIT –IN CASH

CASHCRD – Q3a Ask if the household **tried to obtain cash credit** (for whatever purpose, including non-agricultural purposes like school fees and medical). If the answer is yes, then **Q3b** must be answered.

CARDWHY – Q3b. Ask the purposes for which the household tried to obtain the cash credit.

CASHRD – Q3c Ask if during the 2009/2010 year the household **received the credit** in **cash** that they tried to obtain. Enter "1" if the response is yes and "2" if no. **If the response is "2" skip to Q3g.**

CASH – Q3d Record the total amount of cash credit received during the cropping year 2009/2010.

CSRC1.
CSRC2. – Q3e ask and record the two main sources of the cash credit if more than one.

CAMT1.
CAMNT2. – Q3e Under this, record the amounts received from the two main sources of cash credit.

MAINPUR. –Q3f This seeks how the cash credit was used. Was it used on agricultural purpose, non-agricultural purpose or both?

NCASH. – **Q3g** if the answer to Q3c is NO then this question must be answered. It seeks the reason why the sought cash credit was not received.

B.CREDIT. (in kind credit)

INKDCRD – Q3h Ask if the household **tried to obtain credit in kind** (for whatever purpose, including non-agricultural purposes like school fees and medical). If the answer is yes, then **Q3m** must be answered

NCREDWHY – Q3i. Ask the purposes for which the household tried to obtain the credit in kind.

CRED – Q3j Ask if during the 2009/2010 year the household **received the credit** in **kind** that they tried to obtain. Enter "1" if the response is yes and "2" if no. **If the response is "2" skip to Q4.**

FCREDIT. – Q3k ask the respondent the form in which they received the credit in kind.

*C. **NON AGRICULTURAL CREDIT.***
This section should be asked if credit was used for non agricultural purposes as confirmed by Q3f and Q3k.

CRDUSE – Ask for the MAIN use of the credit. Remember agricultural purposes do not come here.

CTYPE – Ask for the type of credit received; cash or in kind.

CRDSOR – Ask for the source of the credit. Remember to specify where the instruction says you specify.

CVALUE – Ask for the value of the credit. If cash; ask for the amount received.

REPAY – Ask for how the credit was repaid/is being repaid. (From what source)

Page 8 – Crop inputs

Q4 table asks for information about any fertilizer and inputs (like pesticides, etc.) purchased with the household's **own cash**. The "type of fertilizer" table information must be cross-checked with the information on fertilizer recorded in the crop tables on pages 3 through 6. If the farmer did not apply fertilizer in any field but has purchased fertilizer, then the interviewer should probe further to see if the respondent has forgotten the fertilizer information for the crop tables. For the other inputs that are not fertilizers, record the information only for use on maize fields, not all fields.

INPTYPE – record the type of input. If it is not in the list, write out the type of input. For inputs that are not fertilizers, limit this to just maize fields.
"AT equip" means Agricultural Technology equipment.

QBOUGHT – record the amount purchased (to be collected for all the inputs listed under INPUTYPE).

UNIT – record the unit of measure for the amount purchased.

MDPURCH – Record the mode of purchase of the particular input.

INPSORCE – this question is to be asked only for fertilizers. Ask for the source of the fertilizer. If the source is not in the list, write out the name of the source.

PUNIT – specify the price per unit specified for this input.

KMS – this question is to be asked only for fertilizers. Record the kilometers that the household is from the point of purchase.

TRANCOST – this question is to be asked only for fertilizers. Record the transport cost per unit of the fertilizer, i.e. the cost incurred by the farmer to transport a unit of the fertilizer purchased to his farm from the point of purchase.

MCROP – Record the code of the main Crop on which this input was used.

INPAID – If the input was obtained in credit them record here how the credit was repaid.

Page 9 - FERTILIZER SUBSIDY AND AVAILABILITY.

An **agricultural subsidy** is a governmental subsidy paid to farmers and agribusinesses to supplement their income, manage the supply of agricultural commodities, and influence the cost and supply of such commodities. In this particular case the commodity is Fertilizer.

SUBSIDY – Q5a The key to this section is that the concept of subsidy must be explained well to the respondent before this question is asked. Remember the time reference of the **last 3 years.**
If the answer to this question is **NO** then skip the table to Q5c.

Q5b Table. - if the answer to question Q5a is yes then this table must be filled. Be keen to record all the fertilizer types that the respondent mentions and their details.

SFERT – this refers to the fertilizer type on which the farmer received subsidy. The fertilizer name should be recorded on the left margin just next to the roe on which its details are recorded. On this column record the code of the fertilizer type (the **codes are on pg 8**).

SUBSIDYR – Indicate the year in which the subsidy was received on the particular fertilizer type. Write the year in full, for example; 2009.

FSORC – Indicate the source of the fertilizer subsidy.

SQNTY – the quantity of the subsidized fertilizer type indicated that was received.

SBUNIT – the unit, this must always be indicated.

SFORM – The form in which the subsidy saw given; was it a full subsidy or a partial subsidy.

SPRICE – This is only answered if SFORM=1. Indicate the amount in Ksh/unit that was paid by the farmer.

MKTPRICE – Ask the respondent the market value of the fertilizer at the time they received the subsidy. This is in Ksh.

FERTGET – Q5c Ask if the household tried to obtain fertilizers over the last 3 years but failed to get. If the answer is **NO** then skip to Q5e.

Q5d – Table – The table must be filled if the answer to question Q5c=YES. Make sure you write properly. If there were more than one month that the household tried to get fertilizer(s) but couldn't obtain then each month must be indicated on different rows and the year repeated on each row.

FYEAR – Ask and record the year in which they tried but could not get fertilizers. Remember to write the year in full.

FMNTH – Ask and record the month in the year that the household tried to get fertilizers but could not.

FREASON – give the **MAIN** reason why the household could not obtain the fertilizer they tried to get.

TRAVEL – Ask if the household travelled to another location to obtain fertilizers during scarcity.

FKM – Ask for the distance that they travelled to the next location where they got the fertilizers. If they did not move to look for the fertilizers in anther location then use N/A.

FQNTY – Ask if they got the fertilizer quantity they were looking for in this new location.

WHYNO – This is only asked if the answer to FQNTY=NO. Ask for the reason why they did not get the quantity of fertilizer they were looking for in this new location.

Page 10.

NFERMZ – Q5e if the household did not use chemical fertilizers on maize in the cropping year, ask why. Check the crops tables again to confirm this.

NOFERT – Q5f If the household did not use fertilizers within the cropping year (reference period), ask for the reason why. You must be keen to check the crops tables and confirm that they actually did not use any fertilizers in the cropping year.

Pages 10 - 11 LABOUR COSTS

SALFWRK – **Q6a.** Ask the household how much was spent on salaried farm workers for the main and short seasons' cropping activities. The cost should reflect only the amount that was spent when the workers was performing cropping activities and not other activities.

FIELD – **Q6b** Go back to pages 3 and 4 to find the **largest maize field in the main season**. Record that number.

SLOPE – **Q6c** Ask the respondent the slope nature of this field.

TPLANT – **Q6d** Ask the respondent when the household planted maize in the main season; early, on time or late.

SALLBR – **Q6e** Ask if any of the salaried workers worked on the largest maize field in the 2009/10 main season.

Q6f Table - The next table ask about the amount of labor spent (both hired and family) for the different cropping activities for the largest **maize** field (pure stand or intercropped) in the **main season**. Ask about each of the activities that are performed from land preparation to the end of the processing of the crop and record the amount of labor required, either as hired, adult family labor and/or child family labor. Appendix I contains a list of specific activities for certain crops to help you know what to look for with some crops. Two pages are provided to accommodate all activities.

The first 4 columns ask about hired labor. If the hired labor is **on contract**, go immediately to LBO4 and do not ask the questions LB1 through LB3.

LBO1 – record the number of people hired for the specific labor activity.

LBO2 – record the number of days these people worked on this specific labor activity.

LBO3 – if the hired labor was by the day, record the amount paid in Ksh for each person per day.

LBO4 – if the hired labor was paid on a contract basis, enter the total amount in Ksh that was paid.

The next 4 columns ask about the adult family labor then the following 2 columns the labor from the children and the last 3 columns fro the salaried workers if not paid. Be aware that if the respondent says that his child has performed the labor, verify that the person fits the definition of child (under 15 years of age) or adult (15 years and older). Example: the head of the household is 80 years old and will respond that his child has done the weeding. Since we've not yet filled the demography table, you will have to probe to see if the person is 15 years and older.

LBO5 – enter the number of adult males (those members age 15 and older) who worked on this activity.

Then under "total # of hours each", for each of the males mentioned in LB5, fill in the **total** number of hours (not hours per day) spent by that male adult on that particular activity. Probe for days spent on the activity by each male and then the hours per day (which can vary across the days) – then fill in the total hours spent by each male adult in each box in this column.

LBO6 – this is to be filled in later, in the evening before the questionnaire is given to the supervisor. It is simply the addition of all the values in the boxes under "total # of hours each" to get the total hours worked by the adult males.

LBO7 – enter the number of adult females (those members age 15 and older) who worked on this activity.

Enter the hours worked by each female under "total # of hours each", as was done for the male adults.

LBO8 – this is to be filled in later, in the evening before the questionnaire is given to the supervisor. It is simply the addition of all the values in the boxes under "# of hours each" to get the total hours worked by the adult females.
LBO9 – enter the number of children (those members younger than age 15, e.g. < 15) who worked on this activity.

Enter the hours worked by each child under "total # of hours each", as was done for the male and female adults.

LB1O – this is to be filled in later, in the evening before the questionnaire is given to the supervisor. It is simply the addition of all the values in the boxes under "total # of hours each" to get the total hours worked by the children.
LBO11 – enter the number of workers who worked on this activity.

LBO12 – Average number of days worked per worker.

LBO13 – Average number of hours worked per day by each worker.

Page 11. WAGE RATES.

MALEWAGE
FEMWAGE – Q6g ask what the daily wage rate is for general farm labor in the area for a male and a female worker.

MALEHOUR
FEMHOUR –, ask the typical number of hours worked per day.

Page 11. MAIZE MARKET ACCESS.

This is a small but very important section that compares the maize market now and 6 – 7 years ago. You will need to be very careful with these questions and ensure that you are getting the right answers. It is advisable that you explain first mentioning the years you want the respondent to compare for you.

EZYSELL – Q7.1a ask the respondent if it is more convenient or less convenient to sell maize now compared to 6 – 7 years ago.

EZBUY – **Q7.1b** ask the respondent if it is more convenient or less convenient to buy maize now compared to 6 – 7 years ago.

BUYERS – **Q7.2a** ask if there has been any change in the number of private maize buyers/brokers in the area compared to 6 – 7 years ago.
TRADENUM - Q7.2b – here you ask about the estimated number of traders who came to buy maize from the village within the first 4-5 months after the harvest of the main season.

Page 12. TIME ALLOCATION AND DECISION MAKING

This is section that deals with time allocation by the head and the spouse in farming activities. Here you will need to work with the respondent after clear introduction of the section in order to get accurate information. Let the respondent using a pencil mark for you the percentage time the head and spouse allocated to farming activities then convert that in to figures. Remember a household cannot be without a head. If a household has no spouses then use N/A on TIMESP.

TIMEHD – Q8.1 ask the respondent the proportion of time the head allocated to farming activities in the last cropping year.

TIMESP – Q8.2 ask the respondent the proportion of time the spouse allocated to farming activities in the last cropping year.

TABLE – Q8.3 this is where you establish who makes the final decisions on production (**PRODEC**), marketing (**MAKDEC**),and use of income (**INCDEC**) from the main enterprises in this household.

YEARHMZ – Q8.4 ask which year the household first used **improved** maize seeds.

YEARFERT – Q8.5 ask which year the household first used inorganic/chemical fertilizers on their crops.

Page 12. SOIL, WATER AND ENVIRONMENTAL CONSERVATION

SWEPRA1
SWEPRA2
SWEPRA3 – Q9a Ask what soil, water and environmental conservation methods the household is practicing on their farm. The listed codes should give you a clue of the environmental practices. You will need to understand each of the listed practices very well for the ease of accurate responses.

ZEROTIL – Q9b. Ask if the household is practicing zero tillage. Zero tillage is a soil and water conservation method where there is no opening of land through ploughing or digging, instead, chemicals are used to clear the weeds and then planting is done on the non-ploughed land.

COMPOST – Q9c Ask if the household has their own compost pit and are making their own compost manure. If the answer is **NO** the skip the next question.

YRCOMP – Q9d. If the household does composting, ask which year they started making their own compost manure.

MZSTOVER – Q9e. Ask how this household dispose their maize stover after harvest.

Page 13. PRICES

This is a relatively short section which you will try and establish the prices of several commodities. You will need to read and understand the enumerator instructions given in this section for this will act as a guide on how to go about this section.

The code -9 is highly discouraged except when the respondent and indeed any other member of the household don’t know anything and are completely blank about these prices you are asking.

Page 14. LAND MARKETS

LANDPS – Q10 Ask if the household purchased or sold land in the past 10 years. If they did, go to the table. If they did not then move to Q10b.

TABLE – Q10a this table tries to follow up on the land that was purchased or sold in the last ten years.

PID- This lists the plots in a consecutive way and is not in any way linked to the crops table.

TRANSC – This categorizes the land in to either purchased or sold.

ACRES – establish the size of the plot in question.

YEAR – establish and indicate the year in which the transaction (Purchase/Sale) took place.

PUSALVAL – At the time the transaction took place, what was the value/price at which the land was purchased/sold.

CURVAL – what is the current market value of the land if it were to be sold today. Ask the respondent that.

PURPOSE – If the land was purchase then ask how the plot is currently being used.

CROPPING – If the land was purchased and used for agricultural or both agricultural and non agricultural purposes the as if the land was cropped.

PUREAS – if the land was purchased, ask for the main reason for the purchase.

SALREAS – if the land was sold, ask what was the main reason for the sale.

TITLE – ask if the particular land was bought/purchased with title deed.

ADJOIN – Ask if the land is adjoining with this household's other property.

DISTROAD – ask the distance in km of this land from the nearest motorable road.

DISTWTER – this tries to establish the distance from this parcel to the nearest important water source.

SLOPE – ask for the slope of this parcel.

LDTAKE – Q10b Ask if land has been forcefully taken away from this household in the last 10 years.

LRRY – Q10c Ask the land rental rate of an acre of good quality land for a period of 1 year in this area where the household is situated.

LRRS – Q10d Ask the land rental rate of an acre of good quality land for a period of 1 season in this area where the household is situated.

LNDBOROW – Q10e ask if it is possible to borrow land in this area where the household is located.

Page 15. LIVESTOCK

LSTOCK – Q11.0 ask if the household had any livestock within the period **June 2009** and **May 2010**. If the answer is no then skip to question **Q11.2**

Livestock Activities: Q11.1 -The table asks about all livestock, except donkeys. The reference period is from **June 2009 to May 2010**. Be systematic when you are asking these questions, either ask the same question for all animals, or ask all the questions about a specific animal type.

MAY10 – Record number of animals owned in May 2010.

CURVAL – Record **current total value** of the animals per unit.

JUN09 – Record number of animals owned in June 2009

PURCH - Record number of animals purchased within the reference period.

UPRICE – The per unit price of the livestock that was purchased.

RECDON – The number of animals received as donations or dowry within the reference period.

CONSUME – number of livestock consumed/ slaughtered within the reference period.

GIVDON – Number of livestock given out as donations or as dowry by this household within the reference period.

STOLEN - number of livestock stolen/died and buried within the reference period.

SOLD – Number of livestock sold by this household within the reference period.

AVGPRIC – Average price per unit of the livestock sold within the reference period.

Page 16. LIVESTOCK OUTPUT

MLKCON – Q11.2 Ask the average milk consumed by this household per day from own production, purchases or receipts. Remember the unit of measure here is LITRE. If the household responds in bottles, ascertain which bottles they are referring to and convert it to liters.

MLKPRD –Q11.3 Ask if the household produced any cow milk between June 2009 and May 2010. If NO then skip the table.

Table – ask about **cow milk**. The reference period is June 2009 – May 2010. The blocked areas should not be asked.

COW- Ask for the average number of cows that were producing milk within the reference period.

June09……May10 – in each and every cell ask and record the total cow milk produced within that particular month. If no milk was produced then record ‘0’. Take note of the high and low milk production months. This should be asked for total cow milk, Fresh cow milk sold and Sour cow milk sold.

BUYER – Ask for the buyer to which the larges portion of the milk was sold. Use the codes listed as trained.

PRICE – Give the most common price that was received by the household.

KM – ask the distance in kilometers to the point of sale (buyer of the larges portion of milk produced).

WHYBUYR – Ask for the main reason why this household preferred to sell to this buyer.

Q11.4 Table. - This table intends to capture the other livestock products besides cow milk which you would have captured in the previous table. In this table you need to be very keen with the units you use.

ANIMPROD- this is where you ask for the number of animals producing over the past 12 months. Always refer the respondent to the reference period and remember to skip the blocked areas.

MNTHPROD – indicate the average number of months of production in the year (reference period).

AVGPROD- try and establish the average production per month of the particular product. Here you will have to do some calculations and remember not to rub the rough calculation you do on the questionnaire.

UNIT – there are a list of unit codes provided. Be careful to use the correct unit. For example; you can not have eggs in wheelbarrows but in numbers or trays.

MNTHSOLD – ask for the average number of months of sale of the particular product that was produced and sold. If nothing was sold then indicate '0' here and move to the next product.

QTYSOLD – ask for the average quantity sold per month.

PRICE – this is price received per unit on the largest sale. Remember to link the Unit and the price.

BUYER – ask for the buyer type of the largest sale during the reference period. Remember to specify clearly if the buyer doesn't fit in among the listed buyers.

Pg 18 EXTENSION AND GROUP PERTICIPATION

SEEKADV – Q14a Ask if the household actively sought advice on crops or livestock in the last 12 months. Please focus the farmer with the reference period.

ADVISOR1
ADVISOR2 – Q14b Ask the respondent to list for you the two most important sources of the advice they received.

SEEKNOT1
SEEKNOT2 – Q14c If the household did not actively seek advice on crop or livestock then ask for the two most important reasons why they did not seek advice.

PAYSERV - Q14d – Ask if the household pays for extension services.

AVAILFEE – Q14e ask the respondent if they would be willing to pay for extension services if this was available at a fee.

Table – Q14f In this table you will need to explain to the respondent that there is a new technology that they are urgently in need of and an extension worker comes to train him/her as an individual and in a group of 20 people for a period of 3 hours. Let the respondent help you establish how much he would be willing to pay.
In the **INDIV** and **GRP20** Indicate the code of the amount the respondent would be willing to pay. Please consult your supervisor on how to go about this table. **OTHERS** refer to their opinion of what the other people in the area would pay for the same service.

WHYFEE - Q14g If they would not be willing to pay for extension services, ask them the reason as to why.

GRPMEM – **Q14h** Ask if there is any household member who is a member of any cooperative or group or out grower group.

GRPMEM1
GRPMEM2
GRPMEM3 – Q14i if the answer to the previous group question is **YES** then ask the respondent to enumerate up to 3 groups that they belong to.

SERV1
SERV2
SERV3 – Q14j Ask the respondent to list for you up to 3 services they get from the listed groups in the previous question.

Pg 19-20. DEMOGRAPHIC CHARACTERISTICS

Household
A household is composed of people who work together, farm together, sleep together, spend income together and eat from the same pot. Most of the income is spent for the household.

Household members
A household member is:

- any individual who in the last 12 months has lived with the household for at least one month regardless of whether they have intentions to stay or not; including house help, and shamba boy eating and sleeping in the house
- an individual attending school away from home;
- newly born babies;

- individuals who are newly wedded-in;
- individuals who have stayed for less than one months but have come to stay with the household.

A non-household member is:

- an individual who may have left the household with no intention of rejoining the household;
- individuals who are married away.
- Unmarried sons and daughters who live elsewhere on a regular basis coming home on occasion. Money contributed by these people should be captured as remittances in the salary table
- all other individuals who do not meet the criteria for household membership

<u>Adult</u>
An individual member of a household is considered an adult if he or she is 12 years and above (born before 1992). Members below 12 years of age are considered children.

<u>Chronic Illness</u>
This is an illness which fails to respond to treatment and frequently recurs leading the victim to being bed-ridden and requiring nursing or special care for feeding and other needs for at least three months.

This section is divided into 2 tables.

1. **The first table asks about adult members and children for whom we have information from previous surveys (2007). The member names are to be recorded from the sheet about the household to this table matching the member number already assigned to the member.**

2. **The second table asks about any new or missed adult members and children who are now residents and household members but were not captured in2007. Member numbers are to be assigned to each member of this table starting with 91.**

In the tables asks information about the household member's name, age, gender, relation to head, education, if the member is still a member and if not, why. It also asks about the number of months living in the household, income earning activity and the last question asks if any member of the family has been ill for at least a 3 month period over the last 12 months.

MEM – the number assigned to the member so that the person can be linked to other tables.

NAME – the name of the person. As you ask about each member in the first table the household member name entered on the questionnaire may not be exactly correct. If the name is not the same, check to be sure that the age of the person is very close to the age of the name that is not correct. Lightly cancel the old name and write the correct name on top. **<u>Do not erase any entries</u>** and keep both new and old entries legible. Verify that the new entries are for the same reference period before making changes.

DA01 – ask the year that the person was born and record the number in 4 digits, e.g. 1942.

DA02 – if you can observe the gender of the period, you can record the response with asking. If you are in doubt, ask. Record “1” for male, “2” for female.

DA03 – ask about the member's relationship to the household head. Enter the appropriate response code. The codes for possible answers are listed at the bottom of the table. There may be need to probe further to ascertain the exact relationship, e.g., to differentiate between step son/daughter and own son/daughter.

DA04 – ask about the current marital status of each adult household member. For those household members who are married, establish whether they are married monogamously or polygamously. Enter the appropriate response code.

DA05 – ask whether each member is still attending formal schooling.

DA06 – ask the highest level of education the member completed. If the member is currently in Standard 7, the member will have completed 6 years of schooling. If the person has completed Form 4 or Form 6, and attended a college or university, use the appropriate code as shown on the table. We are interested in knowing the course level that has been completed. We are not counting the number of years spent at school. Enter the appropriate response code.

DA07 – ask (by referring to the name) if the individual member is a current member of the household. Enter “1" if the response is yes and go to DA09. Enter “2" if the response is no. Use the definition of a household to guide you and the respondent to answer this question. Do not ask the respondent if he/she is still a member.

DA08 – ask this question if DA07 = “No” – not a member any longer. Find out why this particular person is not a member of the household anymore. Enter the appropriate response code.

If the member has died, then you should be sensitive to the feelings of the respondent, and if the member is comfortable, turn to page 26 and ask the questions on this table regarding the reason for the death. Otherwise, remember to include deceased members in **Q 17.1** on “Previous Deaths Within the Household.”

DA09 – ask (by referring to the name) how many months in the past twelve months each member has stayed in the household. If the member comes and goes, estimate the total months the member has stayed in the household. Record the response to the nearest month, e.g., 4. **If the member has not stayed in the household, e.g. 0 months, then go to the next member UNLESS the member is the head or the spouse. If the member is either one of these people, then continue to ask the rest of the questions.**

The next two questions ask about the income of the person, business / informal and salary/wages/remittances/pensions. If a member of a household has died during the year, depending on the mood of the respondent you can judge whether to find out if he/she was engaged in income activities for the time he/she was alive (DA10 then DA11). These questions should be done with a lot of care and caution.

In addition, the next two questions (DA10 and DA11) should **not** be asked for members of the household who are simply workers, like house help and shamba boy.

DA10 – ask of each member, who has lived in the household during the last 12 months, if they received any cash or goods from a business activity over the past 12 months (June 2009 – May 2010). If you encounter a respondent who reports they jointly run a business with the spouse, probe and establish who runs the business. The owner of the business is the one who controls buying and selling and the overall earnings. Often the responsibility of running the business is given to one household member although other household members may have shares or other interests in the business activity. Enter “1" if response is yes and “2" if response is no.

DA11 - Ask of each household member, who has lived in the household during the last 12 months, if they received any salary or wages, remittances or pensions in cash or in kind over the past 12 months (June 2009 – May 2010). If the household member worked but did not receive any cash or wages in kind, the member is considered not having worked. Enter “1" if response is yes and “2" if response is no.
DA12 – ask of each member if they have been chronically ill and unable to perform household duties for any **3 month period** in the last 12 months. Enter “1" if response is yes and “2" if response is no.

Pg 21. ADDITIONAL ADULTS AND CHILDREN

NAME – ask for the name of the additional member.

AD01 – ask the year that the person was born and record the number in 4 digits, e.g. 1942.

AD02 – if you can observe the gender of the period, you can record the response with asking. If you are in doubt, ask. Record “1” for male, “2” for female.

AD03 – ask about the member's relationship to the household head. Enter the appropriate response code. The codes for possible answers are listed at the bottom of the table. There may be need to probe further to ascertain the exact relationship, e.g., to differentiate between step son/daughter and own son/daughter.

AD04 – ask about the current marital status of each adult household member. For those household members who are married, establish whether they are married monogamously or polygamously. Enter the appropriate response code.

AD05 – ask whether each member is still attending formal schooling.

AD06 – ask the highest level of education the member completed. If the member is currently in Standard 7, the member will have completed 6 years of schooling. If the person has completed Form 4 or Form 6, and attended a college or university, use the appropriate code as shown on the table. We are interested in knowing the course level that has been completed. We are not counting the number of years spent at school. Enter the appropriate response code.

AD07 – ask (by referring to the name) what year the individual member came to reside in the household.

AD08 – ask (by referring to the name) how many months in the past twelve months each member has stayed in the household. If the member comes and goes, estimate the total months the member has stayed at the household. Record the response to the nearest month, e.g., 4

AD09 – ask (by referring to the name) if each of the individual members was a member of the household in 2004 or 2007 (if household was interviewed in 2007). Enter “1" if the response is yes and go to AD11. Enter “2" if the response is no.

AD10 – ask this question if AD09 = “2" -No. Find out why this particular person joined the household. Enter the appropriate response code.

The next three (3) questions ask about what the person did for income before coming to the household Enter 1 = Yes, or 2 = No.

AD11 – ask “Before coming to reside in this hh, was …… (refer to the name) engaged in formal or informal business activities.”

AD12 – ask “Before coming to reside in this hh, was …… (refer to the name) engaged in formal section salary employment.”

AD13 – ask “Before coming to reside in this hh, was …… (refer to the name) engaged in farming somewhere else.”

The last three (3) questions are referring to the time after the individual has become a member of the household.

Ask about the income of the person, business / informal and salary/wages/remittances/pensions.

AD14 – ask of each member, who has lived in the household during the last 12 months, if they received any cash or goods from a business activity over the past 12 months (June 2003 – May 2004). If you encounter a respondent who reports they jointly run a business with the spouse, probe and establish who runs the business. The owner of the business is the one who controls buying and selling and the overall earnings. Often the responsibility of running the business is given to one household member although other household members may have shares or other interests in the business activity. Enter “1" if response is yes and “2" if response is no.

AD15 – ask of each household member, who has lived in the household during the last 12 months, if they received any salary or wages, remittances or pensions in cash or in kind over the past 12 months (June 2009 – May 2010). If the household member worked but did not receive any cash or wages in kind, the member is considered not having worked. Enter “1" if response is yes and “2" if response is no.

Again all the questions pertaining to the income of the person, business / informal and salary/wages/remittances/pensions should not be asked of household members that are salaried workers (house help and/or shamba boy) employed by the household.

AD16 – ask of each member if they have been chronically ill and unable to perform household duties for any **3 month period consecutively** in the last 12 months. Enter “1" if response is yes and “2" if response is NO.

Pg 22. MOTALITY

Please note that in this table you ask about members who have died **since the last time the household was interviewed. For some households, the year will be 2004, for others the year will be 2007.** The information on which year the household was last interviewed is on the printed information sheet.

The identification numbers *(MEM)* and names of household members who passed away after the 2004 or 2007 household survey (DA08 = 4) should be transferred to this table

If a member came to the household after 2004 or 2007 and passed away before the survey date, that person will not appear in any of the demography tables above and will not have a MEM number. Be sure to record the person's name in the **NAME** column, but do not record anything in the **MEM** column.

Ask all these questions for all household members (adult and children) who have passed away **since the last time the household was interviewed (either 2004 or 2007)**.

If there is no member who died since the last interview, continue to the next page.

This is a sensitive section and interviewers are advised against using crude phraseology which could disturb the atmosphere. You must empathize and look sorry as you complete this section.

<u>Below is a proposed script to help you to lead into the table on previous deaths.</u>

"As you know, we have been following your family's progress since 1997. We are interested to know what has happened with individual members of your family. For example, we know from some households we have already visited that some of their members have moved to towns or got jobs in other places away from home. Some households have also lost members who have passed away. All this information helps us to understand your situation / well-being as we strive to advise policy makers on ways to better rural livelihoods.

Looking at information you've already told us, you have indicated that "(actual number)" or "no" members have passed away in the last 12 months.

(If members <u>have passed away</u>, then say)
We would like to ask you just a few questions about these people.

(If members <u>have NOT passed away</u>, then say the following)
Are there any members who came to the household after the last time we interviewed you, who have passed away ? (If yes) We would like to ask you just a few questions about these people.

DEATH - Q17.0: Ask if there is any household member - child or adult - who passed away since 2007. Record the response in **DEATH**. Enter "1" if response is yes. Enter "2" if response is no into DEATH and end the section on mortality. If there is an adult or child who died **since the last interview** do not ask this question. Record the response "1" and continue with the rest of the questions.

Q17.1 TABLE.
MEM: If this person was mentioned in the demographics table for adults, please put his or her identification number (MEM).

Name: Record the name of the deceased and refer to it when asking questions that follow.

PD01: Ask for the gender of the deceased and enter "1" if the deceased was male and "2" if the deceased was female.

PD02: then ask what the relationship of the deceased was to the **head of the household <u>at time of death</u>**. The head may or may not be the current head. Enter the appropriate response code. The codes for the possible answers are listed at the bottom of the table.

PD03: Ask which year this household member was born. Record the year e.g., 1980.

PD04: Ask which year this member died. Enter

PD05: Ask what the cause of death was. Enter the appropriate response code. Witchcraft is not a choice. If the response is witchcraft, probe and find out the form in which the witchcraft manifested itself. If another cause is given, record 21 and specify the reason.

PD06: Ask the highest level of education the deceased completed. For example, a member who was attending Class 10 will have completed Class 9. We are interested in knowing the course level that was completed. **We are not counting the number of years spent at school**. Enter the appropriate response code.

Pg 23. BUSINESS AND INFORMAL ACTIVITIES

(***Requires probing***)

This section obtains information about all the business or self-employment activities that household members were involved in **during the last 12 months**. It will include activities like fishing and selling fish, charcoal burning and selling, buying and selling different products, or grocery shop. ***Do not include*** income from salaried labour, selling of own agricultural produce, or remittances. Do include incomes from share dividends and farms away from home.

Efforts should be made to interview the person who does the specified activity if the respondent cannot give the data.

The members who should be included in this table will have a code of "1" in the columns from the demography tables, i.e. **DA10 and/or AD14. Copy the name and member number to this table.** The person name and member code must be the name and member code given in Q15 and Q16.

ACTIVITY - Ask the respondent to tell you the most important activities this member was involved in at anytime **between July 2009 to June 2010**. If there are more than three activities enter the codes for the **three most important** activities. The level of importance is based on the amount of income the activity generated. The codes are listed below the table.

The next columns ask the respondent to rank the amount of net earnings for each month, e.g. none, low, average and high.

jun-May: Ask the respondent which months he/she **did not operate** this business activity. Mark the months of inactivity as "**0**". Follow up and identify the months when business was **low**. Mark the low business months as "**1**". Follow up and identify which months business was **average**. Mark the peak business months as "**2**". Follow up and identify which months business was **high**. Mark the peak business months as "**3**". If earnings are constant for all months, probe further, otherwise consider them as average earnings.

Lgross-Hcost In the following columns, we are interested in getting the margins between gross earnings and total expenses. If expenses are incurred once over a four month period, estimate the average operating expenses for a month. Be prepared to encounter losses where total earnings are less than expenses as not all business activities yield positive margins. Do not include capital expenditures, e.g buying a tractor.

The respondent may not think in terms of gross income and expenses. They may only be able to tell you what the net is. In these instances, record the net in the column for “gross” and record a “0” in the column for “cost”.

LGROSS: Ask the respondent how much he/she earned in total in a typical month when earnings were low. Enter the total gross income in Ksh.

LCOST: Ask the respondent how much his/her operating costs or expenses were in total in a typical month when earnings were low. Enter the total cost in Ksh.

AGROSS: Ask the respondent how much he/she earned in total in a typical month when earnings were average. Enter the total gross income in Ksh.

ACOST: Ask the respondent how much his/her operating costs or expenses were in total in a typical month when earnings were average. Enter the total cost in Ksh.

HGROSS: Ask the respondent how much he/she earned in total in a typical month when earnings were high. Enter the total gross income in Ksh.

HCOST: Ask the respondent how much his/her operating costs or expenses were in total in a typical month when earnings were high. Enter the total cost in Ksh.

For example if Mr Njoro spends Ksh 50,000 on his goods for his Kantemba and he sells the goods and realized Ksh 60,000 this means that his gross income is Ksh 60,000, his operating expenses are Ksh 50,000.

Pg 24. SALARIED WAGE EMPLOYMENT

Depending on the type of economic livelihood a household and its members are engaged in, wages from off-farm work can be an important source of income. This table estimates the total wage income that individual household members earned during the last 12 months (June 2009 to May 2010). It deals with just receipts/income. This income does not include cash or goods earned from operating a business. Any member from demography tables where **DA11 = 1** and/or AD15 **= 1** should be listed in this table. The following types of income earning activities should be entered into this table:

Need to define well the issue of members who are away from the HH sometime; is the income remittance or income.

Definitions

Wage Labor

Work which entitles the member to be gainfully engaged for a specified period of time usually 1 - 3 months and to be paid weekly, fortnightly or monthly

Please note that wage labor constitutes informal wage labor activities.

Pensions

Income received from employment after retirement.

Formal Salaried Employment
A job for which the member is entitled to receive a salary regularly, e.g., every month usually in cash

Remittances
Income given to a member of a household from another person/organization. This information should be recorded under the name of the person who received the funds. These are often quite important as a source of income so make sure to prompt for them.

Activity - Ask the respondent to tell you the most important salaried employment or informal wage activities or pensions or remittances received that this member was involved in at anytime between **June 2009 to May 2010**. If there are more than three activities, just be sure to collect the **three** most important ones. Enter the appropriate activity code from the list below the table. Probe for other sources such as remittance and pensions.

MNWAGE – ask the wage the person is receiving for the current month.

SAMEE – if the person received the same wage throughout the 12 months, record "1" for yes and then go to the next activity. If the person did not receive the same wage through the 12 months, record "2" for no and ask the remaining questions.

JUN-MAY: Find out the amount received for each activity for each month. Record the amount received. If nothing was received in a specific month, enter zero.

REMIT1
REMIT2 – if the household received any remittances from the salary table above then ask for the two main sources.

MREMIT – If the household received any remittances from the table above then ask for the mode of delievery.

Pg 25. ACCES TO RURAL SAVINGS

This section is very key in understanding the access of savings facilities to the households and thus should be introduced well since it is also a sensitive area.

ACCOUNT – ask if any member of the household has a savings and/or bank account(s). if the answer is YES then precede to the table but if the answer is NO then skip the table.

MEM - In the table, establish who has the savings/bank account in the household and transfer their MEM numbers to this table.

SAVES – Ask where this person has the account. Pay attention to the listed codes.

KMBANK – Ask for the kms to the banking point. (In the case of ROSCAS record the distance to where they go to transact the business.

ACCOPEN – Ask which year this account was opened.

Pg 26. PURCHASES FOR HOME CONSUMPTION

Some households provide all the food that is required for the household. Others must purchase food to satisfy their requirements. We would like to know which households purchased main food products and the quantities purchased between June 2009 and May 2010. Capture only food purchased for home consumption, not for resale. If the product is purchased for resale, that information should be captured in the table asking about Businesses. Working for food is considered in-kind and should not be recorded in this table. Prompt for in-kind purchases.

Ask specifically about each product in the list. Ask **first** about the latest "4 month" time period from **February 2010 to May 2010, then October 2009 to January2010, then June 2009 to September 2009**. Try to link the time periods to when the household might have run out of maize stock or specific events. This table may require extensive probing to help the household remember.

PURCH – ask about each item listed. For gift/relief maize grain, record a 0 in the price variables for each of the time periods. If any other product is received as gift/relief, note the information on the side and record 0 in the price variables.

Qty1, Unit1, Price1 – for the time period from March 2010 through June 2010, ask about the quantity purchased, the unit of measure the quantity was purchased in and the price for the unit specified. The household may have purchased several times. Record each purchase for the product on the side and calculate the total later.

Qty2, Unit2, Price2 – for the time period from November 2009 through February 2010, ask about the quantity purchased, the unit of measure the quantity was purchased in and the price for the unit specified. The household may have purchased several times. Record each purchase for the product on the side and calculate the total later.

Qty3, Unit3, Price3 – for the time period from July 2009 through October 2009, ask about the quantity purchased, the unit of measure the quantity was purchased in and the price for the unit specified. The household may have purchased several times. Record each purchase for the product on the side and calculate the total later.

TotQty, TotUnit, TotPrice – if the household cannot remember for each of the time periods, try to gather what the household might have purchased over the 12 month period from June 2009 through May 2010.

SOURCE – ask for the **MAIN** source of the staples purchased by this household.

Page 27 CLIMATE CHANGE

RAIN10 – Q22a Ask the respondent whether they feel that there have been any changes on rainfall patterns between now and ten years ago.

TEMP10 – Q22b Ask the respondent whether they feel that there have been any changes on temperature between now and ten years ago.

Q22c Table – The next table fill if respondent feels that there has been changes in temperature or rain patterns

WEATHER – Ask the specific changes in weather.

AFFCT1 to AFFCT3 – Ask how these changes in weather pattern have affected farming.

ADPTN – ask if the household has adopted any measures to deal with the changes.

ADPTN1 to ADPTN3 – Ask for the measures the household have adopted to deal with climate change.

WHYNOT – If the household is not using any mechanism to deal with climate change, ask why.

ADHELP – Ask whether the household required any assistance in the adoption of measures to deal with climate change.

ADSORCE – Ask for the main source support that was most useful.

FAMPRAC1 to FAMPRAC4 – Q22d Ask the respondent for farming practices they **know** that can lead to changes in rainfall patterns and temperature.

Pages 28 - POST ELECTION VIOLENCE

PEV – Q23a Ask whether the household was affected by the 2008 post election violence.

HOW – Q23b Ask how the household was affected by the violence.

Q23c Table – The next table ask about how the household was **directly** affected. Answer only if **HOW – Q23b = 1.**

DEFFCT – Ask how the household was directly affected.

DKM – If the household was displaced ask the kilometers covered by the household to relocate.

DNUM – If the household lost family members or members where injured ask how were they.

DVAL – If DEFFCT = 5 to 7 then ask for the value of lost property**.**

COMPSN – Ask whether the household was compensated for the loss.

INDIREC1 to INDIREC3 - Q23d Go back to page 30 and see whether the household was indirectly affected and ask the three main effects.

Page28. CELL PHONE USAGE

MOBACC - Q24a If a member of the household **does not own a mobile phone,** ask whether they have access to one that they can use.

ACCMOB – Q24b If the household has access to mobile phone ask from whom.

Q24c Table – Fill the table if a member of the household has own phone or access to somebody's (who's not a member of that household).

USEPHONE – Ways I which the phone was used.

USEMONTH – Ask whether any member of the household for each purpose in **USEPHONE** during the past one month.

USEYEAR – Ask whether any member of the household for each purpose in **USEPHONE** during the past one year.

PHONIMP – Ask the respondent to rate the importance of mobile phones to the household for each particular use.

Pg 29. HOUSEHOLD ASSETS

The focus of this table is to determine the value of agricultural assets.

ASSET - Ask about each item in the list.

QTY - ask the number of items

Only one of the following variables should be filled:

VALUE – ask the value per unit of this item if it is known
or
TOTVAL – ask the total value of all units if the value per unit is not known.

Pg 30. INFRASTRUCTURE

The next set of questions asks about distance from the household to another location. The distances should be in kilometers. Decimal points are acceptable.

FERTSKM – distance to nearest fertilizer seller

FERTRANS – ask how much it costs to transport a 50 kg bag of fertilizer from the nearest seller to the homestead.

TRANTYPE – indicate the type of transport used for them to pay the figure they have given you in FERTRANS.

CERTMAIZ – distance to the nearest hybrid maize seed seller

NCPB – distance to the nearest NCPB deport from the homestead.

NCPBBUY – ask if they sold any maize to NCPB during the reference period.

NCPBNOT1 and **NCPBNOT2 –** if the answer to NCPBBUY = 2 then give up to two reasons why they did not sell their maize to NCPB.

DEXTN – ask how far it is to agricultural extension advice

DVET – ask how far it is to veterinary help.

AIKM – ask the distance to the nearest AI service provider.

MKTKM – ask for the the distance in kms from the homestead to the nearest market for farm produce – not any market.

DMTROAD - Motorable road refers to a road, where a vehicle can pass at all times. **Note:** the tarmac road could be the nearest motorable road.

DTMROAD – distance to the nearest tarmac road

CTMROAD – asks if the condition of the nearest tarmac road has changed, whether it is better, worse, the same, or not sure.

DPH2O – ask how far it is to piped water. Be sure to clarify what is meant by piped water (for example, a borehole drilled by the farmer is not considered piped water).

DHLTCTR – ask how far it is to any health center, not necessarily a government health center.

DELECT- ask how far to nearest electricity.

ANIMKT – Ask for the distance to the nearest animal/livestock market from the homestead.

PHONE – ask how far it is to public telephone services

MZTRANS – ask how much it costs to transport a 90kg bag of maize from the homestead to the nearest town.

MZTRATYP – Indicate with what type of transport type do they use to transport the bag of maize in order to pay the above mentioned figure.

DISTOWN – ask the distance to the nearest town or headquarters in kms.

Page 31. FOOD SECURITY.

The next questions are looking at food security. We want information about relief and coping mechanisms the household's **own production**.

RELIEF – Q27a ask the number of months the household relied entirely on relief food in the last 12 months.

COPING1
COPING2

COPING3 – Q27b Ask what coping mechanisms the household revert to during famine or food scarcity. You can capture up to 3 mechanisms and if more than 3 then pick the most important from the respondent's opinion.

TRANSF - Q27c – Ask if in the last 12 month the household participated in cash transfer programmes.

AMTTR1 - Q27d – if they participated in the cash transfer program then ask the amount transferred and;
TRAFREQ – the frequency at which the amount was transferred.

Pg 31. STORAGE FACILITIES FOR STAPLES.

GSTORE – **Q28a** – ask if the household has a grain store.

STORET1
STORET2 – **Q28b** – ask for the type of stores that they have and them pick the two main ones.

CAPACIT1
CAPACIT2 – for each type of store that they have, ask for the capacity in terms of shelled or threshed grains.

SUNIT1
SUNIT2 – this is the unit of measure used in estimating the capacity of each store.

STORED – **Q28c** – ask if the household used any of their stores during the 2009/2010 cropping year. If they did, go to the table.

Q28d Table.
STORE – this is the type of store that was used during the reference period.

GRAIN – ask for the grain type that was stored in this store. Use crop codes from **pg2**.

QSTORE – ask for the quantity of the particular grain stored.

STUNIT – the unit of measure of the quantity of grain stored.

MTHIN – ask for the month the grain was put in the store.

MTHOUT – ask for the month when most of the stored grain was out of store. Month when over 50% of stored grain was out of store.

QLOSS – ask for the quantity of the particular grain that got lost in the store.

STOLOS – ask for the main cause of the loss in store if there was any.

Pg 32. OBSERVATION SECTION

This section requires you to identify the main house of this household through observation or by gently asking the respondent. This is very important because we are interested in knowing the condition of the house as it is now. We will need to know;
ROOF – The roofing material of the main house.
WALL – the wall material of the main house.

FLOOR – the floor material of the main house.
HSEOWN – the mode of ownership of the main house; this could be rented, owned by the family, or owned by relatives.
TOILET – the type of toilet that the household uses.
MAINWET – ask for the main source of water for domestic use during the wet season.
MAINDRY – the main source of water for domestic use during the dry season.
COOKFUEL – the main cooking fuel. This refers to what this household uses mostly in their cooking. This could be paraffin, firewood, electricity, gas etc.
LITFUEL – the main type of lighting for this household.
COMPARE. – ask this household to compare themselves with the other households in the area. Are they worse off, better off or about the same?

END OF INTERVIEW

After the interview thank the respondent for giving you his/her time and for the co-operation in providing the information. Inform them that you may possibly be returning to collect more information at later date. At this point invite the respondent to ask you any questions that he/she might have. Answer where you can. If you do not know the answer(s), tell the respondent that his/her questions will be forwarded to a relevant person who can respond.

Appendix I – Cropping Activities for Specific Crops

Crop	Activity
Beans / Millet / Sorghum/ Groundnuts	**Threshing and winnowing**
Wheat	**Spraying**
Potatoes / Sunflowers	**Ridging**
Tomatoes	**Nursery** **Irrigation/watering** **Spraying** **Propping/wiring/posting** **Desuckering** **Training** **Mulching**
Fruit trees / coffee / tea	**Pruning** **Mulching**
Pyrethrum	**Cutting back**
Bananas	**Holing**
Tobacco	**Curing** **Grading**
French beans	**Furrowing**
Fallow land	**Bush clearing**