


Guide for Beneficiary Results Assessment of Agricultural Emergency Interventions

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Working Draft
NOT FOR QUOTATION OR CITATION

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ABBREVIATIONS AND ACRONYMS

AGNA	Nutrition Planning and Assessment Service of FAO
AIDS	Acquired Immune Deficiency Syndrome
AVSI	Association of Volunteers in International Service
CAHW	Community Animal Health Worker
CERF	Central Emergency Response Fund
CEASOP	Collaborative Efforts to Alleviate Social Problems
CESVIC	Centro Studi per lo Sviluppo e la Cooperazione
CFSAM	Crop and Food Supply Assessment Mission
DAC	Development Assistance Committee
EFSA	Emergency Food Security Assessment
FAO	Food and Agriculture Organization of the United Nations
FIE	Fisheries and Aquaculture Economics and Policy Division of FAO
GIEWS	Global Information and Early Warning System on Food and Agriculture
GIS	Geographic Information System
FIVIMS	Food Insecurity and Vulnerability Information and Mapping Systems
HIV	Human Immunodeficiency Virus
HTF	Human Trust Fund
ICRC	International Committee of the Red Cross
IDP	Internally displaced person/people
IFAD	International Fund for Agricultural Development
IFRC	International Federation of the Red Cross and Red Crescent Societies
IPC	Integrated Humanitarian and Food Security Phase Classification
LOA	Letter of agreement
LSP	Livelihood Support Programme
M&E	Monitoring and evaluation
NGO	Non-governmental organization
OECD	Organisation for Economic Co-operation and Development
PBEE	Evaluation Service of FAO
REOA	Regional Emergency Office for Africa of FAO
SLA	Sustainable Livelihood Approach
SWOT	Strengths, weaknesses, opportunities and threats
TCEO	Emergency Operations Service of FAO
TCER	Rehabilitation and Humanitarian Policies Unit of FAO
TCES	Special Emergency Programmes Service of FAO
TCI	Investment Centre Division of FAO
UN	United Nations
URCS	Uganda Red Cross Society
WFP	World Food Programme

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Last but not least, sincere thanks to all the people interviewed in various countries for their time and information given. Their contributions led to the improvement of the methodology described in this guide.

This guide is a living tool, and any suggestions and comments are much welcomed. Contributions should be submitted to TCE-BRA-Comments@fao.org and matthiasmollet@yahoo.com

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1. INTRODUCTION

This guide to beneficiary results assessment was developed for all those implementing emergency agricultural projects to give them a necessary tool to monitor and conduct assessments on results of such projects.

The methodology presented in this guide is based on experiences of the work of the Food and Agriculture Organization of the United Nations (FAO) in Afghanistan, Timor-Leste, Uganda, Sri Lanka, Moldova and Sudan. The various circumstances encountered during application enabled the adaptation of the methodology to various contexts, to a variety of project types and in response to different types of disasters.

This guide is not a final product, but a dynamic tool that will be constantly improved based on feedback by users.

1.1 Purpose and objectives of the guide

The purpose of this guide is to enhance results assessment of emergency agricultural projects to meet beneficiaries' needs better and to improve the quality of reporting to donors. It aims to do so by strengthening the perspective of beneficiaries on the results and to some extent on the outcome of the intervention.

The specific objectives of the guide are twofold. First, the guide seeks to standardize a results assessment approach for emergency response by providing clear guidelines and a step-by-step manual on the use of a survey-based assessment tool. Second, it aims to train staff working in agricultural emergency interventions to carry out results assessment exercises successfully. The guide is intended to be an effective blueprint for a user-friendly beneficiary results assessment approach, and it includes information on theoretical background and practical application.

The ultimate goals of the guide are to improve service to people affected by crises, to address those people's needs more efficiently and to enhance professionalism in emergency projects.

1.2 Reasons for a beneficiary results assessment

The main aim of a beneficiary results assessment is to assess the achieved result or outcome of a project at beneficiary level as compared to the objective identified at the outset. The information obtained from an assessment can be useful both to fine tune and enhance the design and operation of similar future projects. Beneficiary results assessments also provide a means to compare similar projects implemented in different regions or countries, and can therefore be a powerful tool for FAO regional offices. Identifying conclusions, recommendations and lessons learned can provide valuable additional information.

The results of a beneficiary results assessment can lead to the following:

- increased professionalism in implementation and emphasized result oriented approaches;
- improved project implementation linking activities with the envisaged objectives;
- increased credibility with other stakeholders such as non governmental organizations (NGOs), donors, government institutions and United Nations (UN) agencies;
- increased knowledge on the overall situation;

- improved quality of further assessment exercises; and
- improved design of future project proposals and needs assessments.

Consequently, the following important additional gains could be achieved:
- improved reporting;
- improved visibility of the Organization and of the donor; and
- improved likelihood of further funding in a highly competitive environment.

1.3 Target groups of the guide

Users of the guide

Users of this guide are most likely to be members of the agriculture/food security working group, sector or cluster at national level composed of workers from NGOs, other UN agencies, other institutions, civil society organizations and staff from central and local authorities.

They can be divided into two groups:
- staff working in emergency agricultural projects with enough experience in project management and implementation and with suitable background to use the guide as it is; and
- senior or junior project staff as well as support staff such as data entry clerks, data analysts and enumerators working in emergency projects, possessing less experience or knowledge of project implementation and needing to enhance their own capacity through specific training.

End users of the assessment outcome

There are various final beneficiaries of the obtained results or generated information of the assessment.

They can be grouped into four categories:
- project beneficiaries – they will benefit from better knowledge of their livelihoods by humanitarian workers, which will lead to similar but better adapted projects in the same location;
- project staff – the guide will help to build up the capacities of project staff involved in the whole process of project implementation and will improve their skills to better manage various phases of the project cycle;
- cluster members – the guide will provide a standardized methodology to the cluster/sector members on results assessment;
- donors – through the results assessment report, the donor community gets feedback on the results and achievements of a project and to some extent on the outcome of their invested resources.

1.4 Brief description of the methodology

The beneficiary results assessment of emergency interventions is one part of project implementation and therefore an integral part of the project cycle. The methodology adopts a participatory approach where the beneficiaries are involved as respondents to individual

interviews based on questionnaires assessing the results and outcomes achieved by the project by finding out their points of view on the project implementation process.

The methodology involves surveys based on questionnaires addressed directly to the beneficiaries. The responses to questions on selection of beneficiaries, the implementation mechanism, utilization of inputs or services, performance and quality of the intervention are assessed. The responses to these questions should provide data corresponding to the indicators stated in the logframe for the various outputs and outcomes (specific and general objectives). The information provided should also enable an assessment of the benefit generated by the intervention to beneficiaries and beneficiary households. The main aim is to get the beneficiaries' points of view and appreciation of the implemented intervention. At the same time, the beneficiary results assessment enables additional information to be gathered on the socio-economic characteristics of the beneficiaries' households. This information can lead to the fine-tuning of interventions, improving beneficiary targeting and the development of more relevant, diversified and result-oriented projects.

Through a triangulation process incorporated into the methodology, the accuracy of the data obtained is verified. This is possible because three phases are conducted throughout the whole survey based on different questionnaires over the project implementation period.

The questionnaire development is based on the indicators stated in the project logframe, a fact which emphasizes the importance of having previously developed a high quality and consistent logframe.

A time span of no more than six weeks per phase of assessment should be enough in order to obtain fast and quite accurate information. The work involved in each phase comprises the design of the questionnaires, testing and interviewing the beneficiaries, data entry (the extent of which depends on the sample size or number of households to be interviewed), data analysis and reporting.

1.5 Justification of the choice of the methodology

This methodology is one out of many options for beneficiary results assessment and monitoring. It has been developed because it is considered the most efficient and effective means of assessing the results of emergency interventions in their context. It is simple, flexible and can be adapted to different types of interventions and contexts in the field. It also has the advantage of obtaining a vast amount of accurate information in a relatively short period of time. A direct source of information – the beneficiaries – is targeted to obtain the necessary feedback on the results and outcome achieved.

Although the methodology may appear cumbersome and costly, it is the most suitable approach – taking into account the difficult circumstances encountered in the field – because it enables control over the whole exercise. The data analysis procedure is specifically designed to be simple and easily conducted on commonly known software (MS Excel). Staff should be in a position to implement the whole exercise either with a minimal degree of training and past experience.

1.6 Structure and use of the guide

Structure

This guide consists of five parts:

Part 1: Introduction

Part 2: Theoretical background

This section provides a brief theoretical background on monitoring focusing on beneficiary results assessments. It also gives an overview on project cycle and logical framework and their link to monitoring and the design of a beneficiary results assessment exercise.

Part 3: Manual

This section is a step-by-step manual which will enable workers in emergency agricultural projects to conduct a beneficiary results assessment from the initial stage of design to the final report.

Part 4: Questionnaires

This section contains selected questionnaires that have already been tested in the field for various types of interventions. The questionnaires should be adapted to the project, the local conditions and the implementation approach.

Part 5: Annexes

This section includes a comprehensive glossary, examples of information required for the assessment and a bibliography.

How to use the guide

The guide is structured in such a way that there is no need to read the entire document to understand the various topics addressed. The reader's need determines which part or section should be consulted. If the user wishes to modify certain steps of an ongoing exercise or add elements to it, he/she can consult the appropriate phases or steps of the manual.

To enable easy reading of the manual, five different types of coloured boxes are used to draw the reader's attention to particular points. The boxes are colour-coded as follows:

Green boxes (examples):
These give practical examples which make it easier for the reader to apply the various steps or give him/her tips on how to implement the described step.

Blue boxes (additional information):
These give additional information, enabling the reader to obtain a broader view or better knowledge.

Yellow boxes (important points):
These highlight some topics that the reader should keep in mind. They focus on some aspects needing special consideration and which should not be neglected during the application of the results assessment process.

Pink boxes (objectives):

At the beginning of each chapter of the manual section, the objective to be achieved and the needed practical steps are listed in these boxes.

Red boxes (steps):

These include each of the steps to be carried out during the specific phase of a result assessment exercise.

1.7 Scope and limitations

The guide should not be considered as a handbook because it does not cover monitoring in a comprehensive fashion. It should enable a non-specialist to conduct a beneficiary results assessment exercise, and it should provide some necessary basic theoretical background. For more in-depth knowledge of specific topics or if more specialized documents are needed, some useful bibliographical information can be found in Annex 9.

It is also important to determine when a beneficiary results assessment should be carried out in terms of financial threshold – in other words, to justify the cost of the exercise.

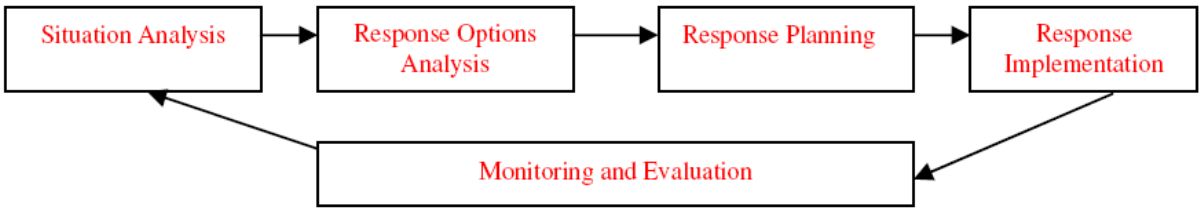
2. THEORETICAL BACKGROUND

2.1 Crises and responses

FAO crisis response protocol

An emergency response strategy according to FAO is a process with long-term planning rather than a series of short-term projects based on ad hoc emergency needs assessments. It also includes feedback mechanisms along the various stages of the project cycle management. The emergency response protocol includes the following major stages shown in Figure 1.

Figure 1: Project cycle of an emergency project



Souce: FAO 2007. FAO's role and effectiveness in emergencies. Food and Agriculture Organization of the United Nations, Rome.

Situation analysis – explains the basic aspects and situation of a community, region or area which has been affected by a crisis, stating the severity, magnitude and proximate and underlying causes of the crisis.

Response analysis – gives the range of potential response options for improving the situation in the short and long term and identifies the implementation requirements.

Response planning – identifies and establishes the operational requirements and systems, including advocacy and fundraising.

Response implementation – an effective operational response to ensure the desired impact.

Monitoring/evaluation – changes in the situation and the impact of response are monitored and evaluated.

Types of emergency interventions in the agricultural sector

Various types of agricultural emergency interventions are shown in Table 1.

Table 1: Types of emergency agricultural interventions

Sector	Type of intervention
Crop production	Direct seed distributions, seed vouchers and seed fairs, credit to traders, strengthen seed marketing system
	Hand tools distribution or support to animal traction or mechanized means of production
	Distribution of agricultural inputs (fertilizers and phytosanitary products)
	Re-establishment of irrigation schemes
	Support to horticulture, home or school gardens, re-establishment of orchards
	Post-harvest conservation and food processing
	Promote improved production techniques, animal traction
Fisheries	Deliver fishing equipment
	Improve safety at sea and technical skills
Forestry/natural resources	Provide cooking fuel, fuel-efficient stoves
	Reforestation
	Environmental rehabilitation/conservation
Livestock	Livestock immunization and treatment
	Livestock marketing (destocking)
	Re-establishment of assets: restocking
	Distribution of feed
	Rehabilitation of water points for livestock
	Establishment of Community Animal Health Worker (CAHW) system
Nutrition	Food and nutrition surveys and information sharing
	Food and nutrition communication and education
	Support nutrition interventions through food production (crops with high nutritional value for HIV-affected people)
Finance	Small-scale credit programmes
Cross-cutting topics	Food processing
	Transport facilities, feeder roads
	Extension services
	Land tenure
	Activities related to HIV/AIDS-affected people
	Emergency coordination and information sharing
	Food security, disaster monitoring and assessments
	Support to Early Warning Information Systems
	Improving access to land/natural resources
	Farmer field schools

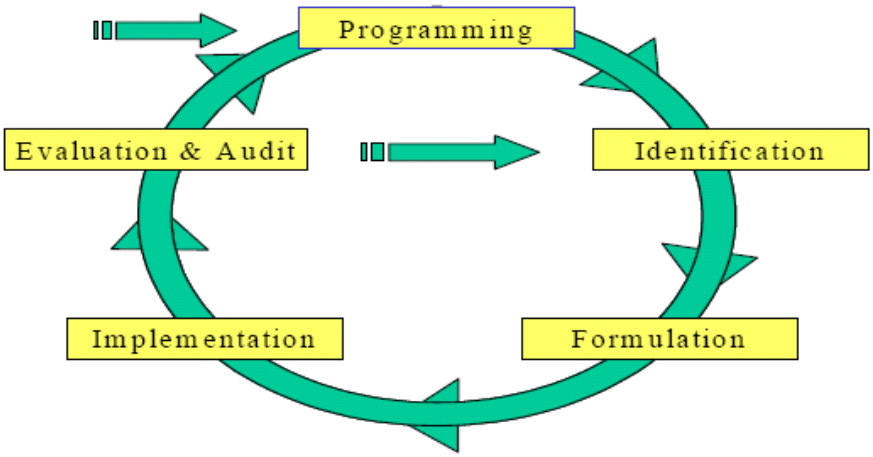
Source: FAO 2007. FAO's role and effectiveness in emergencies. Food and Agriculture Organization of the United Nations, Rome.

2.2 Project cycle and logframe

2.2.1 Overview of the project cycle

Each project implementation follows a logic, which defines the necessary phases to be conducted to reach the envisaged objective or result of the intervention. This logic is known as the project cycle. The project cycle consists of five key phases, as shown in Figure 2. Evaluation and audit – including beneficiary results assessments – are cornerstones of the project cycle.

Figure 2: The project cycle



Source: EuropeAid 2004. Guidelines on aid delivery methods, Volume 1: Project cycle management. European Commission, Brussels.

2.2.2 Overview of the logframe

The logical framework (logframe for short) is a core tool used within project cycle management. It is an effective analytical planning and management tool. It is simply a table or matrix which is used to facilitate project planning by presenting clearly a hierarchy of project elements with associated indicators, data sources and important assumptions. The initial stages of logframe preparation are the identification of stakeholders, problem analysis and formulation of options to address the problems. The logframe facilitates the planning process of a project and thus improves the quality and clarity of the project design.

The six planning steps in the logframe approach are:

- establishing the general scope or focus of the project;
- agreeing on the specific planning framework, terminology and design process;
- undertaking a detailed situation analysis;
- developing the project strategy (objective hierarchy, implementation arrangements and resources;
- identifying and analyzing the assumptions and risks for the chosen strategies, modifying the project design if assumptions are incorrect or risks are too high; and
- developing the base for a monitoring and evaluation framework.

Generally speaking, the logframe is primarily an analytical tool to summarize the key elements of the project design. It provides a valuable framework for conducting a beneficiary results assessment because it specifies clearly what should be achieved, how these achievements can be verified and what key assumptions should be taken into account. Moreover, the logframe provides a structure for preparing the beneficiary results assessment exercise.

2.2.3 The logframe and its relevance to beneficiary results assessments

The logframe is particularly useful for the beneficiary results assessment process because the logframe objective hierarchy can be linked directly to the various evaluation criteria. Moreover, it is a powerful communication tool that can be used to explain a project to stakeholders concisely and succinctly. The core of the logframe is a 4x4 matrix that summarizes the most important aspects of a project (Table 2).

The key concept of the logframe is to separate cause from effect. There are three causal links: between project activities and outputs, between outputs and outcomes, and between outcomes and the overall impact.

The first column of the logframe shows the objective hierarchy. It describes the project logic, starting with the impact, which describes the overarching objective that a project seeks to achieve. The outcome describes the envisaged achievement of the project as a result of the produced outputs. The outputs are what the project aims to accomplish – the main deliverables of the project. Finally, the activities are the actions that must be undertaken to obtain the outputs. A set of activities is usually needed to accomplish each project output by all the involved stakeholders.

Table 2: Structure of a logframe matrix

	Objectives	Assumptions
Impact	**Then** we should contribute to this impact	**And** these conditions hold
Outcome	**If** we achieve this outcome. **Then** we should achieve this outcome.	**And** these conditions hold
Outputs	**If** we deliver these outputs. **Then** we will deliver these outputs.	**And** these conditions hold
Activities	**If** we carry out these activities. **Then** we will carry out these activities.	START HERE **If** these pre-conditions hold

Source: FAO 2007. Field programme circular 2007-02. Food and Agriculture Organization of the United Nations, Rome.

The second column describes the indicators (also called 'objectively verifiable indicators'). Indicators specify how the successful accomplishments of the objectives (impact, outcome and outputs) are measured. Indicators at the activities level might be used to summarize the project costs or budget.

The third column describes the data sources of verification ('means of verification') that will demonstrate where the information is coming from. Indicators and the source of verification also lay the basis for monitoring and evaluation of the project.

The assumptions in the last column are the key threats to the project that exist in the external environment. They describe the conditions that are required at each level to achieve the objectives of the next higher level. An example of a log-frame matrix of an emergency project is shown in Table 3.

The logframe also has some limitations. One general criticism is that it can lead to a rigid and bureaucratically controlled project design that becomes disconnected from field realities and changing situations. However, the logframe is easy to use more adaptively, particularly if the original design is considered, at least in part, to be dependent on future finalization and probably revision, and if project management prioritises annual reviews and logframe updating. This is mainly valid for long-term designed interventions or development-oriented projects.

Table 3: Logframe matrix of an emergency project

	Objective hierarchy	**Indicators**	**Data sources**	**Assumptions**
Impact	Improve the living standards of farmers.	Increased % of population: - with access to schools & health services; - reaching food self–sufficiency; - ability to cover cash expenditures	Impact assessment, statistics from health post and schools, EFSA from WFP, CFSAM reports,	Security remains the same, no further displacement, school and health post working normally
Outcome	P1: cover 70% of their basic staple food requirements through own production (maize, beans and sesame) after the first harvest. P2: increase production by 20% through improved agricultural practices - applying newly learned technologies from last year's yield level. P3: increase cash income by selling 10% of the vegetable production after the first season of cultivation.	- Food availability per household; - reduced dependency on food aid -> cost of food aid saved; - food purchased by households; - shortened hunger gap. - % of farmers applying improved technologies; - production increase; - reduced workload in the field. - Cash availability; - reduced debts.	beneficiaries' assessment, EFSA from WFP, beneficiaries' assessment, field observations, Attendance list to training course, beneficiaries' assessment, EFSA from WFP,	No adverse climatic conditions, access to land not restricted, security remains the same, farmers have the necessary inputs and tools for implementing the learned practices, access to market and demand for vegetables exists
Outputs	- Production; - improved skills; - income	- Kg of maize and vegetables; - obtained knowledge; - amount of currency.		
Activities	See implementation schedule			

To facilitate a good beneficiary results assessment, a project outcome (or specific objective) should be properly formulated.

Table 4 shows an example of a properly formulated project outcome and some suggestions on how to ensure the formulation of the outcome.

Table 4: Properly formulated project outcome (or specific objective)

Project outcome:		60 percent of farmers in the district of Gulu, northern Uganda, will have covered 70 percent of their basic food needs (maize, beans and sesame) through own production within one year, through the distribution of agricultural inputs (improved varieties, tools and fertilizer)and improved cultivation practices under the prevailing security situation	
To make sure that an objective is sufficiently detailed, use the SMART rule			
S	specific	specifies exactly the result	60 percent of farmers in the district of Gulu, northern Uganda
M	measurable	the result can be tracked	will have covered 70 percent of their basic food needs (maize, beans and sesame) through own production
A	attainable	should be realistic	the approach chosen will enable attaining the objective
R	relevant	to the intended result	influencing factors have been taken into consideration
T	timeframe	indicates a specific period	within one year

2.3 Monitoring and evaluation (M&E)

There is no absolute distinction between the elements of monitoring and evaluation because in practice the two processes overlap, are interdependent and part of an overall concept.

2.3.1 Monitoring

According to the definition of the Development Assistance Committee (DAC) of the Organisation for Economic Co-operation and Development (OECD), monitoring is "a continuing function that uses systematic collection of data on specified indicators to provide management and the main stakeholders with indicators of the extent of progress and achievement of objectives in the use of allocated funds."

The purpose of doing monitoring and evaluation is twofold: accountability and learning. The accountability agenda relates to 'proving' the impact of the intervention while the lesson learning agenda relates to 'improving' practice. In practice, demonstrating accountability means trying to find out if and to what extent the intervention has achieved the results that it was intended to attain or that it could reasonably have been expected to attain. The exercise may focus on upward accountability (i.e. towards government agencies, development partners, funding agencies and society at large) or downward accountability (i.e. towards project beneficiaries and primary stakeholders). If the focus is on internal project learning and management, the exercise is expected to produce substantive ideas on how to improve the intervention and, more importantly, how to translate the new knowledge into better practice. Clearly defining the purpose of the M&E exercise is key as it affects the selection of the methodology, the focus of analysis, the target audience and the extent of participation in the exercise.

2.3.2 Evaluation

In general terms, evaluation means the process of determining the merit, worth or value of something. Its standard definition according to the DAC of the OECD is "a systematic and objective assessment of an ongoing or completed project, programme or policy, its design, implementation and results." This is the most used definition of evaluation within the development community.

Evaluation criteria

To guide the evaluation process, six criteria are commonly suggested: relevance (or appropriateness), efficiency, effectiveness, coherence, impact (or result) and sustainability. Each criterion can be briefly defined as follows:

Relevance	The extent to which an intervention conforms to the needs and priorities of target groups and the policies of recipient countries and donors.
Efficiency	The extent to which the cost of an intervention can be justified by its results, taking alternatives into account.
Effectiveness	The extent to which an intervention has achieved its objectives, taking their relative importance into account.
Impact	The totality of the effects of an intervention, positive or negative, intended or unintended.
Sustainability	The continuation or longevity to benefits from an intervention after the cessation of the assistance.

The evaluation criteria have a direct link to the logframe approach.

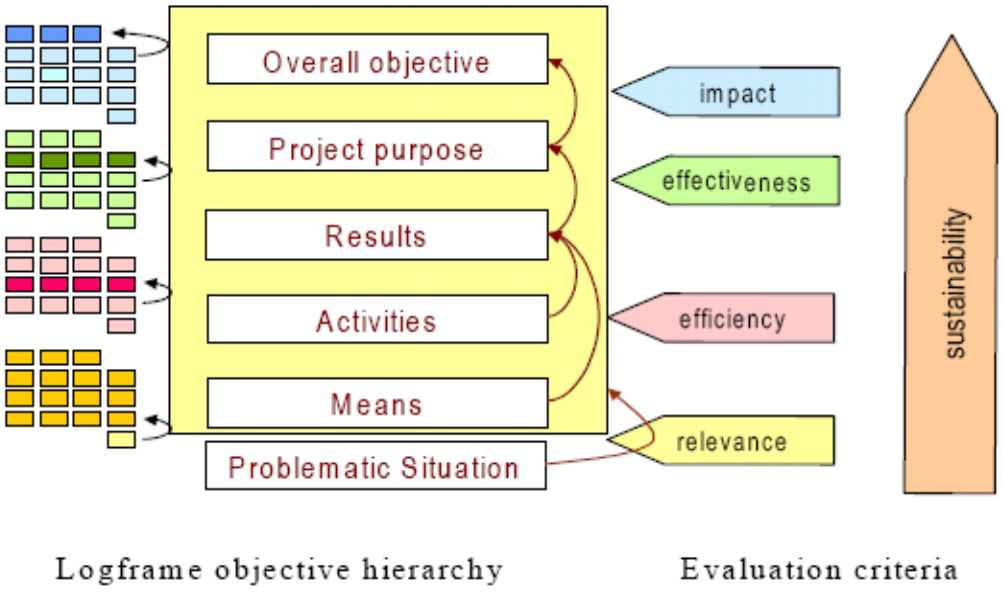
Useful questions to be asked when assessing the results of an intervention are:

- To what extent has the intervention contributed towards the overall objective of the project? Why or why not has it been achieved?
- What unanticipated positive or negative consequences did the interventions have? Why did they arise?

Questions that help guiding the assessment towards the effectiveness criterion are:

- Have the plans' goal, purposes, outputs and activities been achieved?
- Is the intervention's logic correct? Why or why not?
- Is what is being done now the best way to maximise impact?

Figure 3: Links between evaluation criteria and the logframe



Source: EuropeAid 2004. Guidelines on aid delivery methods, Volume 1: Project cycle management. European Commission, Brussels.

2.3.3 Impact assessment and beneficiary results assessment

Impact assessment is commonly defined as the systematic analysis of lasting or significant effects – positive or negative, intended or unintended – of the intervention. The term is often related to the project's contribution to its outcome and goal. However, most successful impact assessments need to explore the whole 'impact chain' and thus investigate the link between input and activities, how these generate outputs and how they are turned into outcomes and finally impact.

Beneficiary result assessment in an emergency context, which is the concern of this guide, looks at how far the obtained outputs and outcomes of an intervention are coinciding with the set objective from the beneficiaries' perspective. In addition, beneficiary results assessment looks at what other results were reached – unplanned, positive, negative or indirect. It provides direct feedback from the beneficiaries about the whole intervention.

The unit of analysis of beneficiary results assessment is in most cases the household as it is also the unit used during the needs assessment exercises and later on during project implementation.

2.3.4 Information needs for a beneficiary results assessment

Deciding what information is needed for the beneficiary results assessment exercise is key to clarify how (which methods), when (at the start, during or after the project), and what type of data (primary/secondary, qualitative/quantitative) should be collected. A starting point to decide on the information needs is the purpose and objectives of the exercise, which should indicate which of the above core criteria the project is to be assessed against. A key part is the project document (especially the logframe), which should identify the information needed for

the exercise. The logframe spells out the goal but also the outcomes and expected outputs of the project and provides the relevant correspondent indicators.

Indicators are the variables used to measure progress towards specified objectives. Thus, it is imperative that the logframe contains well articulated and measurable objectives focusing on what the projects seeks to achieve at any given point in time. Moreover, the document has to be clear on how the objectives are going to be achieved and what resources are required. This is important to specify indicators at the impact/goal, outcome and output/results level and finally to define the data to be collected.

A good indicator displays two key features:

- it should be logically related to the identified objective i.e. measure factors that reflect the goal, objective or result and is directly linked to it; and
- data needs to be available (or the possibility to be collected at reasonable cost and time span) to track the indicator.

Furthermore, the principle to be applied is to capture as many relevant factors of the objective with the smallest set of indicators. This calls for pragmatism in the sense that it might not be worthwhile to capture the very last facet of an objective if this means to add several more indicators.

When choosing the information to be tracked, due attention should be paid to the specific characteristics of the context of the emergency project. Security concerns, restricted data availability and access, people's living conditions and their physical or psychological status may considerably hamper data collection. In such situations the evaluator should look for alternative sources of information or do without some of the required information. When it comes to detailing precisely what information should be gathered, a trade-off is always involved. The marginal utility of going after a specific piece of information has to be balanced against the costs of gathering the additional information. The costs do not just accrue in monetary terms but also in terms of security risks, ethical considerations and time.

2.3.5 Principles of good practices in beneficiary results assessment

A set of good practices have been defined in order to conduct proper monitoring.

- Keep the users of information clearly in mind: who needs what information?
- Build on local information systems and sources: how can the information be gathered?
- Collect only the minimum amount of information required: which are the most pertinent indicators capable of measuring the results or changes?
- Triangulate the information collected: verify the information by cross-checking information from different sources.
- There must be a plan against which performance can be assessed. A plan, most often in the form of a logframe, is required to provide a 'benchmark' against which progress can be assessed. It can also provide the basis upon which a judgement can be made on performance.

3. THE MANUAL

Background

This part will focus on the practical side of the beneficiary results assessment methodology for emergency interventions. It is designed as a manual in which each needed phase and the corresponding steps are described in order to enable the reader to conduct or organize an entire beneficiary results assessment exercise. It provides practical advice on how beneficiary results assessments can be tailored to the needs and interest of their intended users, taking into account the type of intervention implemented in addition to the circumstances faced in the field.

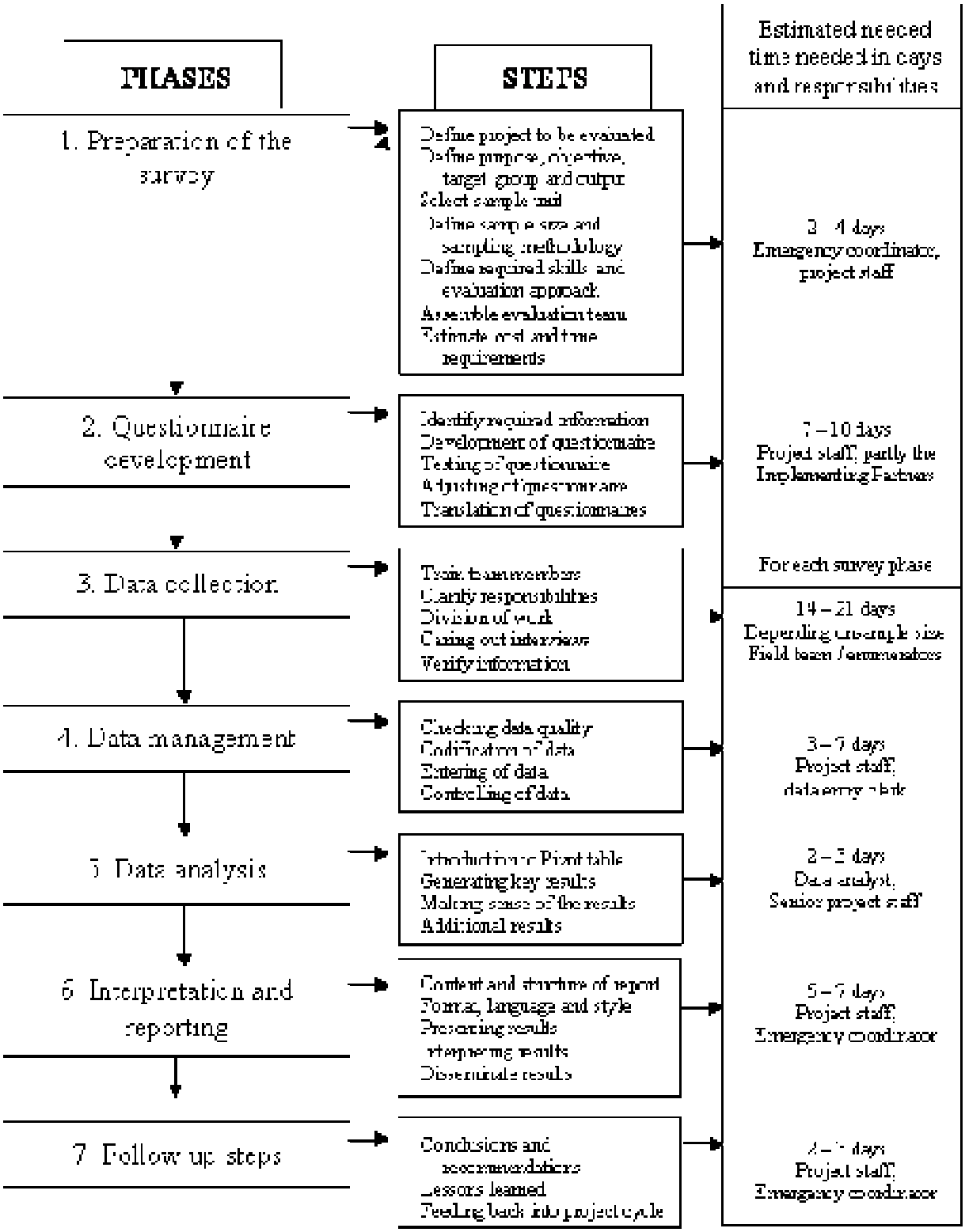
This section will focus on the process of how to implement a beneficiary results assessment of an emergency intervention through a questionnaire-based survey addressed directly to the beneficiaries. At the same time, it recommends conducting some semi-structured interviews with key informants to complement the gathered information from the assessment or cross-check the two sources of information.

This manual is relevant for most types of beneficiary results assessments. The described phases and steps to be followed are essentially the same, irrespective whether the objective of the evaluation is a single project (one type of intervention); a programme (one type of intervention with several projects or with funding from various donors); or many different types of interventions implemented at the same time either from a single project and donor or a cluster of different projects and donors.

Structure of the manual

The manual is split into seven parts, representing the main seven phases to be followed during a beneficiary results assessment process. At the beginning of each phase, an overview is given of the various objectives to be achieved at the end of the phase and the various necessary specific steps to be carried out. In some cases a theoretical background is given if considered useful. Figure 4 shows an illustration of the structure of the manual.

Figure 4: Procedure of the beneficiary results assessment approach



A checklist, which can be useful for guiding the team to the various tasks and decision-making during the assessment process, can be found in Annex 3.

3.1 Preparation of the survey

Preparation of the survey	Questionnaire development	Data collection	Data management	Data analysis	Interpretation and reporting	Follow up steps

A well prepared and designed survey will ease the whole implementation of the various activities and will make efficient use of all needed resources.

Objectives: How to get ready to conduct beneficiary results assessment survey
Be able to define the sample unit and sample size of the survey
Be able to conduct an adequate sampling

Steps: Define project to be evaluated
Define purpose, objective, group to be surveyed and output
Select sample unit
Define sample size and sampling method
Define required skills and evaluation approach
Assemble evaluation team
Estimate cost and time requirements

First, a general idea of the whole survey implementation has to be generated and discussed within the project team. The implementing partners should also be involved as they are valuable sources of information and will contribute mainly to topics related to the field work and can give some advice on the logistics setup, the sample size, contact persons, key informants and other practical aspects.

The following points have to be taken into account during this first phase, and can be used as a checklist during the preparation of a survey:

- define region or projects to be surveyed;
- define purposes and objectives taking into consideration users of the results or report;
- define time periods for implementation of the survey and its phases;
- define sample unit and size;
- define sampling method;
- define roughly the type of data to be collected related to the logframe and project document;
  - leads to the development of questionnaires;
- identify available human resources and skills in house but also external resources;
  - decide who will do what work for the various tasks of the survey: design of the questionnaire, data collection, data entry, data analysis and reporting;
- identify staff and data collectors' training requirements;
- decide to who and how the data collection (field work) will be outsourced;
  - selection of institution or NGO (not implementing partner)
  - define modalities of implementation
  - sign a letter of agreement (LOA);

- estimate costs of the whole survey implementation:
  - budget
- define how these costs are covered;
  - which project(s) and budget line(s) will be charged?

Example box: How to calculate a survey budget
Survey preparatory work (three days); development of the questionnaires etc. (seven days); training of field staff (two days); travel days to the area where survey is made (*x* days).
Ideally up to two hours of travel from place of accommodation to the villages where survey is conducted. This leaves around five hours for actual field work giving time to conduct around ten interviews per enumerator (30 minutes per household not including walking time between households); one person can do the data codification, entering and controlling of around 70 one-page questionnaire per day (resulting in *y* days depending on the sample size), data analysis (three days) and maybe one more day for detailed analysis, interpretation of data. Also reporting (six days) and follow-up steps (two days).
Calculation of travel cost: total distance to be covered in km; fuel consumption per 100 km; price of fuel or hiring car; and driver cost including fuel charges.
Calculation of daily labour cost: number of person days of enumerators, translators and guides and their corresponding daily wages including their per diems.

Sample unit

Because it is impossible to conduct the survey with all the assisted beneficiaries it is necessary to work with a sample representative of the entire group of beneficiaries. Therefore, a sample is defined as a selection of a representative part of a population (total) in order to determine parameters or characteristics of the whole population.

Before determining the sample size, it is necessary to define the sample unit. There are various possibilities of using sample units: an individual person, a whole community, key informants or a household. In a livelihood system approach the standard unit of analysis is the household, and it is used as the sample unit for this manual. Accordingly, FAO's needs assessment in emergencies uses the same standard unit. Therefore, the emergency interventions are focused on the household. It appears to be logical that the same unit is used in beneficiary results assessments, except in cases where a specific intervention is directed towards the individual level (like assisting HIV-affected persons or gender specific target groups like women/widows) and a sample at the individual level has to be taken.

Important point box: Even when the household is taken as the sample unit, it is very interesting how results vary among household members. Even when the household theoretically has a secure food supply, not all the members of the household consume the food, thus some members do not cover their basic food needs. This topic is mostly relevant when some cultural marginalisation takes place.

Therefore, to define the sample unit is essential. Often, the most accurate definition of a household from a livelihoods point of view (also used in the household-economic approach) is as follows: all individuals who eat together (share their meals on a daily base) as they jointly consume the production and services and consequently, except for the youngsters, sick

and old persons, contribute directly or indirectly to the household income, each based on their own capabilities, either through generation of cash, in kind or through labour.

Additional information box: However, the meaning of a household in Africa, Europe or Asia is different as they are related to cultural differences and sometimes to ethnic divergences. What is the proper concept of a household? It is individuals living in the same house (which can be more than one family depending on the socio-cultural context) or individuals who form a nuclear family (husband, wife and their direct children); one has to consider an aunt residing in the same house together with the nuclear family or an elderly mother living alone and dependent on the family income as part of the household.

Sample size

Only rarely can a survey be conducted in which feedback from all beneficiaries is obtained. This is because in most cases the number of targeted households is too large. A sample of the whole group of beneficiaries therefore has to be selected. This reduces the time and money spent on the survey but implies at the same time an incomplete database of information. Depending on how the sample is selected, this loss of information can be reduced to an acceptable minimum and consequently the data gathered can be extrapolated to the whole group.

Defining an accurate and statistically acceptable sample size is a challenge. The specificity of emergency projects often influences the sample size quite strongly, owing mainly to a lack of time, staff and funding. Major external factors sometimes specific to emergency interventions also influence the sample size, such as lack of access, security risks and remoteness. It should also be noted that evaluators often do not pay due attention to the sampling process. As the sampling process is directly linked also to costs and therefore to the budget, it is strongly recommended always to include, in agreement with the donor, a budget line for beneficiary results assessment activities.

Depending on the homogeneity or heterogeneity of the target community in the region to be surveyed, a different sample size has to be taken. In a homogenous community a small sample size is enough to include all household characteristics.

Example box: Homogeneous
A homogeneous community or group (target population, society, population of a specific region, etc.) has a uniform structure or composition throughout and/or comprises people of the same or similar kind of nature. One such example is a remote pastoral community with a common ethnic, religious, socio-economic or cultural heritage which has not been influenced by external factors and whose members practise a similar livelihood.

In a heterogeneous community, a larger sample size is needed or a deliberate sampling is done to ensure that all the households with significantly different characteristics are included in the sample. In extreme cases the whole community can be divided into subgroups and treated independently over the whole survey.

Example box: Heterogeneous
A heterogeneous community or group consists of dissimilar or diverse ingredients or constituents. It would typically comprise a mix of different population groups (residents, internally displaced persons (IDPs), refugees and returnees) with different traditions, leading to different production systems and therefore livelihoods. In addition to those characteristics, some heterogeneous communities have ethnical and religious as well as gender and age disparities, creating specific socio-economic differences.

A sample from a community should include, if possible, all the different characteristics of the community's groups including the minorities. Only under those circumstances can it be considered representative and valid for a proper survey.

To assess the results of emergency projects, the comfortable sample size is usually 15 percent of the total number of beneficiaries. This percentage can be reduced gradually to 1 000 questionnaires per survey, which is normally the maximum for a sample for this type of survey regardless of how large the total number of beneficiaries may be. If the same survey is assessing the result of different types of interventions, each of those interventions must be considered as a separate intervention and therefore the sample size has to be calculated separately. Only in the case of households benefiting from more than one type of intervention can a reduction of the final sample size be considered.

Example box: The table below provides a reference for sample size for a beneficiary results assessment in a homogenous community:

Number of beneficiaries	Percentage for sample	Number of sample
40 000	2.5	1 000
20 000	5	1 000
10 000	10	1 000
5 000	12	600
2 000	15	300
1 000	20	200

In a heterogeneous community, a 5-7 percent increase in the above percentages has to be considered, or alternatively sampling in a cluster (subgroups) approach. In a very homogenous community the maximum sample size could be reduced to around 500 interviews, although this increases the risk of a limited amount of useful information being obtained.

In some circumstances it can be useful if the same questionnaire is addressed to a control group. This could help to show how non-assisted households have managed to re-establish their livelihoods and the additional information obtained may be of added value to the survey. However, a suitable control group is not necessarily easy to find; it should have the same basic characteristics as the beneficiaries.

Sampling methods

Various sampling methods are available. The most suitable and easy to implement is the systematic sampling, and this method is recommended for use during a beneficiary results assessment.

Systematic sampling

Systematic sampling is used when a prefixed pattern is applied for the selection of a sample. Also here, every unit has an equal chance of being chosen for the sample. As this method is the most easy to implement and at the same time gives every individual the same chance to be selected it has been chosen to be used for the beneficiary results assessments.

Example box: How to select the beneficiaries to be interviewed:
From a list of 600 beneficiaries at one location a sample of 30 households is needed. First it is necessary to obtain the frequency factor using the following formula:

$$\frac{\text{beneficiaries}}{\text{sample size}} = \text{the frequency factor}$$

For the example given above, the frequency factor is 20. From the list of names, each twentieth name is selected. As most probably more than one phase of the survey will be implemented, the starting number should be different each time in order to obtain the new list with the names of the people to be interviewed. The starting numbers should be equally distributed in the range of the obtained frequency factor. Only that way we will get each time a different subgroup out of the target community which has been selected. This allows us to conduct the triangulation process, which will be explained in a later stage. This method ensures that the whole list of names was taken into consideration.

Random sampling

Through random sampling, a representative selection is made without any prior knowledge or consideration of particular characteristics of the beneficiary population, using the randomly generated numbers from a total amount of names listed. Every unit (person, village, household) has an equal chance of being included in the sample. It is important to envisage gathering all the characteristics of a heterogeneous group. During data analysis, the different characteristics of all subgroups forming part of the sample as a whole are identified.

Random sampling is often used in very large-scale surveys. It often consumes more time and money because the listings of individuals or units have to be prepared beforehand or was already done for the distribution/targeting or reporting purposes. The random selection of the households to be interviewed can be obtained through a three-step process using the corresponding formula in the Microsoft Excel programme.

Non-random sampling

Non-random sampling is used mainly for smaller-scale surveys where a specific focus is followed or a specific aim or target group is been surveyed. Non-random sampling can be more resource-efficient because the overall sample size can be reduced significantly. At the same time, it is essential in advance to acquire sound knowledge of the basic information and characteristics related to the selected community.

Non-random sampling has two types of samplings:

- Purposive sampling: this produces a sample where the individuals included in the sample are selected according to specific characteristics that are previously determined (e.g. widows or disabled-headed households, landless households, etc.). Purposive sampling

enables the surveyor to understand the situation or gather information related to a specific group or subgroup in a community in order to have a more detailed understanding of the impact achieved at the beneficiaries' level.

Example box: In northern Uganda, widows have no traditional right to own land. It is therefore important to know how they have made use of agricultural inputs received during the distribution. In this case a purposive sampling would be applied because it would seek to obtain specific results only from these beneficiaries.

- Quota sampling: in this case, individuals of a community differing in a specific characteristic are taken into account. The same number of individuals is taken out of each group to reach the same level of representation, even if their proportions within the community are most probably different. Therefore, two or more samples (with the same number of individuals) are compared, each with obviously different characteristics but assisted with the same intervention.

Example box: In northern Uganda, three types of households were identified: residents (20 percent), IDPs (70 percent) and returnees (10 percent). In a random sampling these proportions will be taken automatically into account where the overall sample size will reflect the proportion of each of the three types of households e.g. two residents, seven internally displaced persons (IDP) and one returnee. In quota sampling the same sample size is taken from each of the three types of households e.g. three residents, three IDPs and three returnees.

3.2 Questionnaire development

Preparation of the survey	Questionnaire development	Data collection	Data management	Data analysis	Interpretation and reporting	Follow up steps

The quality of data gathered and thus the results depend to a large extent on the design of the questionnaires.

Objectives: Be able to define the various phases of the survey
Be able to adapt or design new questionnaires according to the type of intervention implemented
Understand what kind of questions exist and how they can be analyzed

Steps: Identify required information
Develop the questionnaire
Develop the semi structured interviews
Test the questionnaire
Adjust the questionnaire
Translate the questionnaire

Questionnaires should be kept simple so that the enumerator can address the questions directly to the head of the household to be surveyed. The survey should be conducted with a minimum of additional explanation. An interview should not exceed 20-30 minutes per unit in order to maintain the interest level of the interviewed beneficiary. Questions should be simple and asked in a way that the whole target population is able to understand. In many cases beneficiaries are likely to be people with limited or even no formal education, so the questionnaires should be designed accordingly. When asking for measurements, enumerators should always record the measures which are commonly used in the area, and then during the data entry use the conversion factors.

Important point box: Bias is not avoidable during a survey. Enumerators should therefore be sensitive to this issue during the development of the questionnaires. Bias can be addressed in two main ways: asking the same question twice during the interview in a non-ordered sequence or asking two different questions leading to the same answer. The consistency of the two answers can then be assessed. It does not matter which of the two approaches is taken.

The main aim is to obtain:

- an idea of the result achieved by the intervention or the results already achieved up to a specific implementation phase;
- feedback on the quality of the inputs or services given and on the implementation process;
- an idea of the livelihood coping mechanisms or the changes in production practices used at the onset of, during or after a crisis where an intervention has been considered necessary.

Additional information box: It is important to include minorities among the heads of households to be consulted, or to assess them as a group within the community. This will clarify the extent to which some individuals or specific groups suffer social stigmatization (such as people affected by HIV/AIDS), and who therefore may have been sidelined during the registration process or excluded from the assistance given.

The specific and general objectives of the project, and particularly the logframe, are the starting points for the development of the questionnaires. The results are measured on the basis of the corresponding indicators stated in the project document. However, it is also useful to obtain in-depth knowledge of the beneficiaries' socio-economic situation. Some of those parameters serve also to verify the beneficiary selection. Other results will enable comparisons to be made with the existing baseline information or figures from secondary sources, or will facilitate the generation of those data sets for the region when missing. In addition, some questions should focus on the implementation process in the context of the satisfaction of the beneficiary, and some questions can seek to obtain an indication of the beneficiary's point of view and of the usefulness of the intervention itself. Effort should also be made to identify unexpected positive and negative effects.

Additional information box: In devising the questions, thought should be given to how information will be analysed and more generally to the use of the information. Questions should be addressed directly to the interviewed person. Taboo or sensitive topics should be avoided. If possible, questions on gender-related aspects should be included.

Type of questions

There are five main types of questions and each of them has a definite way to be analysed or plays a specific role during the analysis process.

- Yes/no questions: during the data analysis this type of question enables the calculation of percentages or frequencies. Here sometimes a further question is useful to clarify the original answer.

Example box: Have you received the items on time? yes/no; followed by a supplementary question seeking more specific information regarding the provision of the items.

- Single responses to multiple choice selection: this provides the possibility to form groups (example: type of households, districts, provinces, varieties, etc.) which are also called differentiating parameters, and enables the rating of parameters when numerical measurements are not feasible or suitable (example, resistance to diseases: bad, low, good, excellent). The evaluating questions should be asked in a way that the reply corresponds to an interviewee's expectations with regard to quality of inputs related to its production systems or livelihood. During data analysis this type of question can be used as differentiating parameters or to calculate frequencies.

Important point box: If an evaluating question is asked, a selection of pair rating possibilities should be given. This is the only way the respondent can make a decision between good or bad. The normal (middle) possibility would be available when an odd number of rating possibilities is provided.

Example box: The quality of received inputs can be rated according to their main characteristics (for example, for fishing nets their length, depth, colour, type of ropes and floats; or for seeds the variety, germination rate, their resistance to pest and diseases, etc.). A choice can be made between two differentiations (either appropriate or inappropriate) and with four rating possibilities (bad, fair, good and excellent). Rarely is a higher differentiation feasible or even useful.

- Questions requesting quantitative data: provide a numerical measurement or result of a specific question. During analysis they can be used to get the usual statistical calculation such as averages, maximum, minimum, sum or product of all the entries, standard deviation and variation, numbers of data sets recorded, and others. Always take the information and the units as given by the interviewed persons, and later transform them into standard measure units once in the data entry process.

Additional information box: Quantities are mainly given in local measurements (baskets, bags, basins, etc. for volume/weight measurements; acreage or knal, etc. for areas; measurements like days worked and quantity of seeds used can also be used). Measurements must be converted later on into known standardized units like square metres or kilograms.

- Questions requesting qualitative data: some of the qualitative data sets can be analysed as quantitative data, but in this case the qualitative data sets have to be first transformed into numeric data sets (for example, by grouping them or ranking them). If not transformed

into quantitative data, it will provide some additional information mainly for explaining the outcomes of the other information gathered and analysed.

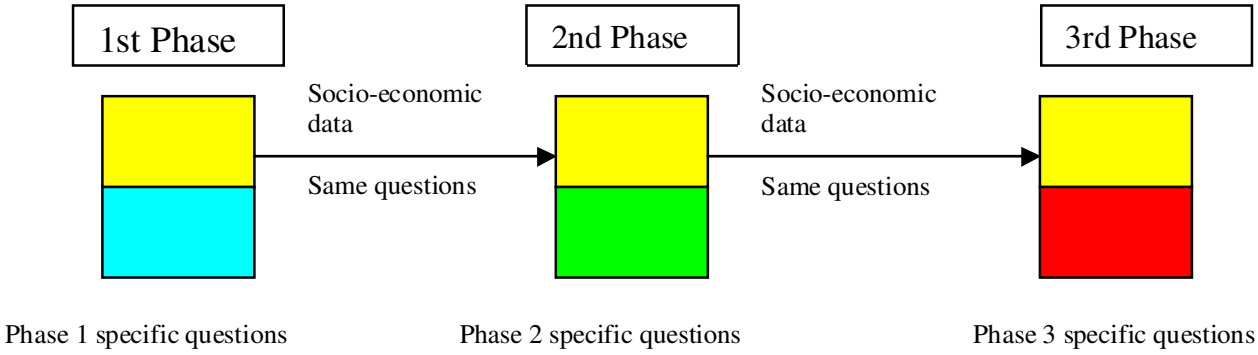
- Open questions: the most suitable approach for obtaining information is to start with an open general question, followed by more specific questions and then obtain more precise information. These kinds of questions are more suitable to be addressed in a semi-structured interview to a larger group of the community concerning a specific topic than to individual head of households. It can generate additional or background information or even an interpretation to the statistical data. There are two ways of analysing the qualitative data sets. Either taking them for descriptive or explanatory purposes or the best and easiest way is to build in a coding mechanism during the entry process for the received answers so that frequencies can be calculated. If we can know some possible categories in advance, they can be included into the questionnaire and others coming up later added during data entry as for the differentiating factors.

Example box: To find out what crops a farmer planted, it is best to ask the question directly rather than to provide a list of crops and asking for a positive or negative response to each. It can later be verified afterwards whether some specific crops, usually planted in the region, were also included, if not mentioned with the initial question.

Triangulation

The socio-economic parameters do not change significantly throughout the year or the project implementation period, thus are the ideal parameters for triangulation of results. This will allow us to verify the accuracy of the survey phase-specific data sets. Also, if the triangulation generated accurate data sets, it means that the chosen sample size was appropriate. For this purpose, three different questionnaires should be developed in accordance to the project implementation schedule (see example in Figure 5). This works only when a different sub-sample of the same target beneficiary group is interviewed at each phase. This allows setting up a triangulation in relationship to the socio-economic parameters. At the same time different phases allow us to follow up the various aspects of the project implementation itself and give a feedback on shorter time periods. Therefore, this is only possible when three or at least two phases during the same beneficiary results assessment survey are conducted, and they should be conducted during the implementation of the same project targeting the same beneficiaries.

Figure 5: Three-phase survey and corresponding questionnaire outline



If the socio-economic parameters differ significantly then either the sample size was too small to be representative due to the heterogeneity of the interviewed group or mistakes were made during data collection, codification, processing or analysis. It could be also that the interviewed beneficiaries were biased or had not provided complete or accurate information. The latter happens mainly in places where many humanitarian actors are working without building up a relationship of mutual trust with the affected population, or where the population is seeking to encourage further assistance by tailoring responses to such surveys. If the triangulation does not generate the requested accuracy in one or more of the total number of data sets, it could be also possible that during the project implementation period, external factors have changed and influenced these socio-economic parameters.

Example box: The average family in northern Uganda has 6.7 members. Suddenly in some of the surveyed locations this average decreased to 4.5 members. The main reason was due to the deteriorating security situation at these locations. Consequently, most of the families sent their elder children to live in towns for safety reasons.

Once developed, each questionnaire should be tested in the field by interviewing at least 4-6 individuals (potential or actual beneficiaries) to determine if the questions are presented in a comprehensible way and whether they lead to the requested/expected information. Only after necessary adjustments are made should questionnaires be translated into the local language or the language most commonly spoken in the surveyed region. Translation is needed in order to reduce confusion during the interview, and it results in a faster interview. To verify the translation, translations of the questionnaires should be done twice by two different persons (into the local language and back again to the original language: English–Swahili–English). At the end, it is necessary to cross-check if the initial English version is consistent with the second English version. The content of all documents should be cross-checked again before the questionnaires are mass-produced.

Important point box: At the beginning of each questionnaire a short paragraph should be included stating the purpose of the survey, the use of the information, the anonymity of the beneficiaries and how the beneficiaries as a group will receive feedback from the beneficiary results assessment or how they will benefit from the exercise. This paragraph should be read to the interviewed persons before each interview starts. This will also help to ease tensions and reduce expectations.

Part 4 of this guide contains questionnaires developed for some types of interventions which have been already used in different countries or projects.

Semi-structured interviews

In addition to the survey conducted with the aid of questionnaires it is recommended to conduct some semi-structured interviews with specific members of the community. Semi-structured interviews are mainly addressed to key informants such as chiefs of villages, camp leaders, elders, teachers, health post employees and to groups like women, youths and minorities.

Valuable qualitative information is gathered through this methodology but it also generates additional information which is very useful during the interpretation of the survey results.

Semi-structured interviews enable the cross-checking of information obtained during the survey and the gathering of in-depth information about specific topics.

The aim of a semi-structured interview is to obtain qualitative information, focusing especially on the reasoning, decision-making process or opinion of the interviewees. In this method more open questions ('why' and 'how' questions) are used. It is recommended to start with general aspects and then seek more detailed information of some predetermined topics. Enumerators should always keep an open mind for other unexpected information, which can sometimes be quite relevant to the implementation process, sustainability or appropriateness of the intervention itself. The problem of bias can be tackled during a semi-structured interview by challenging beneficiaries with alternative observations or knowledge of the circumstances or context.

The information gathered will help to obtain a more comprehensive picture of the project result and will play an important role in identifying lessons learned, conclusions and recommendations.

Important point box: In countries where the Integrated Food Security and Humanitarian Phase Classification (IPC) is established, it would be useful to include some additional questions in the questionnaire to create synergies between the beneficiary results assessment survey and the IPC. This can be obtained during the design of the questionnaires where some of IPC required parameters can be gathered at household level, which would contribute to the enlargement of its information base.

The following parameters can be assessed at household level during the survey and therefore could be easily included in the questionnaire:

- frequency of meals in relation to family members differentiating adults from children and taking into account the gender (female and male) under normal circumstances and during stress period;
- variety of meals or consumption pattern through a 24-hour recall of the 12 food groups (cereals, roots and tubers, vegetables, fruits, meat/poultry/offal, eggs, fish and seafood, pulses/legumes/nuts, milk and milk products, oils/fats, sugar/honey, and miscellaneous) – see Annex 8 for an example of a more detailed 24-hour recall questionnaire from the Nutrition and Consumer Protection Division;
- mortality at household level – number of persons who died in the household over the last year;
- frequency of sickness/morbidity in the family over the past year;
- water access or availability in litres per person per day;
- level of coping of a household:
  – insurance strategies (reversible coping, preserving productive assets, reduce food intake, etc.);
  – crisis strategies (irreversible coping, threatening future livelihood, sale of productive assets, depletion of natural resources, etc.);
  – distress strategies (no coping, starvation and death, and no more capacity to employ a coping mechanism).
- Livelihood assets taking into consideration those defined in the Sustainable Livelihood Approach (SLA) as follows:
  – human capital (e.g. labour power, skills, and knowledge, health and nutritional status, etc.),
  – natural capital (e.g. access to land, soil fertility level, fishing grounds, natural resources, wildlife, etc.);
  – financial capital (e.g. savings, jewellery, access to credits or regular income, debts, remittances, etc.);
  – social capital (cooperation, gender empowerment, traditional safety nets, political voice, kin networks, etc.);
  – physical capital (e.g. houses, vehicles, equipments, livestock, access to market through existent infrastructures like roads and telecommunications, etc.).

3.3 Data collection/field work

Preparation of the survey	Questionnaire development	Data collection	Data management	Data analysis	Interpretation and reporting	Follow up steps

An open mind, an interest in the beneficiaries' answers and some basic knowledge on their livelihoods are all crucial to building up the necessary trust between the interviewer and those being interviewed during the field work.

Objectives: Know who will do the field work
Select the team members for the survey
Train the team members
Organize and conduct the field work:
– survey questionnaires
– semi-structured interviews
Be in a position to use specific data gathering tools

Steps: Select organization for field work
Select team members
Train team members
Clarify responsibilities
Division of work
Fill in questionnaires
Conduct semi-structured interviews
Verify information

Responsibility for conducting the field work should be decided at the outset. The responsible group or organization is most likely to be an institution which has not been involved in the implementation of the project, like a research institute, an NGO or a department or faculty from a university. Once identified, the group or organization conducting the field work must be able to do so independently and without any involvement from FAO. Such an arrangement offers the best opportunity to obtain unbiased and objective information.

In some cases, community-based enumerators can be used, an arrangement which offers flexibility because they can meet heads of households at a more appropriate time (early morning or late afternoon, evenings). Depending on their status, community-based enumerators may be able to obtain more reliable information from interviewees as they are from the same community, are aware of realities on the ground and are less likely to be provided with inaccurate or deliberately misleading information. However, community-based enumerators could be an additional source of bias because they may not want to show a negative reality of their community and may subsequently try to influence the respondents. Generally, it is important to be aware of the advantages and disadvantages of various arrangements and to consider problems that may arise.

In some very specific contexts, mainly when security risks are high or no other group or organization is willing to do the field work, the implementing partner could be used for the

data gathering exercise. In this case, closer supervision will be needed and cross-checking questions should be used more frequently during the questionnaire design stage. There are some advantages of this arrangement: survey work can be done faster and more efficiently, and the trust already established between the implementing partner and the community can be made the most of. Moreover, with their baseline knowledge the implementing partner is more likely able to verify the correctness of some information. But the use of implementing partners could also lead to bias because they may not wish to show that project implementation in the field has failed or is not as good as expected, and hence may have to share the responsibility.

The team of surveyors should include men and women of various ages. A basic knowledge of the surveyed area (almost compulsory if a local language will be used) and a particular interest for such kind of work are distinct advantages. It is very important for the interviewer to gain the confidence of the interviewed persons and the respect of the target population. It is also indispensable for interviewers to empathize with the interviewed heads of households. It is recommended to select enumerators with different professional backgrounds or field experiences in order to enrich the overall knowledge, view and perception of the situation encountered by the team.

All staff assisting in the implementation of the surveys, and specifically those in charge of filling in the questionnaires, should receive proper training prior to conducting the survey. Training should detail how the surveys will be conducted, what kind of information is required for each question (see Annex 5) and how to use the various data gathering tools described below. It is preferable that the surveyors are familiar with codification modalities so that questions correspond to the way in which they will be entered as data later on.

A specific day-by-day work plan should be established to define the tasks of each team member. Travel time to the location where the survey will be conducted should also be considered, as should travel from the locations where the team will stay overnight to the villages/camps/places where the field work will be done. In addition, it is important to define the team members who should be in charge of conducting the semi-structured interviews addressed to the various key informants or community groups. This could be done on a rotational basis between the various members or taking into account their interest, skills or professional background.

Example box: Example of a daily work schedule for a team of six in a village:

<table>
<tr><td></td><td>member 1</td><td>member 2</td><td>member 3</td><td>member 4</td><td>member 5</td><td>member 6</td></tr>
<tr><td>time schedule</td><td>team leader</td><td>female</td><td>male</td><td>female</td><td>female</td><td>male</td></tr>
<tr><td>1 hour</td><td colspan="6">presentation of the team to village chief, clan leader, objective of the visit</td></tr>
<tr><td>1 hour</td><td colspan="2" rowspan="2">discuss with clan leader, elders and key informants</td><td>visit to school</td><td>visit to health post</td><td rowspan="4">household interviews</td><td rowspan="4">household interviews</td></tr>
<tr><td>1 hour</td><td rowspan="3">household interviews</td><td rowspan="3">household interviews</td><td rowspan="3">household interviews</td></tr>
<tr><td>1 hour</td><td rowspan="2">household interviews</td><td rowspan="2">household interviews</td></tr>
<tr><td>1 hour</td></tr>
</table>

After the training session, the team leader should be in a position at the end of each field day to verify the work done by the team members and to correct the errors or explain the

improvements or changes needed to obtain the expected information. This is quite important as it will reduce the amount of missing or erroneous data, therefore improving the quality of the information gathered, and it will reduce the time needed for verification after the field work has been completed.

Completing the questionnaires

The interviews should be addressed to the head of household or the person on the list of beneficiaries. In case of his/her absence the spouse can be interviewed or if the team is expecting to return an appointment can be made for a later time. It is important to record the identity of the respondent because the information is likely to be less accurate if the respondent is not in a position to answer all the questions.

A child (age around 13-15) can be useful to have as a guide to show where the selected persons are living, but will be unlikely to influence the responses of the interviewed persons.

A trustful situation should be created beforehand between the interviewer and the interviewed person. This can be achieved mainly through small talk and explaining briefly the purpose of the survey. The interviewer should ask if the person to be interviewed has the required 20 minutes of time to spare for this task.

During the interview no local authorities, and if possible no other neighbours, should be present because they could influence the responses of the interviewee; even the presence of staff from the implementing partners can result in biased responses.

It is important to be aware for the need to cross-check or verify some of the given information. Interviewers should be curious without being intrusive. Observations are an additional source of information and can help to explain some of the data obtained or lead to some supplementary information. During the interview, interviewers should also be attentive to some of the responses given by the interviewee and cross-check with the information from previous interviews or the interviewer's own knowledge.

Example box: Field visits would be useful to identify the extent of damage and the kind of pests or diseases or other natural hazards, to take samples for yield measurements, to identify species of fish in the catch, type of boats or nets used, etc.

In some cases visits to the field are recommended in order to make observations if it is not too time consuming.

At the end of the interview, the interviewee should be thanked for the information and time given and informed about the next steps planned by the survey team. They should also be told about how the information and the results will be used. If restitution in the villages is planned, interviewees should be informed.

Additional information box: Tools for data gathering

- *Proportional piling*
  Tool to get the proportional parts out of a selection of different parameters.
- *Pair wise ranking*
  Tool to obtain a hierarchization of different parameters or other factors.
- *Wealth ranking*
  Tool to get the classification of socio-economic parameters and other characteristics in the different existing wealth groups of a community.
- *Well-being ranking with cards*
  Tool to get the classification of a community, by individual households, taking into account their wealth or other similar parameters.
- *Mapping (soils types, crops, land tenure, natural resources)*
  Tool to get the graphical description of different parameters on geographical layout as maps of a community.

3.4 Data management

Preparation of the survey	Questionnaire development	Data collection	Data management	Data analysis	Interpretation and reporting	Follow up steps

A thorough control and meticulous data entry will avoid some headaches later on during the analysis phase.

Objectives: Be able to check and codify the raw data from the field
How is it most efficient to enter the data generated in the field?
Be able to control the entered data sets

Steps: Checking quality of the questionnaires
Codification of data
Entering of data
Controlling of data

Before entering the data, each questionnaire should be checked for missing, erroneous and inconsistent data. If the whole data set is not suitable the questionnaires must be discarded. If only part of the questionnaire set is not suitable, the correct information can be gathered at another opportunity or can otherwise be considered as missing data. The quality control of the completed questionnaires should therefore be done by the surveyors and the team leader after each day of field work. Only through this process can the quality of gathered data be improved throughout the survey and a better overall result obtained. Through a restitution/discussion of the day's work, each member of the survey team can state the difficulties encountered and propose solutions which can be worked out together or shared from the experiences of other team members.

Once back in the office, the person responsible for data entry or the programme manager who is in charge of the whole beneficiary results assessment process has to check again the consistency of the data using a sample of the questionnaires (around ten percent), checking if the responses are realistic and recorded clearly. At that point there is still some time to clarify some doubts because the surveyors or their team leader (who have made the field verification) should still be available.

Before the data entry is done, all data should be converted into a common denominator (change the local measurements into kg or acres, value of animals, etc.). A conversion table (see Annex 7) must be pre-established, preferably during the field work, because quite often the measurements are specific and unit prices can vary significantly from one location to another. If the variance of the averages varies significantly among the locations, a location-specific conversion factor has to be calculated. It is recommended to codify all the responses into numbers because it is quicker to enter numbers compared to names or words and doing so reduces the level of mistakes during data entry. The data entry process therefore becomes automated and the verification of the data entered is easier. For this purpose, a codification list must be prepared beforehand and should be as extensive as possible. If new parameters arise, additional codes can be always added to the pre-established list (see Annex 6). It is essential to maintain the same list of codes for all types of surveys made in the same office because this is the only way to compare data from different regions of the country, from different years or from different type of interventions.

Each answer in the questionnaires will correspond to a column in the Excel worksheet used for the data entry and later for further calculation. Differentiating factors (e.g. type of household) require only one column as only one option can be entered. If the parameter is independent (e.g. type of seeds planted), each possibility must have an individual column. Each column has to have a specific name and no repetition is allowed. A short but clear name is most suitable in order to remember it during the data analysis, to remember the type of data recorded under it and to avoid confusion.

The main data control will be done using the auto-filter (a feature of Excel). For this purpose it is necessary to highlight the row where the names of the columns are found and click on ‘data’ on the menu bar. The options ‘filter’ and in a submenu ‘auto-filter’ appear. When auto-filter is clicked, a small arrow appears at one side of each column. If these arrows are clicked the various entries in each column can be seen. The entries should be verified so that they are, 1. consistent with the given codification, 2. check that the data is realistic, and 3. it does not break out from a common range. Before starting with the data analysis, all the afore-mentioned cases should be verified with the base data (questionnaire) and corrected if an error was made during data entry or eliminated if an outlying data has been identified.

Before starting with the data analysis, all additional columns should be inserted and necessary calculations made (e.g. total number of family members, total land area, animal units, cultivated land per household member, etc.). For these calculations, the appropriate formulas should be used as far as possible and thereafter copied into the whole column for the remaining questionnaires.

3.5 Data analysis

Preparation of the survey	Questionnaire development	Data collection	Data management	Data analysis	Interpretation and reporting	Follow up steps

It is always considered to be the most 'difficult' part of a survey but using the methodology described below it becomes much easier.

Objectives: Be able to analyse the data set using the Pivot tables

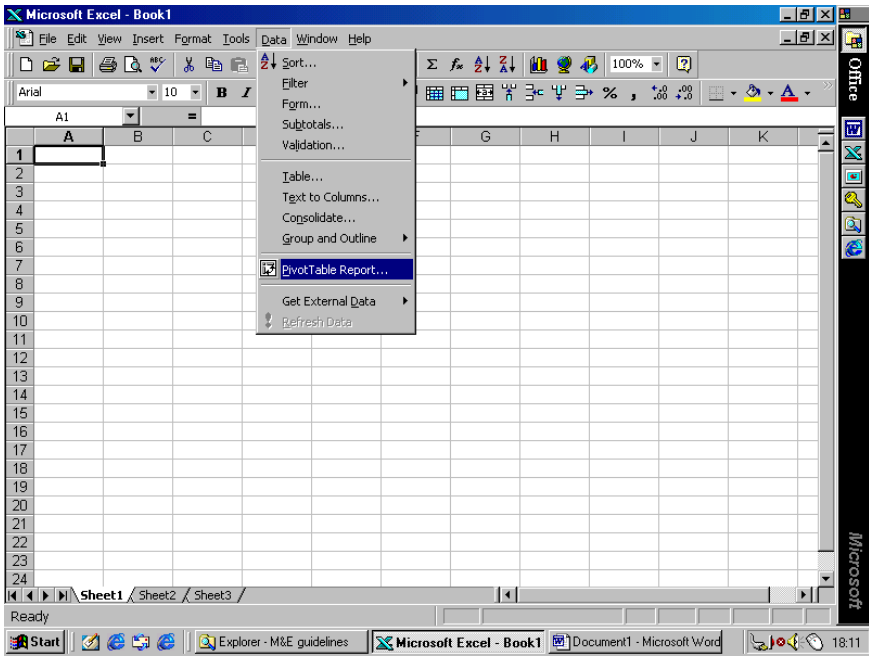
Steps: Introduction to Pivot table
Generating key results
Making sense of the results
Additional results

Before starting to analyse data it is necessary to be clear about the type of information required. There is a wide range of information available but not all the results are needed or make sense.

In the instructions that follow, the windows always relate the instructions presented in the preceding bullet points.

- First open the Excel file that contains the database.
- The Pivot Table feature is an integral part of the MS Excel programme, and can be found in the 'data' menu. Select the option Pivot Table Report as shown in
- Window 1.

Window 1

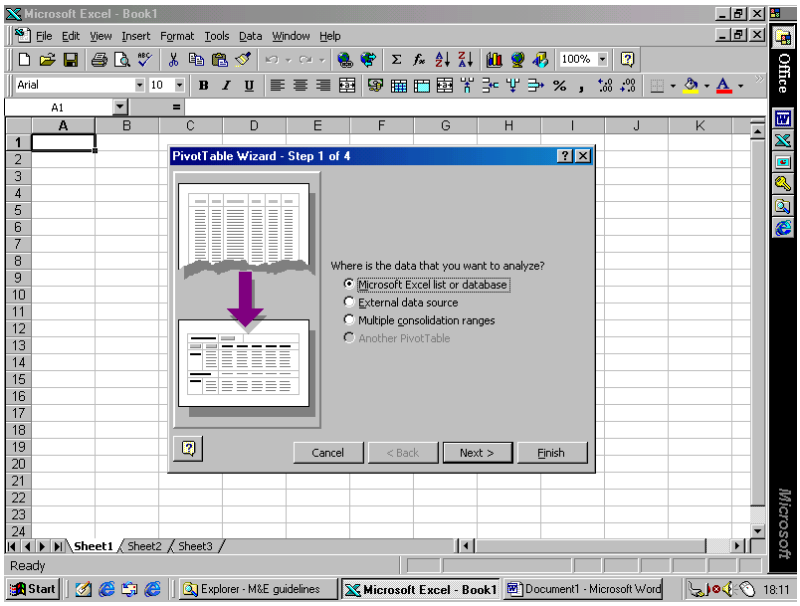


Follow closely the instructions given below.

- In the new window, as shown (Window 2), select the option 'Microsoft Excel list or database'.

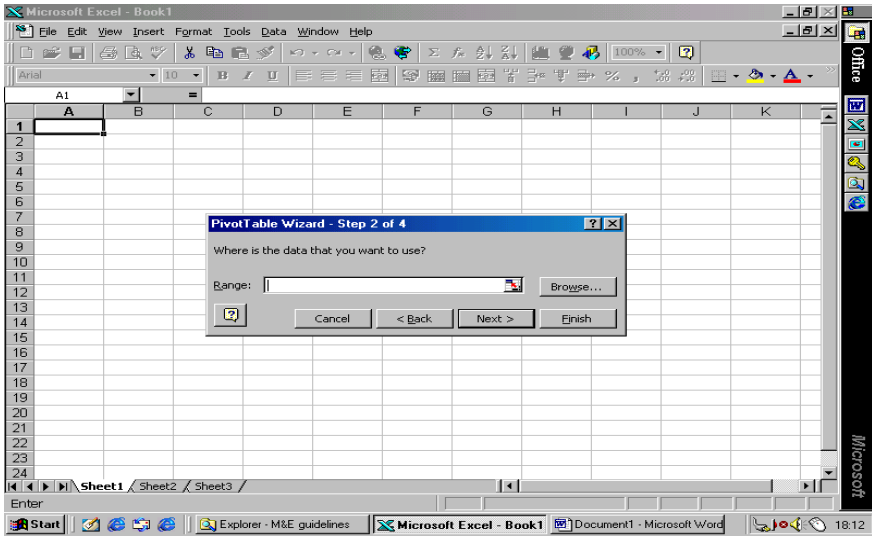
Once the selection is made, click 'next'.

Window 2



- Automatically a new window appears (as shown in Window 3), requesting the user to enter a range where the dataset is placed and should be analysed. The most recent version of Excel selects the range automatically, taking the whole dataset in the previously open worksheet. In previous versions it is necessary to enter the range of the whole table using the cursor and then select the whole range directly in the datasheet.

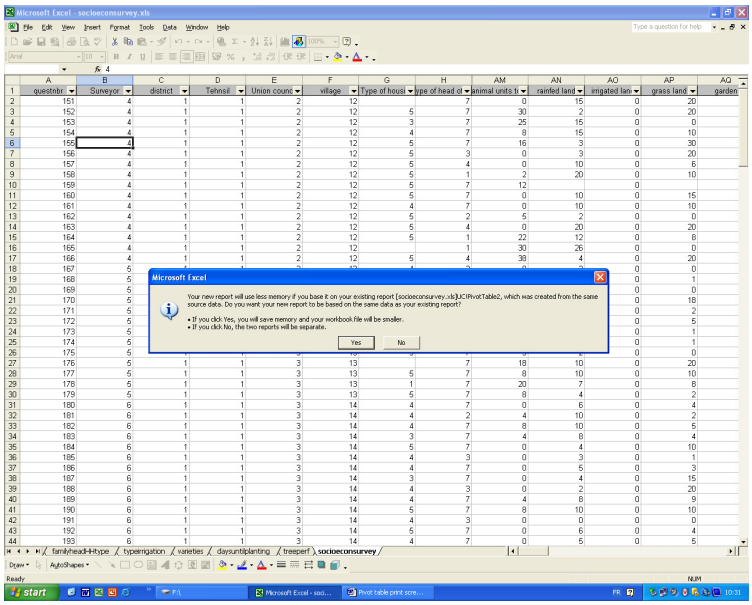
Window 3



After having finished this operation press 'next'.

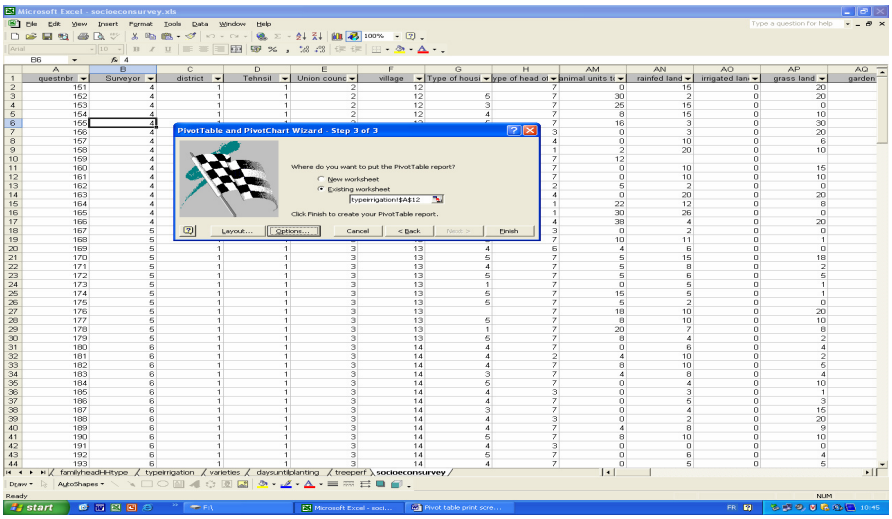
- After the previous step, the next window (as shown in Window 4), asks if the results should be made out of the existing results table or if they should be created using once again the initial data set. This has an implication on the size of the file, which is not a problem, and allows tables to be independent from each other. It is recommended to use the initial dataset, and therefore the 'No' option should be selected. This step is skipped when making calculations for the first time and no results table exists yet.

Window 4



- In the next window (Window 5) it is necessary to decide where the results should be stored; either in a new worksheet or in an existing one. If you select an existing worksheet, make sure to enter also the range where the table should be placed otherwise the previously-generated result table will be overwritten. In general it is recommended to use a new worksheet each time for the newly generated result tables. This would be more suitable because it will provide a better overview and better handling of the results. The only time the second option (existing worksheet) is preferable is when there is a need to have two tables side by side for comparison reasons. In order to ease the handling of the results, a name should be given to each of the created worksheets to allow identification of the type of information stored in it.

Window 5



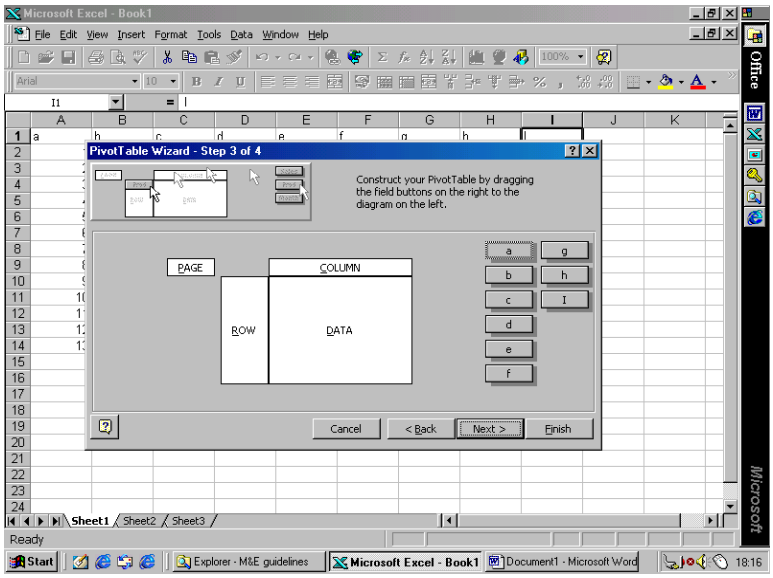
Now select 'layout'.

- In the new window (as shown in Window 6), the frame of a table appears with small boxes containing the headings of the columns of the database.

This is the most challenging part of the data analysis because it is necessary to remember what type of data was entered under each header and the type of information required from them. It is possible to obtain the information directly for averages, sums, maximum, and minimum. It is possible to obtain the information indirectly for percentages by comparing the frequencies with the overall number of entries. The frequency can be obtained by counting numbers for specific entries or calculating the sum from Yes/No questions. Here it is necessary to remember which type of calculations the various types of questions allow.

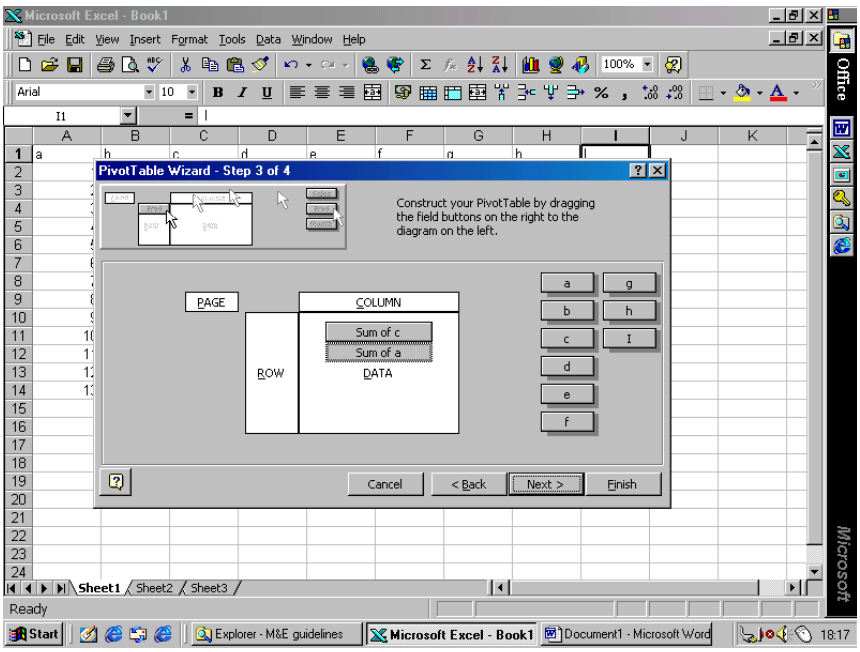
On the right side are all the parameters represented (heading of the columns of your datasheet), and on the left side there is the table that is being created.

Window 6



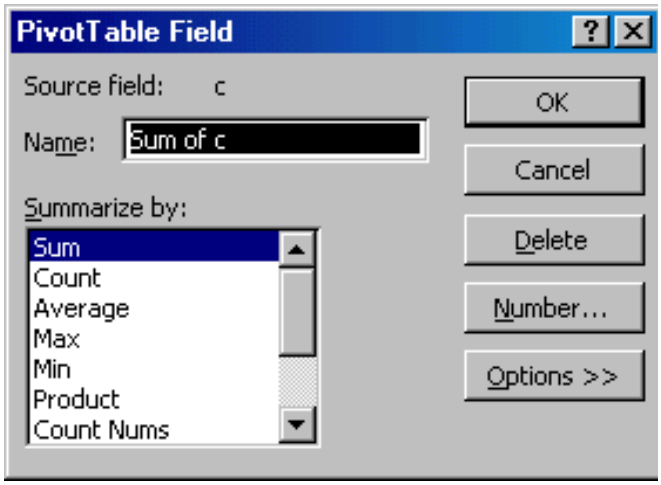
- There are three spaces to where the parameter boxes can be transferred: 1. heading of a column, 2. heading of a row, or 3. as data to be analysed in the central part of the table frame. In the space of columns or rows, the headings with two types of datasets can be transferred: 1. the differentiating parameters (one choice or selection out of a given list) which will split the analysed data in the centre into different categories of the selected parameters, or 2. Ranking parameters (where four categories are possible: poor, fair, good, excellent) in order to calculate the frequency of those categories. It is recommended to transfer only one of these parameters each time, otherwise the tables will become complicated for data interpretation. Therefore, for each of the differentiating parameters it is best to create a new table. Looking into the data within the various columns, there should be a significant difference compared to the overall results (last column or row in the table), to ensure that the selected differentiating parameter has an influence on the analysed data. Aside from transferring parameters into columns or rows, it is also necessary to transfer data into the central part as shown in the window (Window 7). The parameters to be transferred will be mainly quantitative data, but also yes/no responses, or when the number of entries need to be counted, such data can be transferred as well.

Window 7



- Once a parameter has been transferred into the data section by double clicking on the same box, a small window pops up (as shown in Window 8), where the different possibilities of functions that data can be subject to or what statistical analysis could be done with the entries can be seen. Select one of the following options: sum, count (counts all types of entries and not only numeric once), average, maximum, minimum, product, count nums (counts only numeric entries), and lastly four statistical options (two types of standard deviation or variance). These last four options are not really useful for the type of results needed for reporting.

Window 8



Depending on the result desired, the possibility exists to choose one of the above functions shown in the window (Window 8). In case more than one function is needed it is necessary to transfer again the same parameter into the central part of the table and double click again on the box and select this time the other needed function.

Remember the options for the data analysis depending on the type of question explained in the previous questionnaire development phase.

For a Yes/No question, where Yes was entered as 1 and No as 0, the sum will give the number of the total entries of Yes responses. By comparing it with the total number of entries (count nums), a percentage can be calculated.

The numeric entries resulting out of questions requesting quantitative information can be subject to the following functions: Max, Min and/or Average.

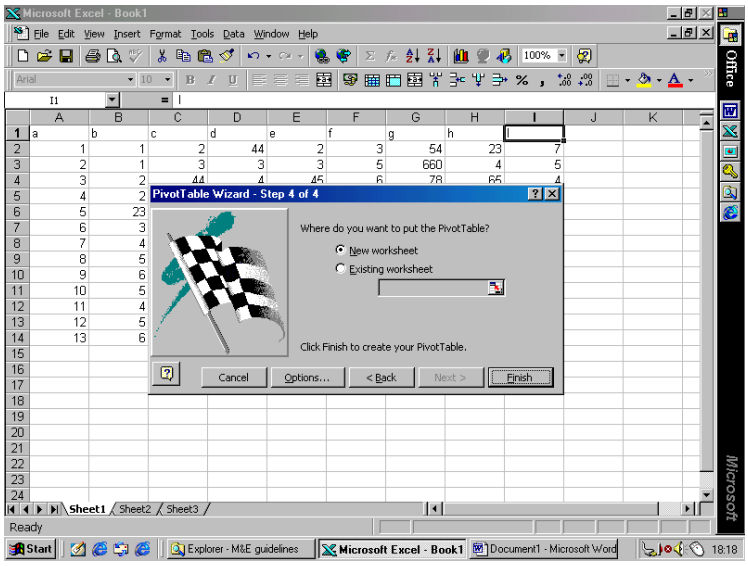
In addition, depending on the type of average which the user is expecting to calculate, some adjustments have to be made beforehand. Either calculate the overall average of a specific entry like debts (this takes into consideration also those households without debts as '0' has been entered into the dataset for those households without debts). If interested only in the average amount of debts from the households with debts all the '0' should be removed in the dataset under the debt amount column.

Finalize the part of creating the whole table with clicking on 'OK'.

It is always better to make several tables. This is easier later on for interpretation and would be more suitable for the establishment of graphs than a single table with too much information.

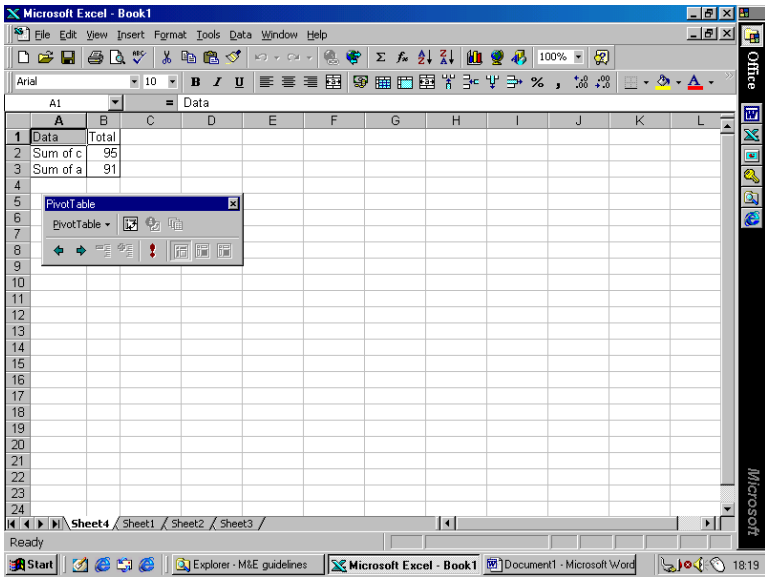
- Thereafter the same window reappears (shown in Window 9), from which the layout was selected. Check here as to where the results should be placed, either in a new or in an existing worksheet, if not already done. The best option is to choose each time a new worksheet to eliminate risk of overlapping or erasing previously created tables. Now click on the box 'finish'.

Window 9



- See in the following window the table of results shown in a simple Pivot Table (Window 10).

Window 10



Based on these various tables created, it is now possible to make particular tables and graphs required for reporting purposes.

In case you had a differentiating parameter included (type of households - creating different columns or rows) and you see that there are no differences between the data in the central part of the table and the overall data, this means that this differentiating parameter is not a significant differentiator, and therefore the fine-tuning makes no sense. But as maybe another differentiating parameter makes sense (eg head of household), the various differentiating parameters have to be tested.

Example Box

	Household type			
Data	Residents	Returnees	IDPs	Overall result
Average of men	1.40	1.39	1.45	1.42
Average of animal units	7.22	5.67	2.60	4.70

As can be seen in the example above the average number of men per family is not significantly different among the various categories (residents, returnees, IDPs). The type of household (differentiating parameter) therefore has no influence on this average and the overall average is the one to be reported. However, there is a significant difference in the average number of animals among the various categories; therefore in this case, the type of household is an important differentiating parameter for the animal units.

3.6 Interpretation and reporting

Preparation of the survey	Questionnaire development	Data collection	Data management	Data analysis	Interpretation and reporting	Follow up steps

This is considered as the most challenging part of the work because it shows which of the results obtained through the data analysis make sense and their meaning in the daily lives of the interviewed persons. A good knowledge of the situation in the field is an advantage.

Objectives: Be able to make use of the results of the analysis and their interpretation
Be able to present results using graphs or tables
Be able to select the most appropriate information to include in the report

Steps: Define reader
Define content and structure of the report
Define format, language and style
Presenting results
Interpreting results
Disseminate results

Through the data analysis process described in the previous section, lots of results can be generated, but not all of them always make sense or are useful for reporting purposes. Therefore, it is necessary to have a good idea of the logic of the results and the message they are giving. The evaluator should be aware that any kind of survey addressed to a person can produce biased information to a greater or lesser extent. However, during the data interpretation biased information is not necessarily useless; it has to be taken into consideration carefully, and if bias is suspected it must be mentioned in the report.

Important point box: Bias cannot be avoided during a survey addressed to people. Bias can be due to further expectations of assistance leading to incorrect or reduced information about the obtained output. Bias can also result in conflicts between the two main targeted groups of a survey, the beneficiaries versus non-beneficiaries due to jealousy, or even by some of the minorities inside one of those two main groups.

At the same time it is important to keep in mind the objectives of the beneficiary results assessment in addition to the interests and expectations of readers of the final outcome (report). But the overall aim is to be able to present as realistic a picture as possible of the situation encountered in the field, linked to the project intervention and the surroundings.
A differentiating parameter which has made a difference among the categories should be reported because, in some cases, it will identify a marginal group or an outside category with some specific characteristics and needs. If no difference is observed between the categories, it means that this parameter has no influence on the analysed data set, but this does not exclude the possibility of another parameter making a difference.

If many respondents did not answer a specific question, it can be either because they did not understand the question, or they were not willing or in a position to answer it. This should lead to further re-interpretation of the data and to check the accuracy of the data set gathered in response to the specific question.

Example box: In most cases different levels of geographical/political boundaries are recorded (village, county, district, province). In this case the smallest unit can be taken as a differentiating parameter and analysed to see if obvious differences of the data can be observed (outliers of the specific averages compared to the overall average). If no difference is observed, the average of a higher level should be analysed and so on until the level where significant differences were identified. But it has to be remembered that the bigger the number of differentiating parameters, the smaller the numbers of data recorded in each of the categories: accuracy is therefore reduced.

It should always be kept in mind that not all readers have knowledge of the situation on the ground and need to be given a complete picture (e.g. donors). Socio-economic information should therefore be included in the reports because it creates a good overall picture of the assisted beneficiaries. Also, information explaining in more detail livelihoods or production systems such as agricultural or livestock management practices can be useful.

Even when the results are not meeting the expected objectives, the most suitable approach is to report what was encountered in the field and seeking to explain why that outcome has been reached. Transparency during reporting is highly appreciated and only rarely leads to negative responses. On the other hand, reporting in a neutral manner allows the reader to judge the extent to which the recorded results are in line with expectations.

Important point box: One way to have additional information on the results obtained is to do a joint interpretation together with the implementing partners or other actors who have a good knowledge of the situation on the ground. Another approach would be to show the results to the community where the information was gathered, asking beneficiaries to comment on the accuracy of information and recording their explanations. Even if this process is time-consuming, it is worth doing it because the community will be very pleased to receive feedback from the exercise and will be more likely to collaborate with further survey work.

Tables and graphs should be used to present the results and text utilized to interpret the shown information. A table or graph should stand on its own; any additional text should be used only to interpret the information.

Example box: When no specific structure is required, the following structure is recommended:

- Executive Summary
- Introduction / background information
- The projects
- Type of interventions
- Ways of implementation
- Methodology of the survey
  – Limitations and scope of results
- Results
  – General aspects
  – Socio-economic characteristics of the beneficiary households
  – Information about their livelihood or agricultural practices
  – Phase specific results in relation to the intervention
  – Impact achieved
- Recommendations and lessons learned
- Conclusions
- Annexes
  – Questionnaires
  – Logframe
  – Maps of interventions

Further on, the methodology and its limitations should also be mentioned to give the reader an idea of the approach used for information gathering. This helps to explain the extent of the accuracy of the information reported. It should be kept in mind that the in most cases readers will not be specialists in agriculture, socio-economics or social sciences, but are more likely to have a background in management, business or political science.

The structure of the report depends mainly on the format required by the donors, the nature of funding received (trust funds, FAO Technical Cooperation Programme (TCP) projects, the Central Emergency Response Fund (CERF), Human Trust Fund (HTF) projects, etc.) or the type of report, e.g. mid-term or final report. In case a whole programme encompassing many projects, funding sources or types of interventions is evaluated, it will be necessary for the author or authors to design the most suitable report structure.

Ultimately it is necessary to consider how and to whom the results will be disseminated. It can be done either through a presentation in a food security working group or agriculture cluster, or through the distribution of the report to specific selected stakeholders (government institutions, donors, implementing partners), or even through a restitution made at community level where the survey was conducted. This latter option will often provoke interesting discussions and a useful exchange of ideas or perceptions in relationship to the interpretation of the numerical data set. It also shows respect towards the interviewed people, thereby

contributing to the avoidance of interview fatigue. It establishes a relationship of trust between interviewers and interviewees which can be built upon for future survey work.

Important point box: It should also be possible to calculate a simple cost-benefit analysis with the results generated during a beneficiary results assessment exercise of emergency interventions. This can be done by comparing the value of the distributed items or services provided (seeds and tools, vaccine treatments) and the value or estimated value of the direct outcome or results generated at beneficiary level (agricultural production, reduced loss of livestock, better livestock market price or added value generated, etc.). If the provided assistance is substituting food aid over a longer period of time, the relationship between the unit cost of food aid delivered for the additional time period and the value of the outcome generated through the intervention should be compared, mainly for agricultural inputs distributions.

These calculations should be made on an approximate basis only because a proper cost-benefit analysis is quite complex and requires specialized expertise. In the context of emergency response, the main focus is given to the result-oriented project management; achieved results or outputs are the main concerns. An additional challenge is to identify the results which are directly related to the intervention and what the situation would have been if no such intervention had taken place. Consequently, the biggest challenge for a cost-benefit analysis is to quantify the value of the achieved impact. This cannot be done through a beneficiary results assessment methodology in which a value to the outputs calculated cannot be given.

3.7 Follow-up steps

Preparation of the survey	Questionnaire development	Data collection	Data management	Data analysis	Interpretation and reporting	Follow up steps

Objectives: Be able to make additional use of the dataset gathered and obtained results

Steps: Conclusions
Recommendations
Lessons learned
Feeding back into project cycle

Last but not least, follow-up steps are as important as the report because they draw conclusions and recommendations in order to improve the operation itself based on lessons learned.

The report based on the obtained results is distributed internally and externally for reporting purposes to donors, host governments and other institutions and to food security group members. The additional information gathered through semi-structured interviews, observations and small talks are as important as the quantitative information. It is also important to take into account the feedback obtained from the readers of the report and from the beneficiaries during the restitution at the community level.

The obtained results or the assessment can be used internally for the following purposes:

- evaluating the usefulness of the intervention from a broader point of view;
- targeting a 'build-back-better' level for the affected target population;

Example box: In some of the tsunami-affected countries the humanitarian response was overwhelming and uncoordinated in many cases, which led to over-replacement of fishing boats. This had the potential to result in overfishing, which can lead to the depletion of sea resources over a longer period of time. Therefore, a broader look at the impact on the sector could help identify shortfalls.

Example box: If a community before a crisis had an intake of 1900 kilocalories per person per day on average, the project aim is to focus on reaching an intake of a minimum needed standard of 2100 kilocalories on a sustainable basis. As a reference, these parameters are known as SPHERE minimum standards which should be targeted during an emergency intervention, although it is a challenge to attain them through an emergency intervention exclusively.

- identifying lessons learned from the intervention;
- identifying recommendations and conclusions;
- working out ways of improving such types of interventions;

Example box: Based on the types of crop seeds that FAO distributed and the types which the farmers added themselves, a more suitable kit can be designed for the future. In northern Uganda FAO shifted from a seed kit including mainly staple food crops (maize or sorghum and beans) to a kit which was more diversified including drought-resistant crops and high value crop seeds such as sesame, groundnuts, finger millet, millet and greengram.

- assessing the usefulness of the intervention under the local conditions or context;
- assessing the extent to which the results of the intervention were sustainable;
- providing feedback on the quality of the whole project document, specifically the logframe, which can then be improved in the future;
- providing a base of additional information for further needs assessments and for the design of new types of intervention;
- contributing to the development of policies and strategies in the sector;
- taking a critical view on the datasets and results so as to consider improvement or modification of the whole project in case similar interventions are done in the future;
- creating, through an analysis of the socio-economic data, a better knowledge of the available assets (land, animals, equipment, etc.), human resources, sources of income of households, etc., which enables the better design of another type of intervention targeting these specific types of households.

Example box: Widows in northern Uganda have no right to own land and can obtain it only through borrowing, renting or share cropping. For widows who are heads of households, a seed kit is not the most appropriate assistance because widows must have cash to gain access to land for cultivation. To address their needs more appropriately, the type of intervention shifted to distribution of mills to women's groups. This led to the establishment of business-oriented women's groups with an additional income source for their members. It also generated the cash necessary to cover their food needs.

The project might have created favourable conditions for other development initiatives at community level. Secondary negative or positive effects may have been generated by the intervention at the level of households, the community or even at a broader economic level, and other unplanned effects may have resulted as well.

Example box: With the seeds and fertilizer distributed in Afghanistan, a significant economic impact was generated for enterprises supplying seed and fertilizer in addition to the support given to them directly by seed threshing, cleaning and packing equipment. Also transport companies delivering the inputs obtained contracts and financial benefits. Employees of these companies were able to work and sustain their families.

4. QUESTIONNAIRE EXAMPLES

A set of questionnaires and corresponding databases was developed to address some types of projects; the questionnaires are shown on the following pages. These examples show how a questionnaire can be adapted easily to the various types of interventions, taking into account the socio-economic parameters, the specific objectives, the process of implementation, the quality of distributed inputs or services provided and the achieved results or outcomes.

In the list below, if, for a specific intervention one questionnaire only is shown, it means that the same questionnaire should be used at the different phases over the project implementation period.

When designing a questionnaire, a good point of reference is the 'seven Cs' rule: content, context, concept, capacity, commitment, communication, and collaboration/coordination. The three first Cs are related to the project, the following three Cs are related to the staff and beneficiaries and the last C relates to the other actors present in the field.

Important point box: Each of these questionnaires should be adapted to the local conditions and take into account the specificity of the intervention.

The following pages show a selection of 13 questionnaires designed for various projects in various countries. These questionnaires are only examples and should be adapted to each context.

4.1 Additional concentrated feed distribution

Feed distribution by FAO in Ethiopia

Should be addressed to the head of a family (Bura-Aba)
Name of surveyor: Date: / /
Geographic data:
Region: Zone: Questnr.:
Woreda: Kebele:
Relationship of the respondent: self (1), spouse (2), child (3), parent (4), other (5), specify……..
Household data: Clan: Subclan: Dalla:

Number of Adults (above 16 years) in HH:	Men:	Women:	
Number of children (below 16 years) in HH:	Boys:	Girls:	

Household economy data:
Type of household: settled farmers (1), agropastoralists (2), pastoralists (3)
Income source: livestock (1), agriculture (2), daily labour / wages (3), trading & shop keepers (4), employed (salaried) (5), remittances (6), hunting / gathering (7), fishing (8), external support (9), clan (internal) support (10), other (11), specify……

Nr. of camels		Nr. of Cattle		nr. of horses	
Nr. of sheep		Nr. of goats		Nr. of chickens	
Nr. of donkeys		Nr. of mules		Nr. of beehives	

Nr. of camels	camels female on milk	camel female	camel male	cows on milk	cows	male cattle
young animals (calves)						
mature animals (females on milk)						
old animals						

Did you crop land over the last year: yes / no

Did you lose animals during the last year:

kind of animals lost	Nbrs of camels and reasons (see codes	Nbrs of cattle and reasons (see codes	Nbrs sheep/goats and reasons (see codes
Lost			
Sold			

*Codes: diseases (1), lack of food (2), lack of water (3), looting / theft (4), predators (hyenas, lions) (5), lost (6), slaughter (7), gifts (8), others (9), specify: ……

How many times you got feed delivered:
Which quantity of feed did you get each time: (kg),
Did you pay something: yes / no , how much ETB per kg
Did you get / attended some training on additional feeding: yes / no ,
Mention three most important issues you learned during the training sessions:

To what animals did you give the feed: milking cows (1), milking camels (2), camel calves (3), cow calves (4), adult goats / sheep (5), young goats / sheep (6) breeding cattle (7) breeding camels (8), breeding sheep or goats (9), to animals in poor conditions (10), other (11),specify:
What difficulties did you face when feeding your animals:

When do you give your animals the feed: morning (1), midday (2), afternoon (3), evening (4)
What quantity of feed did you give each animal per day, for camels: cattle: goats / sheep:
What frequency of watering are the animals getting normally:
What frequency of watering are they getting when fed with feed:
What improvement did you see in these animals with fed wit this feed: better health (1), more milk production (2), stronger animals (3), faster grow (4), early resumption of reproduction (5), shiny skins (6), other (7) specify….
What milk production have you recorded, before liters / day, with feed litres / day
Would you be ready to buy feed for your animals over a long time: yes / no
Is there feed available locally yes / no , at what price: ETB / KG How far do you have to go to get the feed: km
How can this project been improved?:

4.2 Seeds and tools distribution (including voucher approach)

First phase

Post input distribution					
of the agricultural inputs distribution program					
First phase					
GENERAL DATA					
Should be addressed to the head of a family					
Name of surveyor:				Date: / /	
Geographic data:					
Region:	Zone:			Questnr.:	
Woreda:	Kebele:				
HOUSEHOLD ECONOMIC DATA					
Relationship of the respondent: self (1), spouse (2), child (3), parent (4), other (5), specify……..					
Household data:	Clan:		Subclan:		Dala name:
Number of Adults (above 16 years) in HH:		Men:		Women:	
Number of children (below 16 years) in HH:		Boys:		Girls:	
Household economy data:					
Type of household: settled farmers (1), agropastoralists (2), pastoralists (3)					
Main income source: livestock (1), agriculture (2), daily labour (3), trading & shop (4), employed (salaried) (5),					
hunting / gathering (6), remittances (7), external (NGO, gov.) support (8), internal (clan / dala) support (9), other (10), specify..					
Total nbr. of camels		Nr. of Cattle		Nr. of horses	
Total nbr. of sheep		Nr. of goats		Nr. of chicken	
Total nbr. of donkeys		Nr. of mules		Nr. of beehives	
Land available for cropping during last season (rainfed)		ha	irrigated		ha
Acquired land:own land	ha,	rented	ha, for how much		Birr
borrowed for free	ha,	share cropping:	ha, for how much		% harvest
Garden with vegetables	yes	no			
Plantation surface: ha, of which crop: coffee (1), cacao (2), tea (3), enset (4) chat (5) others (6) specify:					
				consumption	market
Do you have debts	yes	no	% production		
Cropping season: Meher (1), belg (2),					
Crops planted during this season	variety (local=1, improved=0)		quantity (kg)	source*	seed rate (kg/acre)
*: 1 =own prod., 2 = market, 3 = gift from family, friend or neighbor, 4 = kit from FAO or IP, 5 = other NGO / govt.					

Seeds and tools distribution - *First phase (cont.)*

Related to FAO or IP packet:			from which IP (name)		
What quantities did you get of crop1 seeds Kg., crop2		Kg., crop3	Kg,		
How many kinds / types of vegetable seeds did you get:			Which tools you got:		
When did you receive these items (date)				was it on time? Yes / No	
When did you plant the seeds (date): main crops:					
How were items used	% planted	% eaten	% in stock	% sold or paid debt	% exchanged for
crop1					
crop2					
crop3					
If training was given					
Did you receive or attend training sessions: Yes / No					
When was the training done: before distribution (1), after distribution (2), along the cropping period (3)					
Who gave the training sessions:					
Mention three issues which were the most important to you:					
If Vouchers were distributed					
Xix you get a voucher: yes / no		What was the value of the voucher:		ETB	
Did you use the voucher: yes / no		How did you use the voucher:			
exchanged for cash (1), used for seeds (2), used for tools (3), used for seeds & tools (4), used for something else (5), specify……..					
What kind and quantity of seeds did you receive:					
Which kind and quantity of tools did you receive:					
Do you prefer to get vouchers instead of direct seed / tools distribution: yes / no					
Why, explain:					

Second phase

Crop performance during growing period
of the agricultural inputs programs

GENERAL DATA

Should be addressed to the head of a family
Name of surveyor: Date: / /
Geographic data:
Region: Zone: Questnr.:
Woreda: Kebele:

HOUSEHOLD ECONOMIC DATA

Relationship of the respondent: self (1), spouse (2), child (3), parent (4), other (5), specify……..
Household data: Clan: Subclan: Dala name:

Number of Adults (above 16 years) in HH:	Men:		Women:	
Number of children (below 16 years) in HH:	Boys:		Girls:	

Household economy data:
Type of household: settled farmers (1), agropastoralists (2), pastoralists (3)
Main income source: livestock (1), agriculture (2), daily labour (3), trading & shop (4), employed (salaried) (5),
hunting / gathering (6), remittances (7), external (NGO, gov.) support (8), internal (clan / dala) support (9), other (10), specify……

Total nbr. of camels		Nr. of Cattle		Nr. of horses	
Total nbr. of sheep		Nr. of goats		Nr. of chicken	
Total nbr. of donkeys		Nr. of mules		Nr. of beehives	

Land available for cropping during last season (rainfed)		ha	irrigated	ha
Acquired land:own land	ha,	rented	ha, for how much	Birr
borrowed for free	ha,	share cropping:	ha, for how much	% harvest
Garden with vegetables	yes	no		

Plantation surface: ha, of which crop: coffee (1), cacao (2), tee (3), enset (4) chat (5) others (6) specify:
Garden with vegetables yes no
Do you have debts yes no

	consumption	market
% production		

Agricultural practices	crop1		crop2		crop3	
	FAO	local	FAO	local	FAO	local
Variety						
Land preparation by ox plough						
Land preparation with hoe						
Sowing (kg seeds/acre)						
Sowing pattern: broadcast (1), in lines (0)						
Crop stand: mixed (1), pure (0)						
Germination rate: poor / low / good / excellent						
Resistance to logging: poor / low / good / excellent						
Resistance to pests: poor / low / good / excellent						
Resistance to diseases poor / low / good / excellent						
Performance of the crop: poor / low / good / excellent						
Resistance to dry spell / drought: poor/low/good/excellent						

Third phase

Crop monitoring and harvest evaluation

GENERAL DATA

Should be addressed to the head of a family

Name of surveyor: Date: / /

Geographic data:

Region: Zone: Questnr.:

Woreda: Kebele:

HOUSEHOLD ECONOMIC DATA

Relationship of the respondent: self (1), spouse (2), child (3), parent (4), other (5), specify……..

Household data: Clan: Subclan: Dala name:

Number of Adults (above 16 years) in HH:	Men:		Women:	
Number of children (below 16 years) in HH:	Boys:		Girls:	

Household economy data:

Type of household: settled farmers (1), agropastoralists (2), pastoralists (3)

Main income source: livestock (1), agriculture (2), daily labour (3), trading & shop (4), employed (salaried) (5), hunting / gathering (6), remittances (7), external (NGO, gov.) support (8), internal (clan / dala) support (9), other (10), specify……

Total nbr. of camels		Nr. of cattle		Nr. of horses	
Total nbr. of sheep		Nr. of goats		Nr. of chicken	
Total nbr. of donkeys		Nr. of mules		Nr. of beehives	

Land available for cropping during last season (rainfed)		ha	irrigated	ha	
Land ownership:own land	ha,	rented	ha, for how much	Birr	
borrowed for free	ha,	share cropping:	ha, for how much	% harvest	
Garden with vegetables	yes	no			
Plantation surface: ha, of which crop: coffee (1), cacao (2), tee (3), enset (4) chat (5) others (6) specify:					
Garden with vegetables	yes	no			
Do you have debts	yes	no			

	consumption	market
% production		

Agricultural practices	crop1		crop2		crop3	
	FAO	own	FAO	own	FAO	own
variety (improved / local)						
Quantity planted						
Frequency of weeding over the growing period						
Overall crop performance: poor / low / good / excellent						
Resistance to diseases: poor / low / good / excellent						
Resistance to pests: poor / low / good / excellent						
Resistance to birds attack: poor / low / good / excellent						
Resistance to dry spell / drought: poor/low/good/excellent						
Was the rainfall satisfactory: Yes/No						
Quantity harvested						

Othercrops planted during the year	type	variety	quantity
OtherCrop1			
OtherCrop2			
OtherCrop3			
OtherCrop4			
OtherCrop5			

Total grain production on farm		
Total cassava production on farm		
Total ensept production on farm		
Total sweet potato / irish potatoe production on farm		
Total food aid received		
Total amount of grain and tuber crops purchased		
Grain / tuber crops reimbursements (for land, oxen, labour rent)		

4.3 Livestock treatment/vaccination campaigns

Vaccination & treatment of livestock by FAO in Ethiopia

Should be addressed to the head of a family

Name of surveyor: Date: / /

Geographic data:

Region: Zone: Questnr.:

Woreda: Kebele:

Relationship of the respondent: self (1), spouse (2), child (3), parent (4), other (5), specify……..

Household data: Clan: Subclan: Dalla:

Number of Adults (above 16 years) in HH:	Men:	Women:	
Number of children (below 16 years) in HH:	Boys:	Girls:	

Household economy data:

Type of household: settled farmers (1), agropastoralists (2), pastoralists (3)

Income source: livestock (1), agriculture (2), daily labour / wages (3), trading & shop keepers (4), employed (salaried) (5), remittances from migrants living abroad (6), hunting / gathering (7), fishing (8), external support (9), clan (internal) support (10), other (11), specify…….

Nr. of camels		Nr. of Cattle		Nr. of horses	
Nr. of sheep		Nr. of goats		Nr. of chicken	
Nr. of donkeys		Nr. of mules		Nr. of beehives	

Herd structure	camels female		camel male	cows		male cattle
young animals						
mature animals		milding stage:			milding stage:	
old animals						

Have you cropped land over the last year: yes / no

Have you lost animals in the last year:

Kind of animals lost	Nbrs of camels and reasons (see codes)	Nbrs of cattle and reasons (see cod	Nbrs sheep/goats and reasons (see cod
Lost (*)			
Sold			

*Codes: diseases (1), lack of food (2), lack of water (3), looting / theft (4), predators (hyenas, lions) (5), lost (6), slaughter (7), gifts (8), others (9), specify: ……

Importance of diseases in normal year:

Rank diseases in priority (pairwise ranking)

(rank)	Camel	Cattle	sheeps/goats
Endoparasites			
Ectoparasites			
Anhrax			
PPR			
CBPP			
Trypanosomiasis			
CCPP			
FDM			
Pateurellosi			

Importance of diseases in this drought period:

Rank diseases in priority (paire wise ranking)

(rank)	Camel	Cattle	sheeps/goats
Endoparasites			
Ectoparasites			
Anthrax			
PPR			
CBPP			
Trypanosomiasis			
CCPP			
FDM			
Pateurellosi			

How many animals were vaccinated:

Vaccine	Camel	Cattle	sheeps/goats
Anthrax			
Black leg			
Pateurellosis			
PPR			
LSD			
CBPP /CCPP			

Are the vaccinated animals better off than not vaccinated animals?	yes / no	yes / no	yes / no

Livestock treatment/vaccination campaigns (cont.)

How many animals were treated:	Treatments	Camel	Cattle	sheeps/goats
	Anthelmintic			
	Acaricide			
Are the treated animals better off than not treated animals?		yes / no	yes / no	yes / no
	Trypanocide			
	Antibiotic			
Had the treatment some effects on the animals:		yes / no	yes / no	yes / no

How have the animals improved through the treatments per kind of animal: use one of the following ranking parameters: poor (1), fair (2), good (3), excellent (4)

	Camel	Cattle	sheeps/goats
Survival rate difference between treated /vaccinated animlas compared to not			
Stronger consitution			
better possibility for selling			
Better health, less affected by diseases			
Increased milk production and reproduction willingness			

4.4 Watershed management interventions

First phase

Watershed management first phase					
GENERAL DATA					
Should be addressed to the head of family					
Name of surveyor:				Date: / /	
Geographic data:					
Region:	Zone:			Questnr.:	
Woreda:	Kebele:		Village:		
Agroecological zone: highland (1), midland (2), lowland (3),					
HOUSEHOLD ECONOMIC DATA					
Relationship of the respondent: self (1), spouse (2), child (3), parent (4), other (5), specify……..					
Household data:	ethnic groups		caste		
Number of Adults (above 16 years) in HH:		Men:		Women:	
Number of children (below 16 years) in HH:		Boys:		Girls:	
Household economy data:					
Type of residence: resident (1), resettled by government (2), immigrant spontaneous (3)					
Type of household: settled farmers (1), transhuman / part of family settled (2), nomade (3)					
Main income source: livestock (1), agriculture (2), daily labour (3), trading & shop (4), employed (salaried) (5),					
hunting / gathering (6), remittances (7), external (NGO, gov.) support (8), internal (clan / dala) support (9), other (10), specify……					
Total nbr. of camels		Nr. of Cattle		Nr. of horses	
Total nbr. of sheep		Nr. of goats		Nr. of chicken	
Total nbr. of donkeys		Nr. of mules		Nr. of beehives	
Land available for cropping during last season (rainfed)		ha	irrigated		ha
Acquired land:own land	ha,	rented	ha, for how much		Birr
borrowed for free	ha,	share croping:	ha, for how much		% harvest
Garden with vegetables	yes	no			
Plantation surface: ha, of which crop: coffee (1), cacao (2), tea (3), enset (4) chat (5) others (6) specify:					
				consumption	market
Do you have debts	yes	no	% production		
What has changed over the last 10 years:					
Parameters:	less	more	equal	reasons for change	
Rain					
Fertility					
Land tenure					
Forest					
Land cultivation practices					
Fallow length					
Communal grazing land					
Disease infestation pressure					
Labour availability					
Income sources					
Expenditures					
Crop composition					
Livestock importance					
Production					
Are those changes positive (1), negative (2), makes the same (3)					
Is there a need to do something due to these changes: Yes / No					
What can or are you or the community doing to face these changes:					
If you are the owner of the land (land certification), would you change something in your relationship to the land:					
Parameters:	yes	no	Why		
Change cultivation practice					
Diversify crops					
Plant trees for firewood					
Farm tree conservation					
Use inputs differently					
Use slopes differently					
Set up plantations					
Invest in soil fertility					

Second phase

Watershed management second phase

GENERAL DATA

Should be addressed to the head of family
Name of surveyor: Date: / /
Geographic data:
Region: Zone: Questnr.:
Woreda: Kebele: Village:
Agroecological zone: highland (1), midland (2), lowland (3),

HOUSEHOLD ECONOMIC DATA

Relationship of the respondent: self (1), spouse (2), child (3), parent (4), other (5), specify……..
Household data: Ethnic: Caste:

Number of Adults (above 16 years) in HH:	Men:		Women:	
Number of children (below 16 years) in HH:	Boys:		Girls:	

Household economy data:
Type of residenc: resident (1), resettled by government (2), immigrant spontaneous (3)
Type of household: settled farmers (1), agropastoralists (2), pastoralists (3)
Main income source: livestock (1), agriculture (2), daily labour (3), trading & shop (4), employed (salaried) (5), hunting / gathering (6), remittances (7), external (NGO, gov.) support (8), internal (clan / dala) support (9), forest products (10), other (11) specify..

Total nbr. of camels		Nr. of Cattle		Nr. of horses	
Total nbr. of sheep		Nr. of goats		Nr. of chicken	
Total nbr. of donkeys		Nr. of mules		Nr. of beehives	

Land available for cropping during last season (rainfed)		ha	irrigated	ha
Acquired land:own land	ha,	rented	ha, for how much	Birr
borrowed for free	ha,	share cropping:	ha, for how much	% harvest
Garden / homestead plantation	yes	no		
Plantation surface: ha, of which crop: coffee (1), cacao (2), tea (3), enset (4) chat (5) others (6) specify:				

		consumption	market
Do you have debts yes no	% production		

Did you change some natural resource management practices since the project was implemented: yes / no
What main changes did you make: 1 2 3 4
Was there a change in situation of land ownership: yes / no Which one:
Are you planting now more crops than before the project started: yes / no
What are the new crops planted:

annual:	
perennial:	

Did you adopt other ways for production:

mixed cropping: yes / no	reduce slash and burn: yes / no
agroforests: yes / no	longer fallows: yes / no
more intercropping: yes / no	more attention to soil fertility: yes / n
more plantation: yes / no	exploitation of NTFP: yes / no

Did the exploitation of Non Timber Forest Products (NTFP) change with the project: more (1), less (2), same as before (3)
What are these changes:
Has the income from the NTFP change: more (1), less (2), same as before (3)
Can you exploit any quantities of the NTFP: yes / no Why not:
Did you imlement some sustainable watershed management practices:

	planting trees: yes / no
erosion control: yes / no	more planatations: yes / no
	other sources of income: yes / no

Are there watershed management groups in your Kebele: yes / no How many WSMG:
Are you member of a WSMgroup: yes / no Why not / yes:
Are there forest management groups in your Kebele: yes / no How many FMG:
Are you member of a FMgroup: yes / no Why not / yes:
What are the advantages of these groups:
Since the project started did you se changes related to land disputes: more often (1), same as before (2) less (3)
Since the project started did you see changes related to deforestation: more (1), same as before (2) less (3)

4.5 Community Animal Health Worker (CAHW) services establishment

Addressed to CAHWs

Community Animal Worker Health Services establishment by FAO in Ethiopia
Addressed to the CAWHs

Name of surveyor: Date: / /
Geographic data:
Region: Zone: Questnr.:
Woreda: Kebele:

Household data: Clan: Subclan: Dalla / Hammlet:

Number of Adults (above 16 years) in HH:	Men:	Women:	
Number of children (below 16 years) in HH:	Boys:	Girls:	

Household economy data:
Type of household: settled farmers (1), agropastoralists (2), pastoralists (3)
Income source: livestock (1), agriculture (2), daily labour / wages (3), trading & shop keepers (4), employed (salaried) (5), remittances (6), hunting / gathering (7), fishing (8), external support (9), clan support (10), other (11), specify

Nr. of camels		Nr. of Cattle		Nr. of horses	
Nr. of sheep		Nr. of goats		Nr. of chicken	
Nr. of donkeys		Nr. of mules		Nr. of beehives	

Herd structure	camels female		camel male	cows		male cattle
young animals (calves)						
mature animals		milking stage			milking stage	
old animals						

Have you croped land over the last year: yes / no

When did you get the CAHW training (date): Name of organization that trained you:
Did you get a kit from the same organization: yes / no How is the kit: poor (1), faire (2), good (3), excellent (4)
Since when did you start to deliver services in your community (date):
Which Kebeles are you covering, give list:
How many hammlets are you covering in total: How many households are you covering in total:
How many animals have you treated over the last three months: Camels cattle
horses/mules/donkeys: sheep goats
What was the total value of drugs received at the begining of the service:.....Birr
In the last three months, how much have you spent on ustensils & tools:.....Birr
In the last three months, how much have you spent for drug purchases:.....Birr
In the last three months, how much have you spent for other items:.....Birr Give examples:
How much are you getting per week in average for your CAHW service:.....Birr
Do you have other sources of income, aside your livestock: agriculture: yes / no; daily labour: yes / no; trading: yes / no; external support: yes / no
Are you reporting to the pharmacist: yes / no How often: times in a week / month / quarter of a year
What are the constraints faced for reporting: lack of reporting material (1), lack of time (2), transport (3), lack of knowledge (4), others (5) specify..
Do the herders receive animal health service by somebody else: yes / no By who: other CAHW (1), public vet. (2), non official (3), other (4)
Why are the herders going to other service provider: cheaper drugs (1), better service (2), more drug availability (3), more confident (4), always available (5), other (6), specify

What type of drugs are mostly sold:	1	2	3	4	5
	6	7	8	9	10

Do you get the needed drugs from the pharmacist: yes / no

What drugs are mostly missing:	1	2	3	4	5

How often are you going to the pharmacist: times in a week / month / quarter of a year
Is the pharmacist coming to visit you: yes / no How often: times in a week / month / quarter of a year
Which are the major constraints you face for doing your work:

shortage of drugs: yes / no	other animal health worker: yes / no
prices of drugs: yes / no	lack of time: yes / no
lack of awareness by community: yes / no	lack of transport: yes / no
lack of trust by community: yes / no	too many requests: yes / no
poor quality of drugs: yes / no	

Did you receive refresher training: yes (1) / no (o) How many training sessions:
List the drugs which he/she has in his/her kit (availability, quantity and date of expiry)

Addressed to pharmacists

Community Animal Worker Health Services establishment by FAO in Ethiopia
Addressed to pharmacy owner / employee

Name of surveyor: Date: / /
Geographic data:
Region: Zone: Questnr.:
Woreda: Kebele:

Household data: Clan: Subclan:
Name of interviewed person: Are you: owner (1), full time employee (2), part time employee (3), other (4), specify:
Name of pharmacy: Name of supporting institution / NGO:
Is the supporting NGO still visiting your pharmacy: yes / no How often: times a week / month / quarterly
When you get a visit, what do they look at: controling reports of CAHW (1), look at the drugs (2), inform (3), supervision (4), other (5), specify:
If owner, is the pharmacy the only source of income: yes / no

Type of pharmacy:	since when existing
newly established (1),	(date)
already existing (2)	(date)

Which other income sources do you have:	agriculture: yes / no
	livestock: yes / no
	trading: yes / no
	employment: yes / no

(for sale person) Are you paid depending on value of drugs sold: yes / no How much: Birr per week / month other (5), specify:
Which is your professional level: veterinarian (1), animal health assistant (2), animal health technician (3), non (4), other (5) specify:
Is or was the owner a governmental employee: yes / no Has he left the govenment employment: yes (1) / no (0)
Since when he/she left position as an government employee: (date)
What was the total value of the drugs when the pharmacy was opened: Birr
Did you receive all the allocated inputs from the governmental institution or NGO as foreseen: yes / no If no, why:
Has the owner contributed something to the pharmacy: yes / no
Expenditures: for renovation: Birr For drugs: Birr For other items: Birr
How many CAHW are buying drugs at this pharmacy: How often are they coming: times a week / month / quarterly
From which Kebeles are they coming (give list):
How many reports are you collecting each month on average: Have you got training on how to use those reports: yes / no
Has the bussines changed since you are getting support: yes / no and how much: poor (1), fair (2), good (3), excellent (4)
Were the management and business skill training useful: not at all (1), somehow (2), quite good (3), very good (4)
Are the recordings, stock and bin cards, case book useful: not at all (1), somehow (2), quite good (3), very good (4)

Addressed to herders

Community Animal Worker Health Services establishment by FAO in Ethiopia
Addressed to the herders (Beneficiaries)

Name of surveyor: Date: / /
Geographic data:
Region: Zone: Questnr.:
Woreda: Kebele:
Relationship of the respondent: self (1), spouse (2), child (3), parent (4), other (5), specify……..
Household data: Clan: Subclan: Dalla / Hammlet:

Number of Adults (above 16 years) in HH:	Men:		Women:
Number of children (below 16 years) in HH:	Boys:		Girls:

Household economy data:
Type of household: settled farmers (1), agropastoralists (2), pastoralists (3)
Income source: livestock (1), agriculture (2), daily labour / wages (3), trading & shop keepers (4), employed (salaried) (5), remittances from abroad (6) hunting / gathering (7), fishing (8), external support /aid (9), clan support (10), natural resources (11), other (12) specify:

Nr. of camels		Nr. of Cattle		Nr. of horses	
Nr. of sheep		Nr. of goats		Nr. of chicken	
Nr. of donkeys		Nr. of mules		Nr. of beehives	

Herd structure	camels female		camel male	cows		male cattle
young animals (calves)						
mature animals		milking stage			milking stage	
old animals						

Did you crop land over the last year: yes / no
Did you get some service from CAHW yes / no How often in the last three months: ……..
Which kind of services did you receive:

	information / awareness: yes / no	castration: yes / no	
treatments: yes / no	vaccinations: yes / no	other, specify	

Quality of services provided by the CAHW: poor (1), fair (2), good (3), excellent (4)
Quality of drugs used by CAHW: poor (1), fair (2), good (3), excellent (4)
Availability of drugs from CAHW: poor (1), faire (2), good (3), excellent (4)
Price of drugs from CAHW: cheap (1), reasonable (2), expensive (3), unaffordable (4)
Did you switch from using traditional practitioner (with traditional drugs) to CAHW since he/she is available; yes / no
Do you go to other services than the assigned CAHW: yes / no
To who: other CAHW (1), private veterinary (2), public animal health worker (3), non registered animal health worker (4), traditional person (5)
If yes, why: cheaper drugs (1), better service (2), more drug availability (3), more confident (4), always available (5), other (6), specify ……
Where is this service based: in own hammlet (1), in own Kebele (2), in other Hammlet (3), in other Kebele (4), other (5) specify

Rank the various animal health services available	CAHW	non official	public	private	other, specify: traditional
1 = best up to 5 = lowest					

Do you get all types of drugs according to your needs: yes / no
What drugs are missing: 1 2 3 4 5
6 7 8 9 10
Has the livestock disease situation change since the presence of a CAHW: yes / no How: improved (1), worses (2), same (3),
What are the effects of these changes:

diseases: increased / decreased/ same;	maket price of livestock (1year old): increased / reduced / same
losses of animals: increased / decreased / same;	readiness for reproduction: earlier / delayed / same
strength of animals: increased / decreased / same;	meat & milk production: increased / decreased / same
quality of skin: better / worse / same	

Has the livestock productivity change since the presence of CAHW: yes / no By how much: poor (1), faire (2), good (3), excellent (4)
Is there any direct effects on your living conditions since the CAHW is present in your community:

additional income: yes / no	able to send more children to school: yes / no
less expenditures on animal drugs: yes / no	more meat & milk production: yes / no
better human health: yes / no	

What geographical area does CAHW cover within the community: Whole (1), majority (2), half (3), minority (4)
Why is the CAHW not covering the whole community: lack of drugs (1), lack of transport (2), no need in whole community (3), not motivated (4), other (5)
Are the CAHW getting supervision: yes / no By who: district officials (1), NGO (2), pharmacist (3), pastoralist association official (4), other (5), specify:

4.6 Destocking and restocking interventions

Destocking

De-stocking by FAO in Ethiopia

Should be addressed to the head of a family
Name of surveyor: Date: / /
Geographic data:
Region: Zone: Questnr.:
Woreda: Kebele:

Household data: Clan: Subclan: Dalla:
Name of head of household:
Relationship of the respondent: self (1), spouse (2), child (3), parent (4), other (5), specify……..

Number of Adults (above 16 years) in HH:	Men:		Women:	
Number of children (below 16 years) in HH:	Boys:		Girls:	

Household economy data:
Type of household: settled farmers (1), agropastoralists (2), pastoralists (3)
Income source: livestock (1), agriculture (2), daily labour / wages (3), trading & shop keepers (4), employed (salaried) (5), remittances (6), hunting / gathering (7), fishing (8), external support (9), clan support (10), other (11), specify

Nr. of camels		Nr. of Cattle		Nr. of horses	
Nr. of sheep		Nr. of goats		Nr. of chicken	
Nr. of donkeys		Nr. of mules		Nr. of beehives	

Herd structure	camels female	camel male	cows	male cattle
young animals				
mature animals	on milk:		on milk:	
old animals				

Have you cropped land over the last year: yes / no

Have you lost / sold animals in the last year:

Kind of animlas	Nbrs of camels and reasons (see codes)	Nbrs of cattle and reasons (see codes	Nbrs sheep/goats and reasons (see codes
Lost (*)			
Sold			

*Codes: diseases (1), lack of food (2), lack of water (3), looting / theft (4), predators (hyenas, lions) (5), lost (6), slaughter / own consumption (7), gifts (8), others (9) spe

Numbers/kind of livestock destocked	goats	sheep	cattle	camels		
Through slaughter by your own						
Through selling by your own						
What price would be the normal one						
What price you got during destocking						
Through organisation intervention						
What kind of de-stocking						
What price did you got per animal						

Give main reasons for de-stocking and prioritize them: 1st: 2nd:
3rd: 4th:

How did you use the generated cash:
purchase of food (1), purchase of feed (2), purchase of concentrated feed (3), pay debts (4), make savings (5), others (6) specify…….

Restocking

Re-stocking by FAO in Ethiopia

Should be addressed to the head of family
Name of surveyor: Date: / /
Geographic data:
Region: Zone: Questnr.:
Woreda: Kebele:

Household data: Clan: Subclan: Dalla:
Name of head of household:
Relationship of the respondent: self (1), spouse (2), child (3), parent (4), other (5), specify……..

Number of Adults (above 16 years) in HH:	Men:		Women:	
Number of children (below 16 years) in HH:	Boys:		Girls:	

Household economy data:
Type of household: settled farmers (1), agropastoralists (2), pastoralists (3)
Income source: livestock (1), agriculture (2), daily labour / wages (3), trading & shop keepers (4), employed (salaried) (5), remittances (6), hunting / gathering (7), fishing (8), external support (9), clan (internal) support (10), other (11), specify……

Nr. of camels		Nr. of Cattle		Nr. of horses	
Nr. of sheep		Nr. of goats		Nr. of chicken	
Nr. of donkeys		Nr. of mules		Nr. of beehives	

Herd structure	camels female		camel male	cows		male cattle
young animals						
mature animals		milking stage			milking stage	
old animals						

Didyou cropd land over the last year: yes / no

Did you lose / sell animals during the last year:

Type of animals	Nbrs of camels and reasons (see codes)	Nbrs of cattle and reasons (see codes)	Nbrs sheep/goats and reasons (see codes)
Lost (*)			
Sold			

*Codes: diseases (1), lack of food (2), lack of water (3), looting / theft (4), predators (hyenas, lions) (5), lost (6), slaughter / own consumption (7), gifts (8), others (9) specify:

Numbers of livestock received	goats	sheep	cattle	camels		
family						
extended family						
clan						
humanitarian organisation (NGO, FAO)						
governmental institution						
external person (private)						

Type of livestock received	goat / sheep		camels		cattle	
	received	lost	received	lost	received	lost
female						
male						
Off springs						
Why have you lost animals, see codes*						

* diseases (1), starvation (2), theft (3), raid by armed militia (4), weak from transport (5), to pay off debts (6), other (7) specify……
How will you use the off springs: sell (1), give it to an other member of community (2), keep it for breeding (3), eat it (4), other (5) specify ……
What will you do with the first received animal: sell (1), keep it for breeding (2), eat it (3), other (4) specify ……
How have the animals been performing during their growth : poor (1), fair (2), good (3), very good (4)
How are you keeping the animals: zero grazing (1), open range grazing (2), grazing by tethering (3)
Have you been making or buying feed for the animals: Yes / No
Which are the main problems you faced with the animals: diseases: Yes / No, parasites: Yes / No, lack of fodder: Yes / No, lack of water: Yes / No, theft: Yes / No, lack of gazing area: Yes / No, lack of shelter: Yes / No, other specify……..
Have you treated sick animals: Yes / No What type of treatment did you give: local herbs (1), veterinary drugs (2)
Who treated the animals: yourself (1), member of family (2), somebody from village (3), veterinary doctor (4), CAHW (5), other (6) specify……
For what did you have expenditures due to the animals, for: feed (1), grazing land (2), treatment (3), shelter (4), herder (5), other (6) ……
What amount did you spend in the last half a year: ETB

4.7 Animal distribution

Two months after distribution

Livestock distribution program						
2 months after distribution						
Name of surveyor:				Date: / /		
Name of Implementing Partner Organisation:						
Geographic data:						
District:	County:					
Subcounty:	Village or Camp:			Questionnaire number		
Household data:						
Head of Household (Name):						
Relationship of the respondent: self (1), spouse (2), child (3), parent (4), other (5), specify……..						
Type of household: resident (1), returnee (2), IDP (3)						
Since when are you in the Camp (for IDP) or back home (for returnee): years / month						
How far is your place of origin or normal residence: less or equal 5 km (1), between 5 km and 15 km (2), 15 km and more (3)						
Type of head of household: normal (1), women (2), child (3),						
Specify head of household: handicaped (1), social case (2), better off HH (3), HIV / AIDS affected (4), widow/widower (5), elderly (6)						
Number of Adults (above 18 years) in HH:		Men:		Women:		
Number of children (below 18) in HH:		Boys:		Girls:		
Household economy data:						
Main income source: agriculture (1), livestock (2), daily labour (3), trading & shop keepers (4), employed (salaried) (5),						
	remittances (6), artisans (7), fishing (8), social support (9)					
Nr. of chicken			Nr. of Cattle			
Nr. of ducks			Nr. of goats			
Nr. of pigeon			Nr. of sheep			
Nr. of pigs						
Land available for cropping during this season		acres				
Acquired land:own land	acres	rented	acres, for how much	UGS		
borrowed for free	acres	share cropping:	acres, for how much	% harvest		
Garden with vegetables	yes	no				
Do you have debt: Yes / No	How much:		Ugandan Shilling			
Type of livestock	goat		piglets		cattle	
	received	lost	received	lost	received	lost
female						
male						
Why have you lost animals, see codes*						
* diseases (1), parasites (2), theft (3), raid by LRA (4), weak from transport (5), other (6) specify……						
Did you receive the livestock to the group (1) or to individuals						
When did you receive the animals (Indicate date or month)						
Do you think the timing for distribution of animal was good: Yes / No						
Why the timing was not good: lack of water (1), lack of feed / grass (2), lack of grazing area (3), lack of shelter (4), other (5) specify……..						
How was appearance of animal when received:			bad looking	fairly good looking	good looking	very good looking
		goats				
		piglets				
		oxen				
Did you get any training on management / health / feeding of the animals: Yes / No						
When was the training given: before distribution (1), after distribution (2)						
Mention five points which you think are the most important during the training:						
A)	B)		C)	D)		E)

Nine months after distribution

Livestock distribution program

9 months after distribution

Name of surveyor:				Date: / /	
Name of Implementing Partner Organisation:					
Geographic data:					
District:	County:				
Subcounty:	Village or Camp:			Questionnaire number	
Household data:					
Head of Household (Name):					
Relationship of the respondent: self (1), spouse (2), child (3), parent (4), other (5), specify……..					
Type of household: resident (1), returnee (2), IDP (3)					
Since when are you in the Camp (for IDP) or back home (for returnee): years / month					
How far is your place of origin or normal residence: less or equal 5 km (1), between 5 km and 15 km (2), 15 km and more (3)					
Type of head of household: normal (1), women (2), child (3),					
Specify head of household: handicapped (1), social case (2), better off HH (3), HIV / AIDS affected (4),					
	widow/widower (5), elderly (6)				
Number of Adults (above 18 years) in HH:		Men:		Women:	
Number of children (below 18) in HH:		Boys:		Girls:	
Household economy data:					
Main income source: agriculture (1), livestock (2), daily labour (3), trading & shop keepers (4), employed (salaried) (5),					
	remittances (6), artisans (7), fishing (8), social support (9)				
Nr. of chicken			Nr. of Cattle		
Nr. of ducks			Nr. of goats		
Nr. of pigeon			Nr. of sheep		
Nr. of pigs					
Land available for cropping during this season		acres			
Acquired land:own land	acres	rented	acres, for how much	UGS	
borrowed for free	acres	share cropping:	acres, for how much	% harvest	
Garden with vegetables	yes	no			
Do you have debt: Yes / No	How much:		Ugandan Shilling		

Type of livestock	goat		piglets		cattle	
	received	lost	received	lost	received	lost
female						
male						
Off springs						
Why have you lost animals, see codes*						

* diseases (1), parasites (2), theft (3), raid by LRA (4), weak from transport (5), other (6) specify……
How will you use the off-springs: sell (1), give to another member (2), keep for breeding(3), eat it (4), other (5) specify …….
What will you do with the first received animal: sell (1), keep for breeding (2), eat it (3), other (4) specify ……
How were the animals performing during their growth: poor (1), fair (2), good (3), very good (4)
How are you keeping the animals: zero grazing (1), open range grazing (2), grazing by tethering (3)
Have you been making or buying feed for the animals: Yes / No
What are the main problems you faced with the animals: diseases: Yes / No, parasites: Yes / No, lack of fodder: Yes / No,
lack of water: Yes / No, theft: Yes / No, lack of gazing area: Yes / No, lack of shelter: Yes / No, other specify……..
How have you treated sick animals: Yes / No — What type of treatment did you give: local herbs (1), veterinary drugs (2)
Who treated the animals: yourself (1), member of family (2), somebody from village (3), veterinary doctor (4), other (5) specify……
For what did you have expenditures due to the animals, for: feed (1), grazing land (2), treatment (3), shelter (4), herder (5), other (6) ……
What amount did you spend until now: UGS

4.8 Water points for livestock rehabilitation

Rehabilitation of waterpoints for livestock by FAO in Ethiopi

Should be addressed to the head of family (Bura-Aba)
Name of surveyor: Date: / /
Geographic data:
Region: Zone: Questnr.:
Woreda: Kebele:
Relationship of respondent: self (1), spouse (2), child (3), parent (4), other (5), specify……..
Household data: Clan: Subclan: Dalla:

Number of Adults (above 16 years) in HH:	Men:	Women:	
Number of children (below 16 years) in HH:	Boys:	Girls:	

Household economy data:
Type of household: settled farmers (1), agropastoralists (2), pastoralists (3)
Income source: livestock (1), agriculture (2), daily labour / wages (3), trading & shop keepers (4), employed (salaried) (5), remittances (6), hunting / gathering (7), fishing (8), external support (9), clan (internal) support (10), other (11), specify……

Nr. of camels		Nr. of Cattle		nr. of horses		
Nr. of sheep		Nr. of goats		Nr. of chickens		
Nr. of donkeys		Nr. of mules		Nr. of beehives		
Nr. of Camels	camels female on milk	camel female	camel male	cows on milk	cows	male cattle
young animals (calves)						
mature animals (females on milk)						
old animals						

Diod you crop land over the last year: yes / no

Type of water point	Numbers	Conditio	months with water
Shallow wells		poor (1), fair (2), good (3), excellent	
Ponds		poor (1), fair (2), good (3), excellent	
Deep wells		poor (1), fair (2), good (3), excellent	

What kind of water point was rehabilitated: shallow well (1), ponds (2),
Which kind of rehabilitation work was done:

building spill over. Yes /	construct animal trough: yes /
improve access for animals: yes /	build collection ditches: yes /
decrease slope of access: yes /	widening access: yes / n
reduce depth of well: yes /	increase water capacity: yes /
de-silt the ponds: yes /	enlarge pond area: yes /
increase height of pond: yes /	build silt traps: yes /

What was the water level before: what is the water level now after the rehabilitatior
Did you increase frequency of watering for livestock: yes / no; increased the numbers of animals: yes / no; both: yes / no
Nbrs of household using the water point: before: now:
How would you rank the effect of those interventions: poor (1), fair (2), good (3), excellent (4)
How useful are the silt traps: poor (1), fair (2), good (3), excellent (4) Frequency of emptying the silt traps:

Frequency of watering your animals,	BEFORE	AFTER
sheep / Goats		
Cattle		
Donkeys, mules, horses		
Camels		

rehabilitation

Frequency of visits of water points by development agent:
Frequency of water level mesurements by development agent:
How active is the development agent in the community: poor (1), fair (2), good (3), excellent (4)
Are there problems with the water schedule: yes / no, which ones: too long schedule (1), shortage of water (2),
Is the distribution of water done in an equal and fair way: yes / no
What are the causes of non equal distribution:

Were you requested to contribute for the water point rehabilitation: yes / no which form: labour: yes / no cash: yes / no material: yes / no
What kind of material was requested: stones (1), sand (2), cement (3), other (4) specify:……
How often did you have to work on the rehabiliattion:
For how many days each time:
How many persons where involved in the days of labour:

4.9 Fish ponds establishment

After construction

Fish ponds program					
Post construction phase					
Name of surveyor:				Date: / /	
Name of Implementing Partner Organisation:					
Geographic data:		less or equal 5 km (1), between 5 km and 15 km (2), 15 km and more (3)			
District:	County:				
Subcounty:	Village or Camp:			Questionnaire	
				number	
Household data:					
Head of Household (Name):					
Relationship of the respondent: self (1), spouse (2), child (3), parent (4), other (5), specify……..					
Type of household: resident (1), returnee (2), IDP (3)					
Since when have you been in the Camp (for IDP) or back home (for returnee): years / month					
How far is your place of origin or normal residence: less or equal 5 km (1), between 5 km and 15 km (2), 15 km and more (3					
Type of head of household: normal (1), women (2), child (3),					
Specify head of household: handicapped (1), social case (2), better off HH (3), HIV / AIDS affected (4),					
	widow/widower (5), elderly (6)				
Number of Adults (above 18 years) in HH:		Men:		Women:	
Number of children (below 18) in HH:		Boys:		Girls:	
Household economy data:					
Main income source: agriculture (1), livestock (2), daily labour (3), trading & shop keepers (4), employed (salaried) (5),					
	remittances (6), artisans (7), fishing (8), social support (9)				
Nr. of chicken			Nr. of Cattle		
Nr. of ducks			Nr. of goats		
Nr. of pigeon			Nr. of sheep		
Nr. of pigs					
Land available for cropping during this season		acres			
Acquired land:own land	acres	rented	acres, for how much	UGS	
borrowed for free	acres	share cropping:	acres, for how much	% harvest	
Garden with vegetables	yes	no			
Do you have debt: Yes / No	How much:	Ugandan Shilling			
How many members are in the group for fish farming:					
How have you selected the members:					
Did you get training on fish pond construction: yes / no			For how many days in total: days		
did you get support / advice / technical guidance during the fish pond construction: yes / no					
By who: NGO staff (1), facilitator FFS (2), FAO staff (3), others (4) specify……					
Which points did you take into consideration for choosing the site for the construction of the fish pond					
A)	B)		C)	D)	E)
What is the size of your pond:		m^2			
Who was involved in the fish pond construction: group members			Yes / No	family members	Yes / No
daily labours Yes / No		workers paid by NGO	Yes / No	others, specify ……	
How many days did it take to construct this pond:					
How many people were working on average per day:					
Mention five main constraints / problems you encountered during the pond construction:					
A)	B)		C)	D)	E)
Do you had some expenditures during the pond construction: Yes / No				How much in total:	UGS
What type of water source do you have: spring (1), rain (2), river (3), water catchment dam (4),					
How far is the pond from the camp / village:		Km			
Who is the owner of the land where the fish pond is placed: land of a member (1), of the group (2), rented (3),					
from the community (4), from governement (5), borrowed (6), other (7) specify……..					

Six months after construction

Fish ponds program						
Survey 6 months after stocking of fish ponds						
Name of surveyor:				Date: / /		
Name of Implementing Partner Organisation:						
Geographic data:						
District:	County:					
Subcounty:	Village or Camp:			Questionnaire		
				number		
Household data:						
Head of Household (Name):						
Relationship of the respondent: self (1), spouse (2), child (3), parent (4), other (5), specify……..						
Type of household: resident (1), returnee (2), IDP (3)						
Since when are you been in the Camp (for IDP) or back home (for returnee): years / month						
How far is your place of origin or normal residence: less or equal 5 km (1), between 5 and 15 km (2), 15 km and more (3)						
Type of head of household: normal (1), women (2), child (3),						
Specify head of household: handicapped (1), social case (2), better off HH (3), HIV / AIDS affected (4),						
	widow/widower (5), elderly (6)					
Number of Adults (above 18 years) in HH:		Men:		Women:		
Number of children (below 18) in HH:		Boys:		Girls:		
Household economy data:						
Main income source: agriculture (1), livestock (2), daily labour (3), trading & shop keepers (4), employed (salaried) (5),						
	remittances (6), artisans (7), fishing (8), social support (9)					
Nr. of chicken			Nr. of Cattle			
Nr. of ducks			Nr. of goats			
Nr. of pigeon			Nr. of sheep			
Nr. of pigs						
Land available for cropping during this season		acres				
Acquired land:own land	acres	rented	acres, for how much	UGS		
borrowed for free	acres	share cropping:	acres, for how much	% harvest		
Garden with vegetables	yes	no				
Do you have debts: Yes / No	How much:		Ugandan Shilling			
What steps did you do to get a fish harvest:						
A)	B)		C)	D)	E)	
What type of stocking did you make: single / monoculture (1), mixed / polyculture (2)						
What type of fish have you selected / got: Tilapia (1), Catfish (2), ……(3), ……(4)……(5)						
From where did you get the fingerlings:			How many fingerlings did you get:			
Are you feeding the fish: yes / no	What are you giving: sunflower cake (1), cotton cake (2), maize / rice brain (3), other (4), specify					
What quantities of manure are you applying	kg, and how often ……Daily / Weekly / Monthly					
What quantities of sunflower cake are you feeding:	kg, and how often ……Daily / Weekly / Monthly					
What quantities of cotton cake are you feeding:	kg, and how often ……Daily / Weekly / Monthly					
What quantities of cereal bran are you feeding:	kg, and how often ……Daily / Weekly / Monthly					
How often do you weed around the pond:			Daily / Weekly / Monthly			
How often do you check the water level:			Daily / Weekly / Monthly			
How often do you sample the fish for their size:			Daily / Weekly / Monthly			
How often do you check the flow of water:			Daily / Weekly / Monthly			
How often do you check for predators:			Daily / Weekly / Monthly			
How often do you check for leaking of the fish pond:			Daily / Weekly / Monthly			
What type of harvest did you do: partial (1), total (2)						
How did you harvest: hooks (1), baskets (2), seine nets (3), empty pond (4), other (5) specify……..						
How much dide you harvest:	kg / baskets / basins					
How did you use the harvest:	% distributed to members, % eaten, % sold, % other, specify……					
Cash income from sell:	UGS					
Where did you sell the fish:	At the pond site: Yes / No In the village: Yes / No At weekly market in village: Yes / No,					
	In town: Yes / No To bypasser Yes / No To businessman Yes / No					
Have you processed some of the harvest: yes / no What type of processing: sun dried (1), smoked (2), salted (3)						
Give five main problems you faced during the management period						

4.10 Vegetative seedling material distribution (cassava and sweet potatoes)

Post distribution of cassava sticks

Cassava stick distribution program				
Post distribution survey				
Name of surveyor:			Date: / /	
Name of Implementing Partner Organisation:				
Geographic data:				
District:	County:			
Subcounty:	Village or Camp:		Questionnaire	
Household data:				
Head of Household (Name):				
Relationship of the respondent: self (1), spouse (2), child (3), parent (4), other (5), specify……..				
Type of household: resident (1), returnee (2), IDP (3)				
Since when have you been in the Camp (for IDP) or back home (for returnee): years / month				
How far is your place of origin or normal residence:	less or equal 5 km (1), between 5 km and 15 km (2), 15 km and more (3)			
Type of head of household: normal (1), women (2), child (3),				
Specify head of household: handicapped (1), social case (2), better off HH (3), HIV / AIDS affected (4),				
Number of Adults (above 18 years) in HH:	Men:		Women:	
Number of children (below 18) in HH:	Boys:		Girls:	
Household economy data:				
Main income source: agriculture (1), livestock (2), daily labour (3), trading & shop keepers (4), employed (salaried) (5),				
	remittances (6), artisans (7), fishing (8), social support (9)			
Nr. of chicken			Nr. of Cattle	
Nr. of ducks			Nr. of goats	
Nr. of pigeon			Nr. of sheep	
Nr. of pigs				
Land available for cropping during this season		acres		
Acquired land: own land	acres	rented	acres, for how much	UGS
borrowed for free	acres	share cropping:	acres, for how much	% harvest
Garden with vegetables	yes	no		
Do you have debt: Yes / No	How much:		Ugandan Shilling	
How many sticks did you receive:				
How many sticks did you plant out of the received vines:				
Why dide you agree to take these sticks:				
Do you know what variety you got:				
Which advandages do you see in getting new varieties				
How did you prepare the land: by hoes (1), by oxen (2)				
How have they established: poor (1), fair (2), good (3), excellent (4)				
Was the distribution made on time: yes / no				
If not: was it too late (1), too early (2), others (3) specify:……..				

After cassava harvest

Cassava sticks distribution program				
Post harvest phase survey				
Name of surveyor:			Date: / /	
Name of Implementing Partner Organisation:				
Geographic data:				
District:	County:			
Subcounty:	Village or Camp:		Questionnaire	
			number	
Household data:				
Head of Household (Name):				
Relationship of the respondent: self (1), spouse (2), child (3), parent (4), other (5), specify……..				
Type of household: resident (1), returnee (2), IDP (3)				
Since when have you been in the Camp (for IDP) or back home (for returnee): years / month				
How far is your place of origin or normal residence: less or equal 5 km (1), between 5 km and 15 km (2), 15 km and more (3)				
Type of head of household: normal (1), women (2), child (3),				
Specify head of household: handicapped (1), social case (2), better off HH (3), HIV / AIDS affected (4),				
Number of Adults (above 18 years) in HH:	Men:		Women:	
Number of children (below 18) in HH:	Boys:		Girls:	
Household economy data:				
Main income source: agriculture (1), livestock (2), daily labour (3), trading & shop keepers (4), employed (salaried) (5),				
	remittances (6), artisans (7), fishing (8), social support (9)			
Nr. of chicken			Nr. of Cattle	
Nr. of ducks			Nr. of goats	
Nr. of pigeon			Nr. of sheep	
Nr. of pigs				
Land available for cropping during this season		acres		
Adquire land: own land	acres	rented	acres, for how much	UGS
borrowed for free	acres	share cropping:	acres, for how much	% harvest
Garden with vegetables	yes	no		
Do you have debt: Yes / No	How much:	Ugandan Shilling		
What difficulties did you encounter growing the cassava:				
1)…….				
2)…….				
3)…….				
How has the crop performed in general: poor (1), fair (2), good (3), excellent (4)				
How many sticks dide you plant in total				
How was the harvest: poor (1), fair (2), good (3), excellent (4)				
How was the resistance of this variety to pests : poor (1), fair (2), good (3), excellent (4)				
How was the resistance of this variety to diseases : poor (1), fair (2), good (3), excellent (4)				
How large was you tuber harvest per plant: basins, kg				
How many plants did you harvest up to now:				

Post distribution of sweet potatoes vines

Sweet potato vines distribution program				
Post distribution survey				
Name of surveyor:			Date: / /	
Name of Implementing Partner Organisation:				
Geographic data:				
District:	County:			
Subcounty:	Village or Camp:		Questionnaire	
Household data:			number	
Relationship of the respondent: self (1), spouse (2), child (3), parent (4), other (5), specify……..				
Head of Household (Name):				
Type of household: resident (1), returnee (2), IDP (3)				
Since when have you been in the Camp (for IDP) or back home (for returnee): years / month				
How far is your place of origin or normal residence	less or equal 5 km (1), between 5 km and 15 km (2), 15 km and more (3)			
Type of head of household: normal (1), women (2), child (3),				
Specify head of household: handicapped (1), social case (2), better off HH (3), HIV / AIDS affected (4),				
	widow/widower (5), elderly (6)			
Number of Adults (above 18 years) in HH:	Men:		Women:	
Number of children (below 18) in HH:	Boys:		Girls:	
Household economy data:				
Main income source: agriculture (1), livestock (2), daily labour (3), trading & shop keepers (4), employed (salaried) (5),				
	remittances (6), artisans (7), fishing (8), social support (9)			
Nr. of chicken			Nr. of Cattle	
Nr. of ducks			Nr. of goats	
Nr. of pigeon			Nr. of sheep	
Nr. of pigs				
Land available for cropping during this season		acres		
Acquired land: own land	acres	rented	acres, for how much	UGS
borrowed for free	acres	share cropping:	acres, for how much	% harvest
Garden with vegetables	yes	no		
Do you have debt: Yes / No	How much:		Ugandan Shilling	
How many vines did you receive:				
How many heaps did you plant out of the received vines:				
Why did you agree to take those vines				
Do you know what variety you got:				
What are the advandages of getting new varieties				
How didyou prepare the land: by hoes (1), by oxen (2)				
How many vines did you put into each heap: per heap				
How did they pick up: poor (1), faire (2), good (3), excellent (4)				
Was the distribution made on time: yes / no				
If not: was it too late (1), too early (2), others (3) specify:……..				

After harvest of sweet potatoes

Sweet potato vine distribution program				
Post harvest survey				
Name of surveyor:			Date: / /	
Name of Implementing Partner Organisation:				
Geographic data:				
District:	County:			
Subcounty:	Village or Camp:		Questionnaire	
Household data:			number	
Relationship of the respondent: self (1), spouse (2), child (3), parent (4), other (5), specify……..				
Head of Household (Name):				
Type of household: resident (1), returnee (2), IDP (3)				
Since when have you been in the Camp (for IDP) or back home (for returnee): years / month				
How far is your place of origin or normal residence	less or equal 5 km (1), between 5 km and 15 km (2), 15 km and more (3)			
Type of head of household: normal (1), women (2), child (3),				
Specify head of household: handicapped (1), social case (2), better off HH (3), HIV / AIDS affected (4),				
	widow/widower (5), elderly (6)			
Number of Adults (above 18 years) in HH:	Men:		Women:	
Number of children (below 18) in HH:	Boys:		Girls:	
Household economy data:				
Main income source: agriculture (1), livestock (2), daily labour (3), trading & shop keepers (4), employed (salaried) (5),				
	remittances (6), artisans (7), fishing (8), social support (9)			
Nr. of chicken			Nr. of Cattle	
Nr. of ducks			Nr. of goats	
Nr. of pigeon			Nr. of sheep	
Nr. of pigs				
Land available for cropping during this season		acres		
Acquired land: own land	acres	rented	acres, for how much	UGS
borrowed for free	acres	share cropping:	acres, for how much	% harvest
Garden with vegetables	yes	no		
Do you have debt: Yes / No	How much:	Ugandan Shilling		
What difficulties did you encounter while growing the sweet potatoes:				
1)…….				
2)…….				
3)……				
How didthe crop perform in general: poor (1), fair (2), good (3), excellent (4)				
How many heaps did you plant in total				
How was the harvest: poor (1), fair (2), good (3), excellent (4)				
How was the resistance of this variety to pests : poor (1), fair (2), good (3), excellent (4)				
How was the resistance of this variety to diseases : poor (1), fair (2), good (3), excellent (4)				
How large was you tuber harvest per heap:			basins, kg	
How many heaps did you harvest up to now:				
How large was you tuber harvest until now:			bags, basins, kg	
How did you use the harvest: % for consumption…….. % for sale:……% transformed……..…				

4.11 Introduction of animal traction (training of animals)

Shortly after the training

Introduction of animal traction (training of animals)					
Shortly after training					
Name of surveyor:				Date: / /	
Name of Implementing Partner Organisation:					
Geographic data:					
State	County:				
Payam:	Boma:			Questionnaire number	
Household data:					
Head of Household (Name):					
Gender of respondent: male (1), female (2)					
Relationship of the respondent: self (1), spouse (2), child (3), parent (4), other (5), specify……..					
Marital status: single (1), maried (2), widowed (3), divorced (4),					
Type of household: resident (1), returnee (2), IDP (3), refugee (4)					
Since when are you in the Camp (for IDP and refugees) or back home (for returnee): years / month					
How far is your place of origin or normal residence: less or equal 5 km (1), between 5 km and 15 km (2), 15 km and more (3)					
Type of head of household: normal (1), women (2), child (3),					
Specify head of household: handicapped (1), social case (2), better off HH (3), HIV/AIDS affected (4), widow(er) (5), elderly (6)					
Number of Adults (above 18 years) in HH:		Men:		Women:	
Number of children (below 18) in HH:		Boys:		Girls:	
Household economy data:					
Main income source: agriculture (1), livestock (2), daily labour (3), trading & shop keepers (4), employed (salaried) (5), remittances (6), artisans (7), fishing (8), social support (9), exploitation of natural resources (10), others (11), specify..					
Nr. of chicken			Nr. of Cattle		
Nr. of ducks			Nr. of goats		
Nr. of horses / mules			Nr. of sheep		
Nr. of donkeys			Nr. of camels		
Land available for cropping during this season		acres			
Acquired land: own land	fedan	rented	fedan, for how much	SD	
borrowed for free	fedan	share cropping:	fedan, for how much	% harvest	
Garden with vegetables	yes	no			
Do you have debt: Yes / No	How much:		Sudanese Pounds		
Gender of person participating in the training		male (1), female (2)			
Kind of animals to be trained	Nbrs. Started		Nbrs. Finished	reason unfinished (see list below)	
camels					
oxen					
bulls					
Reasons for not finishing training: lack of power (1), lack of concentration (2), lack of obedience (3), too old (4), too young (5), sickness of animal (6), accident (7), other (8) specify:					
Which implements have you got:	Type	plough	Gnut lifter	ridgers / weeder	
	Numbers				
Important topics to be looked after for good managment of animals (tick those that farmers mention):					
Main challenges encountered during training:					
Duration of training course (total days)		Duration of training course: loo long (1), too short (2), enough (3), other (4), specify.....			
Period when training course hwas done	name the month				
Was the period suitable for you: yes / no	If not why: loo late (1), too early (2), other (3), specify…….				
Will you be able to train more animals yourself in the future: yes / no					
What kind of work the animals were trained for: ploughing (1), pulling carts (2), weeding (3), groundnut harvesting (4), others (5), specify…					

Four to five months after the training

Animal traction					
4 months after training					
Name of surveyor:				Date: / /	
Name of Implementing Partner Organisation:		-3			
Geographic data:					
State	County:				
Payam:	Boma:			Questionnaire number	
Household data:					
Head of Household (Name):					
Gender of respondent: male (19, female (2)					
Relationship of the respondent: self (1), spouse (2), child (3), parent (4), other (5), specify……..					
Marital status: single (1), married (2), widowed (3), divorced (4),					
Type of household: resident (1), returnee (2), IDP (3), refugee (4)					
Since when are you in the Camp (for IDP and refugees) or back home (for returnee): years / month					
How far is your place of origin or normal residence: less or equal 5 km (1), between 5 km and 15 km (2), 15 km and more					
Type of head of household: normal (1), women (2), child (3),					
Specify head of household: handicapped (1), social case (2), better off HH (3), HIV / AIDS affected (4), widow/widower (5), elderly (6)					
Number of Adults (above 18 years) in HH:		Men:		Women:	
Number of children (below 18) in HH:		Boys:		Girls:	
Household economy data:					
Main income source: agriculture (1), livestock (2), daily labour (3), trading & shop keepers (4), employed (salaried) (5),					
remittances (6), artisans (7), fishing (8), social support (9), exploitation of natural ressources (10), others (11), specify..					
Nr. of chicken			Nr. of Cattle		
Nr. of ducks			Nr. of goats		
Nr. of horses / mules			Nr. of sheep		
Nr. of donkeys			Nr. of camels		
Land available for cropping during this season		acres			
Acquired land:own land	fedan	rented	fedan for how much	SD	
borrowed for free	fedan	share cropping:	fedan for how much	% harvest	
Garden with vegetables	yes	no			
Do you have debt: Yes / No	How much:		Sudanese Pounds		

Kind of animals trained	Nbrs. Animals that finished training	Nbrs. animals working	reason not working (see list below)
camels			
oxen			
bulls			

Reasons for not finishing training: lack of power (1), lack of concentration (2), lack of obedience (3), too old (4), too young (5),
sickness (6), accident (7), death (8), sold (9), slaugthered (10), other (11) specify:

Did you need to castrate some of your animals after the training was done: yes / no

What type of work your trained animals are doing: ploughing (1), pulling carts (2), weeding (3), Gnuts harvesting (4), others (5), specify…

What additional care did you have to give for the trained animals:

more water (1), respect length of work period (2), more fodder (3), respect resting time (4), better quality of food (5), more health care (6), other (7).

How many hours are your animals working normally per day : hours

What area your animals are able to plough in a day: fedan

what area your animals are able to weed in a day: fedan

What are the benefits of having trained animals (tick options that farmers mention):

less manual labour (1), increased cultivation area (2), improved ploughing quality (3), improved soil fertility (4), better yields (5),
additional income through renting out animals (6), better market price for animals (7), stronger animals more meat (8), other (9), specify..

Do you need to train more animals: yes / no Why:

Do you think you are able to train the animals by yourself: yes / no

4.12 Rehabilitation of pastures

Shortly after broadcasting

Rehabilitation of pastures

Survey shortly after broadcasting

Name of surveyor: Date: / /
Name of Implementing Partner Organisation:
Geographic data:
State County:
Payam: Boma:

Questionnaire number	

Household data:
Head of Household (Name):
Gender of respondent: male (19, female (2)
Relationship of the respondent: self (1), spouse (2), child (3), parent (4), other (5), specify……..
Marital status: single (1), married (2), widowed (3), divorced (4),
Type of household: resident (1), returnee (2), IDP (3), refugee (4)
Since when are you in the Camp (for IDP and refugees) or back home (for returnee): years / month
How far is your place of origin or normal residence: less or equal 5 km (1), between 5 km and 15 km (2), 15 km and more (3)
Type of head of household: normal (1), women (2), child (3),
Specify head of household: handicapped (1), social case (2), better off HH (3), HIV / AIDS affected (4), widow/widower (5), elderly (6)

Number of Adults (above 18 years) in HH:	Men:		Women:	
Number of children (below 18) in HH:	Boys:		Girls:	

Household economy data:
Main income source: agriculture (1), livestock (2), daily labour (3), trading & shop keepers (4), employed (salaried) (5), remittances (6), artisans (7), fishing (8), social support (9), exploitation of natural resources (10), others (11), specify..

Nr. of chicken		Nr. of Cattle	
Nr. of ducks		Nr. of goats	
Nr. of horses / mules		Nr. of sheep	
Nr. of donkeys		Nr. of camels	

Land available for cropping during this season		acres			
Acquired land: own land	fedan	rented	fedan for how much		SD
borrowed fo	fedan	share cropping:	fedan for how much		% harvest
Garden with vegetables	yes	no			

Do you have debts: Yes How much: sudanese Pounds

Rehabilitation of pastures - *Shortly after broadcasting (cont.)*

Collection of pasture seeds

Type of pasture seeds	quantity collected	nbr of locations	Quality of seeds
			poor (1), fair (2), good (3), excellent (4)
			poor (1), fair (2), good (3), excellent (4)
			poor (1), fair (2), good (3), excellent (4)
			poor (1), fair (2), good (3), excellent (4)
			poor (1), fair (2), good (3), excellent (4)
			poor (1), fair (2), good (3), excellent (4)
			poor (1), fair (2), good (3), excellent (4)

Broadcasting of pasture seeds

Type of pasture seeds	quantity broadcasted	nbr of locations	area covered	rating of establishmen
				poor (1), fair (2), good (3), excellent (4)
				poor (1), fair (2), good (3), excellent (4)
				poor (1), fair (2), good (3), excellent (4)
				poor (1), fair (2), good (3), excellent (4)
				poor (1), fair (2), good (3), excellent (4)
				poor (1), fair (2), good (3), excellent (4)
				poor (1), fair (2), good (3), excellent (4)

Agricultural practices	seed type 1	seed type 2	seed type 3	seed type 4	seed type 5
Species					
land preparation yes / no					
ploughing / ridges / holes					
broadcasted / planted					
in lines / pockets					
after broadcasting levering					

Awareness building and training

Parameter	Numbers
Communities sensitized	
Community meetings held	
Average number of participants per session	
Persons trained in collectior	
Persons trained in broadcasting / plantinc	
Persons actually collecting the seeds	
Persons actually preparing land	
Persons actually broadcasting / planting the seeds	

Six months after broadcasting

Rehabilitation of pastures

Six months after broadcasting
Name of surveyor: Date: / /
Name of Implementing Partner Organisation:
Geographic data:
State County:
Payam: Boma:

Questionnaire number	

Household data:
Head of Household (Name):
Gender of respondent: male (19, female (2)
Relationship of the respondent: self (1), spouse (2), child (3), parent (4), other (5), specify……..
Marital status: single (1), married (2), widowed (3), divorced (4),
Type of household: resident (1), returnee (2), IDP (3), refugee (4)
Since when are you in the Camp (for IDP and refugees) or back home (for returnee): years / month
How far is your place of origin or normal residence: less or equal 5 km (1), between 5 km and 15 km (2), 15 km and more (3)
Type of head of household: normal (1), women (2), child (3),
Specify head of household: handicapped (1), social case (2), better off HH (3), HIV / AIDS affected (4), widow/widower (5), elderly (6)

Number of Adults (above 18 years) in HH:	Men:		Women:	
Number of children (below 18) in HH:	Boys:		Girls:	

Household economy data:
Main income source: agriculture (1), livestock (2), daily labour (3), trading & shop keepers (4), employed (salaried) (5), remittances (6), artisans (7), fishing (8), social support (9), exploitation of natural resources (10), others (11), specify..

Nr. of chicken		Nr. of Cattle	
Nr. of ducks		Nr. of goats	
Nr. of horses / mules		Nr. of sheep	
Nr. of donkeys		Nr. of camels	
Land available for cropping during this season		acres	
Acquired land: own land	fedan	rented	fedan for how much SD
borrowed for free	fedan	share cropping:	fedan for how much % harvest
Garden with vegetables	yes	no	

Do you have debts: Yes / No How much: Sudanese Pounds

Broadcasting of pasture seeds

Type of pasture seeds	rating of establishment
	poor (1), fair (2), good (3), excellent (4)
	poor (1), fair (2), good (3), excellent (4)
	poor (1), fair (2), good (3), excellent (4)
	poor (1), fair (2), good (3), excellent (4)
	poor (1), fair (2), good (3), excellent (4)
	poor (1), fair (2), good (3), excellent (4)
	poor (1), fair (2), good (3), excellent (4)

Reasons for satisfactory or unsatisfactory establishment

Reasons	satisfactory	unsatisfactory
% of each category		
lack of rainfall (1), enough (2)		
seed type (species)		
seed quality: poor (1), fair (2), good (3), excellent (4)		
type of broadcasting / planting		
density: low (1), medium (2), high (3)		
period of broadcasting / planting: shortly before (1), during (2), after(3)		
lack of time till correct establishment		
overgrazing		

Six months after broadcasting (cont.)

Comparison of pasture before and after intervention (during same period of the year / season)

Parameters	before	after
Number of days for grazing the area		
quality of pasture: poor (1), fair (2), good (3), excellent (4)		
diversity of grasses: poor (1), fair (2), good (3), excellent (4)		
period until re-used again (recovery) in days		
frequency of grazing over a one-year period		

Changes observed by animals which used new established grazing areas

Type of animal	higher milk production	shiny/smooth hair	higher maket price	reproduction willingness
Camel				
cattle				
goat				
sheep				
donkeys / horses / mules				

4.13 Fishing gear and boat engine distribution (tsunami response)

Fishing inputs distribution programme

District:	**FI Division:**			**Village:**	
Who made the list of beneficiaries (name and position):					
Enumerators name:			Questionnaire number		
Date of interview:			to be filled in during data entry		
Beneficiary name:					
How many members adults (above 18 years)	**men**		**women**		
are in your family children (below 18 years)	**boys**		**girls**		
Type of household:	resident (1), displaced (2), returnee (3)				
Ethnic group:	Singhalese (1), Tamil (2),				
Religion:	Buddhist (1), Hindu (2), Muslim (3), Catholic (4), Protestant (5)				
How many rice meals you eat normaly per day:	one (1), two (2), three (3)				
Ownership of houses: renting (1), own house (2), migrant (3), temporary shelter (4), hosted by family (5					

Which of the following assets you own now	**Brand / Type**	**HP / ccm**	**Nbrs.**
wall of house 1 (brick(1), mud(2), wood(3), cajan(4)			
wall of house 2 (brick(1), mud(2), wood(3), cajan(4)			
roof of house 1 (tiles(1), asbestos(2), tin(3), cajan(4)			
roof of house 2 (tiles(1), asbestos(2), tin(3), cajan(4)			
bicycle single gear (1), multiple gears (2)			
bullock carts			
tractors 2 wheels (specify brand and HP)			
tractors 4 wheels (specify brand and HP)			
motorbike (specify brand and power in ccm)			
3 wheels (specify type)			
vehicle (see list below)			

Vehicles: car (1), Van (2), Jeep short(3), Jeeps long (4), small lorries (5), large lorries (6), trailers (7)

Animals	**Nbrs.**
fish pond	
guinea pigs	
rabbits	
chicken	
ducks	
guinea fowls	
donkeys	
cattle	
buffalo	
goats	
sheep	
pigs	

Land ownership		
paddy		acres
rainfed highland		acres
homegarden (vegetables, fruit trees)		acres
plantations (coconuts, etc.)		acres

Other source of Income (please rank, 1 = most important and 2 less important, and so on)					
fishing	private employed		remittances		
agriculture / livestock	daily labour		self-employment (handicrafts, carpenter, tailor….)		
governement employed	trade/shopkeeper		others		

Level of education of head of household: below "O" level (1), "O" level (2), "A" level (3), graduate (4), professional skills (5

Type of head of household: men (1), women (2), elderly (3), handicapped (4), widow(er) (5), child headed (6), others, (7) specify……

Fishing gear and boat engine distribution (cont.)

How many boats do you own now and what type

boat type	damaged	functional
multi-day boat		
3.5 t boat (one day boat)		
FRP 17" - 23" boats		
motorised traditional crafts		
traditional crafts		
beach seine crafts		

How many engines do you own now and what type

	Horse power	Brand
outboard engines		
outboard engines		
inboard engines		

Do you migrate for fishing during the year: yes / nc **For how many months in a year:** months

Are you fishing for your living (1) or for commercial purposes (2) **Do you employ people for fishing:** yes / **How many persons:**

Uses of received nets	Nbrs received	Type received	Colour	Nbrs. in use	Nbrs. in stock	Nbrs. sold
fishing nets Type 1						
fishing nets Type 2						
fishing nets Type 3						

Uses of received engines	Nbrs received	Brand	Horse power	Nbrs. in use	Nbrs. in stock	Nbrs. sold	For tune long line ask number of hooks
outboard engines (specify type)							
outboard engines (specify type)							
inboard engines (specify type)							

Why do you still have nets or engines in stock:

Why did you sell some nets or engines:

How was the quality of the received fishing gear	correct mesh size	correct ply	correct length	correct depth	correct floats	correct colour	correct rope	correct nbrs.
fishing nets Type 1	yes / no	yes / no	yes / no	yes / no	yes / no	yes / no	yes / no	yes / no
fishing nets Type 2	yes / no	yes / no	yes / no	yes / no	yes / no	yes / no	yes / no	yes / no
fishing nets Type 3	yes / no	yes / no	yes / no	yes / no	yes / no	yes / no	yes / no	yes / no

How was the quality of the outboard engine received from FAO poor (1), fair (2), good (3), excellent (4)
How was the quality of the inboard engine received from FAO poor (1), fair (2), good (3), excellent (4)
In general how was the quality of the inputs received from FAO poor (1), fair (2), good (3), excellent (4)

Were you expecting other types of inputs (list three which you needed most):
Did you get support of other actors (NGO, Gov., etc.) yes / nc **What type of inputs (make list):**

Did you receive training: yes / no
When was the training done (specify month): **Specify the training subject:**
Mention three main issues which were raised during the training:
Do you think the training sessions were useful for your activities: yes / no **Why:**

ANNEX 1

Glossary

Activities: the planned actions necessary to implement a project, achieve the overall/specific objectives and expected outputs. Such actions include needs assessment, project planning, donor identification, staff recruitment, purchase of material, coordination with stakeholders and government institutions, beneficiary identification and selection, field activities (distribution, training, etc.), project monitoring and beneficiary results assessment of the project.

Examples: distribution of inputs and training of rural farmers affected by a landslide.

Appropriateness: the extent to which the given inputs (human, financial and other resources) are likely to obtain the stated results; alternatively, the extent to which humanitarian inputs and activities are tailored to local needs and the requirements of ownership, accountability and cost-effectiveness.

Audit: a verification of the extent to which the activities and organizational procedures of a project conform to the norms, regulations and policies set out in advance by the institution, and an assessment of the efficiency of the financial, human resources and assets used. An audit is mainly carried out by an independent auditor.

Baseline: description of the socio-economic, food security, household economy situation or other parameters prior to a disaster, taken as a point of reference in comparison to conditions after a crisis. Emergency projects aim primarily to restore an affected population back to its baseline level. Development interventions aim to raise the population's baseline level.

Benchmark: reference point or standard against which performance or achievements can be compared. A benchmark might also refer to what has been achieved in the past by other actors or what could be reasonably have been achieved under the prevailing circumstances.

Beneficiaries: individuals, groups, institutions, enterprises or organizations who, in their own view and whether targeted or not, benefited directly or indirectly from the project intervention. In this guide they are referred to mainly as the primary stakeholders of a project or the main intended target population of an intervention.

Beneficiary results assessment: a process of assessing, from the beneficiaries' perspective, the results and outcome of an intervention in relation to the set objective stated in the logframe.

Brainstorming: a discussion method for groups**.** It gathers many ideas from a group on a specific issue without going into detail or analysis. Participants are encouraged to think critically and creatively. Brainstorming is generally the first step in a discussion, followed by a more structured method that concentrates more on detail.

Budget: funds allocated for the implementation of a project, divided into different expenses (staff, inputs, transportation, etc.).

Coherence: the extent to which the proposed objectives, implementation approach and procedures are in line with the existing policies, strategies and regulations.

Connectedness: the extent to which short-term emergency activities take into account longer-term needs and the interconnectedness of humanitarian problems.

Control group: A specially selected subgroup of people which does not receive the same treatment (input, assistance or training) as the beneficiaries. Differences between the control group and the target group can be measured and evaluated.

Cost-benefit analysis: this provides the enumeration of all costs and benefits for each specific intervention of a project. This method can be used either during the planning stage or at the beneficiary results assessment stage. During the planning stage cost-benefit analysis facilitates the exclusion of costly activities that would yield few benefits, and can identify better options for more resource-effective implementation methods or approaches. At the beneficiary results assessment stage, cost-benefit analysis helps to identify the direct and/or indirect added value generated through the intervention. For example, the total cost of a seed and tools distribution project as opposed to the total market value of crops produced from the distributed seeds (direct benefits); or the indirect benefits obtained as a result of project implementation (improved rural economy, job opportunities available for daily labourers, support to seed producers and transport companies, support and training provided to staff of national/international non-governmental organizations (NGOs) and local/central government authorities).

Coverage: the extent to which the entire group in need had access to the benefits and was given necessary support.

Differentiating parameter: it classifies a group or community into different categories based on a specific characteristic, eg, type of household (refugee, IDP or resident), type of head of household (woman-headed, child-headed, widows, etc...), production systems (pastoralists, agro-pastoralists or agriculturist) etc.... The whole community can be composed of one or several characteristics or differentiating parameters (eg IDP and agro-pastoralists). The differentiating parameter can be obtained through a question where only one option out of several is selected.

Discussion with focus groups: a discussion method for groups. Because the groups are selected based on specific and/or opposing interests and knowledge, it is possible to collect general information, points of view and to clarify details and opinions. These discussions can lead or be used to gain consensus on a specific issue.

Downward accountability: the process by which humanitarian actors are accountable to their partners and poor and marginalized groups. It entails greater participation and transparency in the humanitarian actors' work.

Effectiveness: measures the extent to which the proposed approach and interventions can achieve the stated objectives and meet the identified beneficiaries' needs.

Efficiency: extent to which the best use of the given inputs, time and resources has been made to obtain the stated objectives.

Evaluation: the systematic and objective assessment of an ongoing or completed project, taking into account its design (project proposal, beneficiary selection and planned objectives), implementation (efficiently meeting time and cost requirements) and results based on the specific indicators identified in the proposal. The aim is to determine the relevance and fulfilment of project objectives.

Feedback: the transmission of evaluation findings to parties to whom it is relevant and useful, in order to facilitate learning. This may involve the collection and dissemination of findings, conclusions, recommendations and lessons learned from experiences. It relates especially to sharing the evaluation results with beneficiaries that participated in the evaluation.

GIS mapping: the Geographical Information System (GIS) represents any kind of data or indicators on a very precise map. Different maps can be overlain to portray the interactions between the various parameters represented or changes at two different points along a timeline.

Goal/general objectives: the result towards which an intervention directly or indirectly contributes (often depending on other interventions and actors).

Examples: improved living standards and reduced infant mortality as a result of sufficient food availability and cash income; increased access to improved health care, clean water sources, markets for commercialisation of cash crop produce, education and training, etc.

Guide: a document which helps to lead the reader through a specific topic and advises on implementation.

Guideline: a document which provides the theoretical part of a specific topic.

Household: a group of people who eat from a common pot and share a common stake in perpetuating and improving their socio-economic status from one generation to the next.

Impact: Positive or negative, primary and secondary long-term effects produced by an intervention, directly or indirectly, intended or unintended.

Impact assessment: the process of assessing the impact of an intervention at the beneficiaries' level. It is part of an evaluation which aims to determine how far the intervention has achieved the previously set objective at beneficiaries' level and which other additional (unplanned) or indirect results have been reached at the same time.

Implementation schedule: timetable of when each activity must be completed.

Indicators: the parameters (qualitative or quantitative) with which the results of an action can be measured. Output indicators help to monitor and evaluate the projects' efficiency and determine whether planned activities or expected results were realized within a given time and budget. Impact indicators monitor and assess the effectiveness of a project and indicate whether project outputs had further implications or impacts (intended/unintended) on the overall situation, surroundings and population.

Inputs: the material, financial and human resources needed to implement an emergency operation.

Examples: food and cash crop seeds, tools, fertilizer, know-how, vaccinations, treatments and many more.

Lessons learned: understanding generated by reflecting on past experiences. This understanding can be used to improve future actions.

Livelihood: comprises the capabilities, assets (including both material and social resources) and activities required for a means of living. A livelihood is sustainable when it can cope with and recover from stresses and shocks and maintain its capabilities and assets both now and in the future, while not undermining the natural resource base.

Logframe (logical framework): an analytical, presentational and management tool used to design projects or programmes. A logframe takes into account project inputs and outputs, activities, purposes and goals, corresponding indicators to measure results and risks and assumptions during implementation. The framework helps the planning, implementation, monitoring and evaluation of a project intervention.

Manual: a document that gives the practical aspects needed to implement a specific activity or procedure.

Means of verification: the expected sources of information that can help answer the performance questions or indicators.

Method: a way, technique or process for carrying out a specific activity with the aim of attaining a particular result.

Methodology: a combination of at least two methods, rules or procedures to be implemented in order to attain a specific objective or result.

Monitoring: a continual process of assessment throughout the implementation of a project, which allows for change or intervention if planned objectives can no longer be fulfilled. The process focuses mainly on planned activities and financial resources, but also looks at changes in the overall environment which may require adaptation of the project.

Objective hierarchy: the different levels of objectives, from activities up to goal. If the project is designed well, realization of each level of objectives in the hierarchy should lead to the fulfilment of the project goal.

Outcomes / specific objectives / purpose: the likely or achieved short-term and medium-term effects of an intervention's outputs.

Examples: beneficiaries do not face a hunger gap as a result of higher food production; ability to cover expenditures due to cash crop income generation.

Outputs/results: the products, goods and services which result from an intervention.

Examples: higher yields of main crops thus improved production, cash crop production for marketing, adoption of improved agricultural practices.

Performance: the degree to which a humanitarian intervention or humanitarian actor operates accordingly to specific criteria/standards/guidelines or achieves results in accordance with stated goals or plans.

Programme: a combination of different projects with the same or different objectives, implemented during the same time period and targeting the same group of beneficiaries but addressing different parts of the identified needs.

Project cycle: a tool for understanding the tasks and management functions to be performed in the course of a project or programme lifetime. This includes the stages of identification or assessment, preparation, appraisal or feasibility, implementation/supervision or monitoring, evaluation, completion and lessons learned.

Project: an intervention that consists of a set of planned, interrelated activities designed to achieve defined objectives within a given budget and a specific period of time.

Questionnaires and surveys: this is a core monitoring and evaluation method**.** Statistical analysis is often used when gathering a large amount of data in order to addresses specific questions in a structured way. An appropriate database and data analysis method are necessary in order to benefit from new and previous data. When designing and developing a questionnaire, the analysis method should be taken into account. The questions selected should help to answer why changes to the indicators (identified in the logframe) occurred.

Relevance: relevance is the level of correspondence between the identified needs of the population/beneficiaries and the stated specific objectives.

Reliability: the consistency or dependability of data and evaluation judgements, with reference to the quality of the instrument or method, procedure or analysis used to collect and interpret evaluation data. Information is reliable when repeated observations using the same instrument under identical conditions produce similar results.

Resources: items that a project has or needs in order to operate, such as staff time, managerial time, local knowledge, funds, equipment, trained personnel and socio-political opportunities.

Results or impact: the measurable or non-measurable achievements which have been generated by the interventions at beneficiaries' or other level, either planned or unplanned.

Sample: the selection of a representative part of a population (total) in order to determine parameters or characteristics of the whole population.

Semi-structured interviews: this monitoring and evaluation method enables the gathering of specific information from key information sources or a specific group, initially using a reduced number of open questions (specifically 'why' questions). These are discussed and followed by specific questions that address more precise details of interest. This method facilitates more qualitative information and a more in-depth understanding of previously gathered quantitative data.

Sketch-mapping: Information is gathered and incorporated onto geographical maps, presenting data from the village level up to the provincial/country levels (depending on the range of the selected population or key informants). Several maps can be overlain to illustrate the interactions between the different parameters represented.

Stakeholder: an agency, organization, group or individual which has direct or indirect interest in the project/programme, or which affects or is affected positively or negatively by the implementation and outcome of it.

Strengths, weaknesses, opportunities and threats (SWOT) table: this method helps identify the strengths, weaknesses, opportunities and threats of a project. The outcome of the table facilitates the adoption of the most suitable approach. A SWOT table should be compiled whenever it is felt that the overall situation has changed with consequence to the four parameters.

Sustainability: the extent to which the achieved objectives of an intervention last beyond the end of the intervention.

Transect: a structured walk through an area to observe specific parameters (i.e. the natural resource base, land forms and land use, location and size of farms or homesteads, location and availability of infrastructure and services, economic activities, etc.) on either a regular basis or when changes occur.

Triangulation: the use of a variety of sources, methods or field team members or samples to cross-check and validate data and information to limit bias.

Upward accountability: the process by which humanitarian actors are accountable towards government agencies, development partners, funding agencies and society at large.

ANNEX 2

Proposed content of a beneficiary results assessment training course

Topic	Kind of activities
presentation of participants	
training expectations and own impact assessment experiences	brainstorming
basic definitions of monitoring/evaluation/ beneficiary results assessment and tools available	brainstorming/presentation
project cycle, content of a project document and monitoring of project implementation	presentation
logframe/indicators	presentation
exercise logframe/indicators	group work
monitoring, evaluation/results assessment methods	presentation
survey, guidelines and questionnaire development	presentation
questionnaire development or review	group work
tools for data gathering	exercise
data codification, entering and controlling	presentation
data codification, entering and controlling	exercise
data analysis with pivot tables	presentation
data analysis with pivot tables	exercise
reporting	discussion
evaluation of training/closing of training	forms

ANNEX 3
Checklist for survey preparation

Checklist for survey preparation of beneficiary results assessment

Points to define	1	2	3	4
Project to be assessed				
Type of intervention / activity				
Expected output 1 of project				
Expected outputs 2 of project				
Expected output 3 of project				
Expected outcome 1 of project				
Expected outcome 2 of project				
Expected outcome 3 of project				
Purpose of survey				
Who is the reader of the report				
What is the format of the report				
Objective 1 of survey				
Objective 2 of survey				
Locations of intervention				
Total number of beneficiaries				
Locations to be assessed				
Define phases of survey				
Define time period for each phase				
Who should be interviewed (sample unit)				
Sample size for survey				
Sampling methodology				
Who will be doing:				
Survey preparation				
Questionnaire development				
Field work (name of institute or NGO)				
Data entry				
Data analysis				
Interpretation of results				
Reporting				
What capacities should be in the field team				
Who will do the field work (team constitution)				
What are their capacities				
What are their training needs				
What other support they need				
Estimated cost of survey				
What budget lines can be charged and by how much				
Develop / adapt questionnaire				
Test questionnaire				
Adjust questionnaire				
Translate questionnaire				
Select institute for field work				
Sign LoA and agree on budget				
Train selected institute's staff on questionnaire filling				
Check their plan (time schedule) for field work				
Prepare list of codes and conversion factors				
Select and train person(s) for data entry				
Check filled questionnaires (10% sample)				
Enter data				
Control data entry				
Analyse data sets				
Interpret results				
Design graphs and tables				
Write report				
Define form of results dissemination				
Draw further information for internal use				
Lessons learned				
Recommendations				
Conclusions				
Fine tuning of further interventions				

ANNEX 4

Survey guidelines

Guidelines for the beneficiary results assessment of agricultural inputs or emergency interventions by the Food and Agriculture Organization of the United Nations (FAO) in Ethiopia

Objectives
The beneficiary results assessment process is a means to assess how the emergency interventions/distributed inputs were perceived or used by the beneficiaries and the extent to which the outputs contributed to the attainment of the stated specific outcomes. The beneficiary results assessment presents the possibility to obtain information about the socio-economic characteristics of the beneficiaries. We are interested in getting the **beneficiaries' point of view.**

In order to have a control group, also it is also necessary to interview a smaller number of households who have not benefited from the emergency support.

Sample size
Depends on the number of beneficiaries in each location, but in general around 7 percent receiving FAO inputs should be interviewed and 2 percent for the control group.

Definition of a household/individual level
A household comprises **all** those **members** who are **sharing** the **food** together on a **daily** basis and therefore they are also contributing to this food pot either directly or indirectly in kind, cash or labour.

Selection of household
The selection of the households to be interviewed should be made on a systematic sampling basis. All interviewed households should give a good overview and be representative of the whole number of beneficiaries. The individuals interviewed in an earlier phase should not be interviewed again.

Conducting the interviews
- The interviews should be addressed to the head of household (male and female) or the person who got the inputs.
- The reason for the beneficiary result assessment exercise should be explained to the beneficiary and local/traditional leader beforehand.
- The interview should be conducted in the local language.
- During the interview no local or traditional authorities and if possible no other farmers should be present.
- The more precisely the questionnaire is completed, the more useful the results (and the subsequent report) will be.

ANNEX 5

How to complete the questionnaire

How to complete the questionnaires for agricultural inputs distribution in Uganda: post-distribution evaluation, crop performance monitoring and results assessment

The first part (the socio-economic part of three phases) of all three questionnaires is the same:

name of interviewed person	number (see interviewed persons list)
districts	see list of districts
subcounties	see list of subcounties
type of household	see list of household types
duration of displacement or return	number of months or years
distances to place of origin	take one of the three options
type of head of households	see list of head of households
male adult	actual number
female adult	actual number
male child	actual number
female child	actual number
main source of income	see list of sources of income
chickens, ducks, pigeons, pigs, cattle, sheep, goats	actual number
land available for cropping	actual number of acres
access to vegetable garden	Yes = 1, No = 0
has debt?	Yes = 1, No = 0
how much debt?	actual amount in Ugandan shillings

How to complete the questionnaires on post-distribution evaluation

For each of the rows in the table, if different crop or variety or seed source:

name of first crop	name or number from crop list
variety planted	local = 1, improved = 0
quantity planted	actual amount (kg)
source of seeds planted	see list below table (number)
planting rate	actual amount (kg/acre)

The following questions are referring only to the FAO/IP supplied input kit:

quantities of seeds received	actual amount received (kg)
vegetable seeds	actual number of kinds of vegetables
Tools?	name them and give the number
date of distribution or receipt of inputs	actual date
was it on time?	Yes = 1, No = 0
date when planting was made	actual date

How the received items were used (one row per input: different kind of seeds), take always percentage of the total quantity (therefore all uses should add up to 100 percent)

used (actually planted)	% of total
in stock (kept for later, next year)	% of total
sold or use for payments of debts	% of total

exchanged for (services or kinds)	% of total
received training?	Yes = 1, No = 0
when was training done?	number from list
mentioned three issues of training?	record the issues mentioned

How to fill the questionnaires on crop performance during growing period

Answer for each type of seeds (FAO or local seeds) the different cultural practices, planting rates and crop performances and resistances.

Record for each column the quantity/acre planted for the different seed types

ox ploughing	Yes = 1, No = 0
hoe ploughing	Yes = 1, No = 0
quantity of seeds planted	actual amount (kg/ acre)
sowing pattern	broadcasted = 1, in lines = 0
crop stand	mixed = 1, pure = 0
germination rate	1 = poor, 2 = fair, 3 = good, 4 = excellent
resistance to logging	1 = poor, 2 = fair, 3 = good, 4 = excellent
resistance to pests	1 = poor, 2 = fair, 3 = good, 4 = excellent
resistance to diseases	1 = poor, 2 = fair, 3 = good, 4 = excellent
performance of the crop until now	1 = poor, 2 = fair, 3 = good, 4 = excellent

How to fill the questionnaires on harvest crop performance evaluation

Answer for each type of seeds (FAO and local seeds) the different aspects

planting rate	actual amount (kg/acre)
frequency of weeding	actual number of times during season
overall crop performance at harvest	1 = poor, 2 = fair, 3 = good, 4 = excellent
general resistance to diseases	1 = poor, 2 = fair, 3 = good, 4 = excellent
general resistance to pests	1 = poor, 2 = fair, 3 = good, 4 = excellent
resistance to bird attacks	1 = poor, 2 = fair, 3 = good, 4 = excellent
resistance to dry spell/droughts	1 = poor, 2 = fair, 3 = good, 4 = excellent
was the rainfall satisfactory?	Yes = 1, No = 0
quantity harvested	actual number (kg/acre)
harvest/sowing ratio	actual number (kg/kg)

For each of the planted crops and varieties, records the quantities of seeds planted and specify the season

quantity of seeds planted/crop and variety (local or improved)	actual amount in kg
obtain the total grain production of household	total amount harvested
cassava production	total production of last year
sweet potatoes	total production of last year
food aid	total food aid received since beginning of the year
food purchased	total food purchased since beginning of the year
total annual grain needs for a household (140 kg/person/year)	calculate amount needed as food
seed requirements	calculate seed need (about 1/20 of total grain production)
grain available for sale	total harvest less grain need (food and seeds)

ANNEX 6

Codifications for data entry

Codes for data entry for the emergency agricultural input distributions in Uganda

List of Implementing Partners

1 = AGAPE	2 = AVSI	3 = Church of Uganda	4 = CEASOP
5 = CESVIC	6 = GOAL	7 = Hunger Alert	
8 = Laroo Child and Family Programme		9 = URCS	10= SoCaDiDo
11 = WFP	12 = World Vision		

List of Districts

1 = Apac	2 = Gulu	3 = Kaberamaido	4 = Katakwi
5 = Kitgum	6 = Kumi	7 = Lira	8 = Pader
9 = Soroti			

List of Subcounties

1 = Katine	2 = Tubur	3 = Arapai	4 = Anyara
5 = Otuboi	6 = Kalaki	7 = Alwa	8 = Pajule
9 = Pader TC	10 = Lapul	11 = Bobi	12 = Paicho
13 = Ongako	14 = Bungatira	15 = Koro	16 = Gulu Municipality
17 = Laroo	18 = Unyama	19 = Pabbo	20 = Barr
21 = Aler	22 = Bala stock farm		

List of Household Types

1 = resident 2 = returnee 3 = IDP

Yes / No questions

0 = NO 1 = YES

Distance to place of origin

1 = less or equal 5 km 2 = between 5 km and 15 km 3 = more or equal 15 km

List of type of head of household

1 = normal	2 = women headed	3 = child headed	4 = disabled headed HH
5 = social cases	6 = better of HH	7 = HIV affected HH	8 = widow / widower

List of main source of income

1 = agriculture	2 = livestock	3 = daily labour	4 = trading & shop keepers
5 = employed (salaries)	6 = remittances	7 = artisans	8 = fishing
9 = social support			

List of crops

1 = maize	2 = sorghum	3 = millet	4 = finger-millet
5 = beans	6 = groundnuts	7 = greengram (bambara beans)	8 = cowpeas
9 = simsim	10 = cotton	11 = tobacco	12 = sweet potatoes
13 = cassava	14 = rice	15 = sunflower	16 = pigeon peas
17 = sugarcane	18 = Soya bean		

List of source of seeds

1 = own production 2 = market 3 = gift from family, friends or neighbours
4 = FAO kit 5 = donation other NGO / govt.

Time-schedule of training

1 = before distribution 2 = after distribution 3 = along the cropping period

Sowing pattern

0 = in lines 1 = broadcasted

Crop stand

0 = pure stand 1 = mixed stand

ranking of germination rates or resistances

1 = bad 2 = low 3 = good 4 = excellent

ANNEX 7

Conversion factors

Conversion factors for data entry for agricultural input distribution in Uganda

Prices of harvested crops (in Ugandan shillings)

maize	260 per kg
groundnuts	1 500 per kg
beans	550 per kg
simsim	1 400 per kg
millet	500 per kg
sorghum	300 per kg
cassava	6 000 per basin

Conversion factors for seeds

cassava	one bag = 90 sticks	one acre =600-800 sticks
sweet potatoes	one bundle = 120 heaps	one acre = 2 000 heaps
sunflower	one basin = 13 kg	three basins = one bag =39 kg
maize	one basin = 20 kg	three basins = one bag = 60 kg
sorghum	one basin = 16 kg	three basins = one bag = 50 kg
millet	one basin = 16 kg	three basins = one bag = 50 kg
groundnuts	one basin = 18 kg	three basins = one bag = 54 kg

Conversion factors for livestock

one chicken = one duck = ten pigeons
one goat = one sheep
one pig = two goats/sheep
one cattle = five pigs = ten goats/sheep

Conversion factors for land

1 hectare = 10 000 m^2 = 2.47 acres
1 acre = 0.41 hectares = 4 100 m^2
1 m^2 = 10.76 square feet = 0.00024 acres
1 square foot = 0.09 m^2

Prices of livestock

cock x 1	8 000
hen x 1	5 000
chicken x 1	6 000 (average)
duck x 1	6 000
pigeons x 2	600
goat (male) x 1	28 000
goat (female) x 1	25 000
goat (kid) x 1	17 000
sheep (male)x 1	25 000
sheep (female) x 1	22 000
pig (large) x 1	80 000
pig (medium-sized) x 1	50 000
piglet x 1	15 000
bull (large) x 1	350 000
bull (medium) x 1	280 000
calf x 1	140 000

ANNEX 8

24-hour recall questionnaire

DIETARY DIVERSITY QUESTIONNAIRE [1]

Please describe the foods (meals and snacks) that you ate yesterday during the day and night, whether at home or outside the home. Start with the first food eaten in the morning.

[Household level: consider foods eaten by any member of the household, and exclude foods purchased and eaten outside of the home]

Question number	Food group	Examples	YES=1 NO=0
1	CEREALS	bread, noodles, biscuits, cookies or any other foods made from millet, sorghum, maize, rice, wheat + *insert local foods e.g. ugali, nshima, porridge or pastes or other locally available grains*	
2	VITAMIN A RICH VEGETABLES AND TUBERS	pumpkin, carrots, squash, or sweet potatoes that are orange inside + *other locally available vitamin-A rich vegetables(e.g. sweet pepper)*	
3	WHITE TUBERS AND ROOTS	white potatoes, white yams, cassava, or foods made from roots.	
4	DARK GREEN LEAFY VEGETABLES	dark green/leafy vegetables, including wild ones + *locally available vitamin-A rich leaves such as cassava leaves etc.*	
5	OTHER VEGETABLES	other vegetables (e.g. tomato, onion, eggplant) , including wild vegetables	
6	VITAMIN A RICH FRUITS	ripe mangoes, cantaloupe, dried apricots, dried peaches + *other locally available vitamin A-rich fruits*	
7	OTHER FRUITS	other fruits, including wild fruits	
8	ORGAN MEAT (IRON-RICH)	liver, kidney, heart or other organ meats or blood-based foods	
9	FLESH MEATS	beef, pork, lamb, goat, rabbit, wild game, chicken, duck, or other birds	
10	EGGS		
11	FISH	fresh or dried fish or shellfish	
12	LEGUMES, NUTS AND SEEDS	beans, peas, lentils, nuts, seeds or foods made from these	
13	MILK AND MILK PRODUCTS	milk, cheese, yogurt or other milk products	
14	OILS AND FATS	oil, fats or butter added to food or used for cooking	
15	SWEETS	sugar, honey, sweetened soda or sugary foods such as chocolates, sweets or candies	
16	SPICES, CONDIMENTS, BEVERAGES	spices(black pepper, salt), condiments (soy sauce, hot sauce), coffee, tea, alcoholic beverages OR *local examples*	
			YES=1 NO=0
Individual level only	Did you eat anything (meal or snack) OUTSIDE of the home yesterday?		
Household level only	Did you or anyone in your household eat anything (meal or snack) OUTSIDE of the home yesterday?		

[1] *FAO/Nutrition and Consumer Protection Division, version of May, 2007. Please acknowledge FAO in any documents pertaining to use of this questionnaire.*

[2] *This questionnaire may be used for any individual above the age of three years. For children under three, the dietary diversity questionnaire used in DHS surveys for young children is more appropriate.*

ANNEX 9

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