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FSSP/POPULATION COUNCIL CASE STUDY PROJECT
"INTRA-HOUSEHOLD DYNAMICS AND FARMING SYSTEMS
RESEARCH AND EXTENSION"

CASE STUDY FORMAT: DRAFT 5/10/85

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INTRODUCTION

This series of case studies on "Intra-Household Dynamics and FSR/E"* is designed primarily for the training of agricultural researchers, those who are in lead positions through their institutions or as team members in carrying out farming systems research, determining researchable problems, designing and evaluating experiments for improvements in agricultural or livestock production, and determining the means for disseminating positive research results. The cases will also be used for the training of other development practitioners and students interested in agricultural and rural development.

* See Annex A for a discussion of "Data on Intra-Household Dynamics"

The overall objective of these cases is to demonstrate the utility of an explicit consideration of intra-household variables to farming systems research and extension. The principle underlying the format described below is that people learn best by themselves making an analysis of a set of data available to them. The cases will be "data sets". No one case can or will cover all aspects of farming systems research and extension. They will cut projects at different points and be from quite different settings. Collectively, they will provide exercises in incorporating the collection and analysis of intra-household variables into specific tasks and objectives of farming systems research and extension; such as:

(a) in determining what and how data will be collected during the diagnostic stage;

(b) in determining the recommendation or research domains in terms of ecologic, agronomic, or socio-economic constants and variables;

(c) in understanding all of the constraints to production relating to labor, resources, and incentives;

(d) in predicting changes in the use of factors of production resulting from introduced technologies;

(e) in determining researchable problems - priorities for research, desirable characteristics of new varieties, inputs, or practices, etc.;

(f) in designing farmer-managed and researcher-managed on farm trials;

(g) in ascertaining the views of all of those involved in production and the uses (sale, consumption, etc.) of the fruits of production on the advantages and disadvantages of the technologies being tested.

(h) in determining the success of a particular experiment; and

(i) in planning for the dissemination of successful technologies.

GUIDELINES

The format for each of the case studies will be derived from a time-series perspective of the four basic stages intrinsic to the Farming Systems Research and Extension (FSR/E) process. Rather than presenting in narrative form the sum total of information about the specific area and project, as is done with other case studies such as the HIID and earlier Population Council series, the time-series format will provide the user with information as it was known by the farming systems team at the particular time and stage of the FSR/E process. In effect, this will allow the user to experience the "unfolding" of a situation and thereby provide a more realistic "hands-on" experience in the analysis of household processes within the actual context of a farming systems project.

Case study authors will be required to write the case in brief (5-10 pp.) narrative sections with appended tables of figures which can be used as separate modules in training

activities, but which can also stand together and alone for the wider audience not experiencing the cases in a training context.

The core of the case study will be three sections covering the following areas:

1. Country and project background and initial diagnostic survey or sondeo results
2. Experimentation and monitoring
3. Evaluation, adaptation and dissemination

Analysis will be withheld from these sections permitting users to analyze the data and come to their own conclusions as part of the learning process. Desired content for each of these units will be elaborated in greater detail below. In addition to the narrative pieces, the case study will include two other sections. One will be a set of teaching notes which includes pedagogical objectives, study questions specific to the case, and a narrative case analysis and teaching plan. The second will be a concise executive summary oriented to decision makers.

The case studies will be written to support, enrich, and use a set of "generic" questions which relate the issue of intra-household dynamics to FSR/E process. These questions or guidelines will be applicable to all the cases and part of an overarching analytical framework on the linkage between intra-household dynamics and FSR/E. These questions will be formulated by the advisory and editorial committee for the case study project.

The argument of the case studies is that intra and inter-household processes are intrinsic to farming systems. What is required to enrich and improve the FSR/E process is that these processes be observed, recorded, and used in the analysis. The explicit focus on intra-household issues will be established in a framework paper and a set of generic questions. The case will be written according to the stages of the FSR/E process and will include in each section the intra-household data so that they constitute part of the larger body of data from which student will analyze the case.

For each of the sections described below there are six "rules" which should govern what is included.

(1) the material to be presented should be data in narrative and tabular form, not analysis.

(2) data to be presented should be what was known at the time the project was designed. Political, institutional, or other changes which occurred later, and which may have caused changes in project direction should be introduced later, at the appropriate sequence in the "unfolding" of the case or in the teaching note;

(3) methodology for data collection should be included in abbreviated form. This will vary according to the stage of FSR/E. Were there reviews of secondary literature? House to house surveys? Observations, interviews, group meetings? Who was interviewed, surveyed, etc. according to age, sex, position in the household, position in the

community? Was the data purposefully collected on a disaggregated basis? Why? How? What were the conditions of the survey, e.g. time taken, language used, who did the interviews?

(4) relevant intra-household information should be included as data. This may include descriptions of household structures (females headed household vs. joint; size and composition where these may vary, for examples, according to life cycle, etc.); gender disaggregated data on time and task allocation, access to resources; and relevant inter-household linkages between households or between individual members of households and other groups. These data, as known or identified by the project should be incorporated in the subsections B-E, below. See notes in Annex A.

(5) "analysis" should be included when it forms part of the data set for the case. For example, experimentation and monitoring design will have resulted from the project's analysis of available data; that analysis or set of opinions is a source of data for the case and therefore should be included along with the assumptions and priorities which underlay the decisions.

(6) material to be included is that which is most relevant to the case. This will generally be conditioned by the constraints of the project's priorities (as a given). Where appropriate, data will be included which could lead to a reassessment of project priorities, for example data which seriously undermines the original project assumptions.

Section I. Country and Project Background and initial diagnostic survey or sondeo results

The section should include two or three pages of relevant information about the history, economy, culture and political conditions in the country, particularly the features which have an important bearing on the project. Of especial interest would be trends that are known at the time of project design which were affecting agriculture or family organization, such as education, migration, or landlessness. This section should include a brief description of the institutions affecting livestock and agricultural production (relevant ministries, services, pricing policies, place of agricultural productions in the overall economy, and so forth.

Background information on the project may be woven into that on the country or treated separately, whichever is more appropriate. This should include the initiatives and rationale for the project, a description of the relevant institutions sponsoring and implementing the project, their objectives and commitment, their overall capacity, the resources and personnel available to the project, and any other factors which establish constraints or opportunities on the design of agricultural research or extension. This section should also include specifications of the target groups (small subsistence farmers, commercial farmers), areas (semi-arid, newly irrigated), or crops (maize, rice) as appropriate.

The descriptive (diagnostic and verification) phase will be presented in narrative and tabular form (in annexes). The section should begin with a brief methodological description stating how the data were obtained. Was secondary literature used? Were any questionnaires or sampling procedures used? What kinds of interview questions and sampling were used in the sondeo? Was any other means of obtaining information utilized? The information following the methodological descriptions should contain details concerning the following areas (listed below) depending on the quality of the diagnosis conducted by the FSR/E team.

A. Physical factors affecting crop or livestock production: rainfall, temperatures, seasonal and annual variation in weather, topography, soil type, tillage capacity and fertility, availability of irrigation, and pests.

B. Agronomic information: principal crops including trees, if appropriate, cropping patterns, cropping calendar including maps of field layouts, rotation patterns (including those between different land users as well as land uses). Information should indicate what are the management decisions (which field to plant with what, when to plant) and who makes the decisions. Also to be included are management choices on such issues as fertilization, mechanization, pest control, crop spacing and information on who makes the decisions.

C. Livestock information: principal animals, numbers, ownership, role in household economy, relationship to crop production activities, sources of food for livestock, uses of livestock products.

D. Household reproduction requirements: provision of food, shelter, childcare, water, fuel, clothing, education, including the requirements of time and cash or in-kind income.

E. Economic information: There are two sets of information required here. (1) First are the costs and returns on particular crops or livestock production at issue, including questions of risk and variability. This should include information on the use of the product for subsistence or sale for cash; information on nutritional value; multiple uses of crop such as fodder, thatch, fuel, as well as for sale; yields; marketing; pricing; time allocation by household members; and the responsibility for inputs and opportunity for benefits of individual household members with respect to production and use. (2) Second is the place of these crops/livestock in the individual and household economy. This would include income and expenditure patterns for members of households, including non-agricultural sources of income, especially if relevant for understanding time and cash constraints, resources or incentives. In other words, what drives people's investment decisions: what resources can or will they bring to bear and what incentives have they to do so. Time allocation

information could/should include the seasonality of tasks associated with specific activities. Inputs information should include prices, availability, and means of access to land, hired or unpaid labor, cash and in-kind credit.

F. Farmers' (men and women) Views: What are their views of the constraints on agricultural or livestock production? What are their objective? Who was asked? Are there differences of opinion within households or within the community?

Note

This section may be overlong. Depending on the stage of the actual project and the material available, it may be appropriate to omit section III below and instead break this section into two parts. Section 1A then would give information in the country and the project area including what is "known" about men and women's roles in the farming systems and any trends which may be affecting those roles. The task for the students would be to design a set of questions and means of collecting data for the diagnostic stage which, in addition to eliciting the production information, would provide information on the actual types of households in the area, and the roles of all household members with respect to the crops at issue and any competing demands for labor or resources. Section 1B would be results of the survey as actually carried out by the team.

Section II. Experimentation and Monitoring

The focus of this section is the research design and the on-farm experimentation and results. This section has four parts: the project's own analysis of the diagnostic work, an experimentation and monitoring plan/design, what actually happened during the implementation, and the results of the experiments.

The section should begin with the analysis made by the FSR/E team of the results of their diagnostic activities. What are the recommendation or research domains and the basis for their selection? What are the problems they discovered, the priorities established, and the experiments planned? (This is an example of where the project's analysis can be considered "data").

The section would go on to describe how cooperating farmers within each domain were selected, what "type" of trial was selected (exploratory, researcher-managed, extension-managed, farmer managed, combinations, other), specifications of the farmer's contributions, number of visits by research personnel and their interaction with the members of the farm household and neighbors. It should also include any monitoring activities, focused surveys, variable theme surveys or continued characterization of the farming system and farm household(s) planned to parallel the field level experimentation. Who is to do the monitoring or surveys, what information is to be sought, and how the information is to be brought together and analyzed should be

stated. Annexes to this section would include examples of trial protocols, experimental layouts and data collection sheets or field book samples.

Descriptions of what happened during implementation should be confined principally to those elements which differ from or cause variations in the planned experimentation and monitoring. What happened during planting, in the sequencing of trials? How were the experiments actually monitored? Ended? Were there results not included in the reports?

The final part of this section would report the results of the experimentation and monitoring activities. This would include summary tables of trial outcomes, monitoring results, and any other observations made by team members of participation and evaluation by different members of the household and locality. For instance, team members may notice they are not talking to the person who does the work, but overlook the impact of that analysis on results. That "noticing" belongs here. If a number of trials and monitoring activities were implemented during the experimental phase of the project, it may be necessary to select only a few to include in this section.

Section III. Evaluation, Adaptation, and Dissemination

This section focuses on the project's evaluation of the experimentation, any adaptations made or recommended, and the planned or actual dissemination of results. The section

should begin with a brief description of how the analysis of the experimental and monitoring data was conducted: the data included in the analysis, the persons carrying out the analysis. The analysis should be accompanied by as much information as possible and summarized in tabular or other form. Emphasis here is on the conclusions and plans of the FSR/E team. These should include an assessment of the "success" of the technology tested, any recommendations for the alterations of specific agriculture technology and the designation of for whom the technology is appropriate. It may also include the team's recommendations on where and how subsequent testing and experimentation phases might take place, how the technology could affect the household and its members (men, women, children) and other sub-components of the household farming system, and how the technology could affect other households and individuals within the research domain and the general farming system.

Depending on how far advanced the project is, this section could also present results from further testing of the technology; adaptations made to the technology by farmers, researchers or extensionists; plans or steps taken to disseminate the technology; adoption rates, or the opinions of researchers and farmers on why the technology was adopted. The description of plans for dissemination should include the designation of target groups (if made) and the specific mechanisms by which such groups or farmers generally will be reached.

TEACHING NOTES

The teaching notes are developed separately from the case. Using the generic questions and the case study theme as an overall framework, the final section provides an analysis and discussion of the project as a whole by the case study author(s). The notes would include a recommended set of study questions for each section to be used by trainees in analyzing the case. In a training situation, this section would be a teaching aid to the trainers and withheld from the trainees until all other sections have been used. It will also be used for self-study.

For Section I the task of the students will be to determine (1) recommendation or research domains, (2) production constraints, (3) priority problems, and (4) design of experimentation and monitoring phase. It will also provide the opportunity for students to discuss the quality and appropriateness of the intra-household data developed up to this point. Determining production constraints and the priority problems is the heart of the analysis and is the opportunity for the laying out the tasks, resources and incentives of all household members; for questioning assumptions about the availability of family labor and resources and the interests of its various members in specific improvements. Designating the recommendation domains and designing the experiments and monitoring system lay the groundwork for future project work. The thematic question addressed is whether the recommendations rest on

assumptions which are grounded in an empirical understanding of how farm households work in this setting, and whether they build in opportunities for refining that understanding.

Section II lays out the analysis of the FSR/E project team and may differ from that of the students. It also describes what experimentation and monitoring was put into place, the actual implementation (and problems) and the technical results and observations related to the experiments. It is the students' task to (1) analyze the experimental results and observations as to their "success", and (2) make recommendations for adaptation, further testing, and/or dissemination. It also provides the students an opportunity to critique the research design of the FSR/E team. Have all household members involved in farming been heard? What are the tradeoffs between different points of view about the new technologies? This may lead to suggestions for other changes in the project, such as seeking opinions on the new technology from a wider range of people in the project setting or developing designs for technologies that will offset unanticipated labor constraints met by the original experiment (e.g. grain mills to ease the processing load of abundant harvests).

The tasks for students in Section III will be principally to critique the evaluation and recommendations of the FSR/E team and the implementation or plans for disseminating the successful technologies. What did the team consider successful and what criteria did they apply?

Were recommendations for further adaptation or new experiments appropriate? Why? Will the means used for disseminating these findings be successful? This is also the opportunity for reviewing the entire project and its evolution and determining at which points and the manner in which intra-household questions contributed to more successful design, experimentation, and dissemination.

The notes should be concise, focussing on the most important points impinging at each stage of FSR/E, on the design of agricultural technology or experiments which affect household members' interest in or capacity for undertaking changes in agricultural technology. This could include discussion of possible tradeoffs among approaches taking into account additional household information, or even information which was known by the FSR/E team, but overlooked during their own analyses. Suggestions could include on-going monitoring and adjustment, and some description of what an efficient and adequate system would look like. The latter could attempt to deal with such questions as: How are the views of all household members assessed as the experiments and testing proceed?

ANNEX A

DATA ON INTRA-HOUSEHOLD DYNAMICS

The term "intra-household dynamics" may provide difficulties conceptually to some readers. It is not used here as a rigid term with precise specifications. It is used as an attempt to open up the concept of "a household" as conventionally used in development planning and farming systems research and extension. Such "a household" is seen as male-headed, unitary, a fixed production and consumption unit, and a structure within which resources and benefits are shared equally among its members. While such a structure may be an accurate or appropriate unit of analysis in the description of some farming systems, in many it is not. Therefore the term "intra-household dynamics". For this series, "intra-household dynamics or variables" is used to capture differences in household structures, in networks of relationships, and/or in roles as defined by gender, age, or position. Different types of households or different categories of members within households (as defined by age, sex or position) may differ substantially in their interests, responsibilities, resources, and links to the wider community. In turn, these differences may be important in determining what resources can or will be brought to bear on improving agricultural or livestock production.

Therefore, there are (at least) three areas of information which may be relevant to understanding intra-household dynamics and the link to farming systems. These variables may not be equally relevant to every case, but are all presented here to raise questions for the writer or researcher as to what is most important in a particular case. These are: (a) household structures; (b) gender disaggregation of data; (c) links of individuals or households to wider groupings.

Household structures: This would present information on what are

considered "households" (locally and by the project team) in a particular farming system and variations from that model. This includes information on composition and size, variation over the life cycle, nuclear or compound units, the existence of single parent units, characteristics related to outmigration of particular groups defined by age and sex. This may be important in the selection of appropriate units of analysis for the experimental design stage. The case should state what 'types of households' are recognized and used by the project team and whether there are other significant types not so used.

Gender disaggregation of data: In section I, B-E, data will be presented on the activities, resources required and benefits of (i) cash and subsistence crop and livestock production, (ii) any other important income activities, and (iii) household maintenance. Running throughout the narrative activities described should include task and time allocation by age and sex (and where relevant, position in the household) for different stages of crop and livestock production, harvesting, processing, and trading and for the major tasks of household reproduction. Description of access and control should include (a) resources: land (ownership, use rights), labor, cash or in-kind inputs (e.g. fertilizers, manure), information/education, technology/inputs, markets; (b) benefits: commodities produced (stored for subsistence or sale), income from sales, income from alternative economic activities; and (c) expenditures including responsibilities for household consumption or other payments such as for school fees or for ceremonial purposes.

inter-household linkages: This would describe relationships between the household or any of its members to larger groupings (kinship, community) which include patterns of obligations affecting availability of resources to agriculture or disposition of production. Are any such larger units appropriate as a unit of analysis/recommendation domain or as a vehicle for undertaking

experimentation or evaluation?

In Section 1 as each activity is described the following questions should be addressed with respect to age, sex, and position (head of a compound household, village leader, etc.): which household member undertakes the activity? Who has access and/or control of the resources (land, labor, cash, etc.) and the benefits of production? Is there flexibility and interchangeability of the tasks, pooling or non pooling of income? Is there an observable pattern of decision making on farm management, agricultural or other investment (especially assets, working capital), use of produce (storage, sale, gifts), use of hired or family labor? Do particular members of the household have specific obligations towards family maintenance to be met out of own-account activities? Is there an operative "family survival strategy" implicit or explicit in the assignment of tasks and responsibilities and is this shared by all members of the household?

In Section 2 of the case studies, experimentation and monitoring, an important theme is the participation of members of farm households in testing and monitoring of experimental technologies. Which members carried out trials? Who kept records? Whose opinions were solicited and how? At what points were views solicited? Were members involved in discussing the overall evaluation of results? Are those doing different tasks and those processing the crop consulted? What new constraints have revealed themselves and do they involve different members of the household? What are suggested changes in the technology being introduced?

Section 3, evaluation, adaptation, and extension, builds on the questions raised earlier and whether they have yet been recorded and addressed. It also introduces the question of extension and whether that is directed to all the parties critical to agricultural production.

Questionnaire sent to all those who sent in
Expression of interest to the project.

INTRA-HOUSEHOLD DYNAMICS IN FARMING SYSTEMS RESEARCH

FSR Project Survey

I. General Information

Project Title _____

Country _____ Region _____

Funded by _____

Contractor _____

Contractor's address _____

Government agency or University in charge _____

Name of person(s) completing form _____

Position in project _____

Please define your target group in specific terms other than small, resource poor, subsistence, rainfed, etc. (i.e. what is really meant by small or resource poor in your area?) _____

Are one or more of the following included in the target group?

Please check all that apply

- a. households capable of producing most of what the family eats
yes____ no____
- b. producers oriented toward the market yes____ no____
- c. households who rely on remittances from wage labor to finance
farm/household yes____ no____
- d. households who rely on hired labor to do work on the farm
yes____ no____
- e. female-headed households yes____ no____
- f. inter-household work groups yes____ no____

What is the average farm size for your target group? _____

What are the main crops produced? _____

(Please go on to the next page)

Is livestock a factor in the farming systems for your target group? yes_____ no_____

If yes, how? **check all that apply** cash income_____ food_____ traction_____ wealth_____ other (please specify)_____

Local professional staff involved in project (including administration). Note number.

BS_____; MS_____; PhD_____; Non-degree_____; Men_____ Women_____

Number in plant science_____; animal science_____; economics_____; other social science_____; extension_____

Define the study region in geographic terms: (i. e. location, size, distance between farthest experimental farm sites in kms. and between sites and headquarters)_____

Numbers of field site locations (not individual farmer plots)

What factors influence the choice of field site locations?

	Strong	Moderate	Nil
Political	_____	_____	_____
Production potential	_____	_____	_____
Equity	_____	_____	_____
Type of crops grown	_____	_____	_____
Type of environment	_____	_____	_____
Proximity to research station	_____	_____	_____
Other (describe) _____	_____	_____	_____

II. Following is a list of types of information which may be part of intra or inter household information collected by FSR projects. These have been divided into six categories, based on a review of submissions of interest to the Intra-Household and Farmings Systems Case Studies Project. For each category, we are interested in whether your project has the information; if so, how the data were collected and how you have used or plan to use the data for your project.

Please respond in four ways to describe your project.

1. Check all types of information your project has available about household variables.

2. For those types of information your project has available, indicate the data collection method used to obtain the information.

3. Check all uses your project made or plans to make of each of the categories of data you have available.

4. Provide some more detailed information about the most effective and most useful study(ies) and/or activity(ies) of your project related to intra-/inter- household concerns.

(Please go on to the next page)

If there is a category of data which does not apply to your project, simply skip over that whole series of questions. For instance, if your project has no household activity data, go on to the section about access to production resources.

Types of information	Project has information	

1. demographic information		
a. household structure, membership and size	yes____	no____
b. education	yes____	no____
c. ethnic identity	yes____	no____
d. migration patterns	yes____	no____
e. variation in h.h. structure over family life cycle	yes____	no____

If you marked a "yes" for any of the above information categories, we are interested in how you obtained the information. For each category you marked "yes" please put that letter in front of the appropriate data collection method(s) listed below. For instance if you had information about household structure from existing national surveys and from a formal survey your project completed, you would put an "a" in front of those two methods listed below. List as many as you marked above.

1. Pre-existing secondary information
 - _____ 1a. national surveys
 - _____ 1b. anthropological studies
 - _____ 1c. other specify)_____

2. Project conducted studies and activities
 - _____ 2a. participant observation
 - _____ 2b. rapid rural appraisal (sondeo)
 - _____ 2c. formal survey
 - _____ 2d. farmer records
 - _____ 2e. community informants
 - _____ 2f. time allocation studies
 - _____ 2g. team members personal knowledge
 - _____ 2h. group meetings
 - _____ 2i. in-depth case studies
 - _____ 2j. other specify)_____

(Please go on to the next page)

Did you use demographic data including household information for any of the following? **Please check all that apply.**

initial project design	yes_____	no_____
selection of a target group	yes_____	no_____
identification of recommendation domains	yes_____	no_____
choice of research topic	yes_____	no_____
designing trials	yes_____	no_____
selection of participating farmers for field trials	yes_____	no_____
evaluation of field trials	yes_____	no_____
redesign of trials	yes_____	no_____
technology recommendations	yes_____	no_____
extension efforts	yes_____	no_____
project evaluation design	yes_____	no_____
assessing time and labor constraints	yes_____	no_____
assessing opportunity costs for innovation	yes_____	no_____
other (please specify) _____		

Are there specific parts of the demographic information you have available which are most helpful to your project? yes___ no___

If yes, which are they? _____

How are these data helpful to your project? _____

When were the demographic data on households collected during the project? (check all that apply)

before project began, i.e. during project design
yes_____ no_____

during initial diagnosis stage yes_____ no_____

on-going yes_____ no_____ be specific about frequency

parallel with on-farm testing yes_____ no_____

other (please specify) _____

Are there demographic data which you do not have that you wish you had collected? yes_____ no_____

If so, which data do you wish your project had collected?

(Please go on to the next page)

Now, please respond in the same manner to questions about the second category, household member's activities.

Types of information	Project has information	
2. each household member's participation in activities related to:		
a. cash crops by crop	yes_____	no_____
b. subsistence crops by crop	yes_____	no_____
c. livestock production	yes_____	no_____
d. other primary income generating activities	yes_____	no_____
e. major tasks of household reproduction	yes_____	no_____
f. other (please specify)_____		

If you marked a "yes" for any of the above information categories, we are interested in how you obtained the information. For each category you marked "yes" please put that letter in front of the appropriate data collection method(s) listed below. List as many as you marked above.

1. Pre-existing secondary information
 - _____ 1a. national surveys
 - _____ 1b. anthropological studies
 - _____ 1c. other specify)_____

2. Project conducted studies and activities
 - _____ 2a. participant observation
 - _____ 2b. rapid rural appraisal (sondeo)
 - _____ 2c. formal survey
 - _____ 2d. farmer records
 - _____ 2e. community informants
 - _____ 2f. time allocation studies
 - _____ 2g. team members personal knowledge
 - _____ 2h. group meetings
 - _____ 2i. in-depth case studies
 - _____ 2j. other specify)_____

2B. What kind of activity information have you collected?
 -task assignment disaggregated by gender___age___position
 in the household___ other (please specify)_____
 -time allocation of individual household members
 yes_____ no_____

(if not available for all household members, please indicate who is included _____)

(Please go on to the next page)

Did you use household activity data for any of the following?
Please check all that apply.

initial project design	yes_____	no_____
selection of a target group	yes_____	no_____
choice of research topic	yes_____	no_____
designing trials	yes_____	no_____
identification of recommendation domains	yes_____	no_____
selection of participating farmers for field trials	yes_____	no_____
evaluation of field trials	yes_____	no_____
redesign of trials	yes_____	no_____
technology recommendations	yes_____	no_____
extension efforts	yes_____	no_____
project evaluation design	yes_____	no_____
assessing time and labor constraints	yes_____	no_____
assessing opportunity costs for innovation	yes_____	no_____
other (please specify) _____		

Are there specific parts of the household activity data you have available which are most helpful to your project? yes___ no___

If yes, which are they? _____

How are these data helpful to your project? _____

When were the household activity data collected during the project? (check all that apply)

before project began, i.e. during project design

yes_____ no_____

during initial diagnosis stage yes_____ no_____

on-going yes_____ no_____ be specific about frequency

parallel with on-farm testing yes_____ no_____

other (please specify) _____

Are there household activity data which you do not have that you wish you had collected? yes_____ no_____

If so, which data do you wish your project had collected?

(Please go on to the next page)

The third category is about access to production resources.

Types of information	Project has information	
3. each household member's access to production resources:		
-land:		
a. in general	yes_____	no_____
b. by tenure category	yes_____	no_____
c. by production potential (e.g. irrigated, non-irrigated)	yes_____	no_____
-labor:		
d. family	yes_____	no_____
e. hired	yes_____	no_____
f. exchange	yes_____	no_____
-capital:		
g. seeds	yes_____	no_____
h. tools	yes_____	no_____
i. equipment	yes_____	no_____
j. animals	yes_____	no_____
k. others (specify) _____	yes_____	no_____
-innovations or improved production inputs		
l. information (extension contacts, training, etc)	yes_____	no_____
m. technology inputs requiring cash or credit	yes_____	no_____
-credit:		
n. informal	yes_____	no_____
o. formal	yes_____	no_____
p. other (please specify) _____	yes_____	no_____

(if not available for all household members, please indicate who is included _____)

If you marked a "yes" for any of the above information categories, we are interested in how you obtained the information. For each category you marked "yes" please put that letter in front of the appropriate data collection method(s) listed below. List as many as you marked above.

1. Pre-existing secondary information
 - _____ 1a. national surveys
 - _____ 1b. anthropological studies
 - _____ 1c. other specify) _____
2. Project conducted studies and activities
 - _____ 2a. participant observation
 - _____ 2b. rapid rural appraisal (sondeo)
 - _____ 2c. formal survey
 - _____ 2d. farmer records
 - _____ 2e. community informants
 - _____ 2f. time allocation studies
 - _____ 2g. team members personal knowledge
 - _____ 2h. group meetings
 - _____ 2i. in-depth case studies
 - _____ 2j. other specify) _____

(Please go on to the next page)

In cases where household members did not own or control resources did you collect information on the conditions of their access to resources? yes____ no____ If yes, how did you gain this information? _____

Did you use access to resources data including household information for any of the following? Please check all that apply.

initial project design	yes____	no____
selection of a target group	yes____	no____
choice of research topic	yes____	no____
designing trials	yes____	no____
identification of recommendation domains	yes____	no____
selection of participating farmers for field trials	yes____	no____
evaluation of field trials	yes____	no____
redesign of trials	yes____	no____
technology recommendations	yes____	no____
extension efforts	yes____	no____
project evaluation design	yes____	no____
assessing time and labor constraints	yes____	no____
assessing opportunity costs for innovation	yes____	no____
other (please specify) _____		

Are there specific parts of the access to resources data you have available which are most helpful to your project? yes___ no___

If yes, which are they? _____

How are these data helpful to your project? _____

When were the access to resources data collected during the project? (check all that apply)

before project began, i.e. during project design

yes____ no____

during initial diagnosis stage yes____ no____

on-going yes____ no____ be specific about frequency

parallel with on-farm testing yes____ no____

other (please specify) _____

Are there access to resources data which you do not have that you wish you had collected? yes____ no____

(Please go on to the next page)

If so, which data do you wish your project had collected?

The fourth category is about decision making.

Types of information

Project has information

- | Types of information | Project has information | |
|--|-------------------------|---------|
| 4. household member's participation in decision making related to: | | |
| a. land use | yes_____ | no_____ |
| b. use of family labor | yes_____ | no_____ |
| c. use of hired labor | yes_____ | no_____ |
| d. use of exchange labor | yes_____ | no_____ |
| e. use of technology inputs | yes_____ | no_____ |
| f. use of credit | yes_____ | no_____ |
| g. cropping choices | yes_____ | no_____ |
| h. cultivation practices | yes_____ | no_____ |
| i. uses of harvested crop & residues | yes_____ | no_____ |
| j. marketing | yes_____ | no_____ |
| k. other (please specify)_____ | yes_____ | no_____ |

(if not available for all household members, please indicate who is included _____)

If you marked a "yes" for any of the above information categories, we are interested in how you obtained the information. For each category you marked "yes" please put that letter in front of the appropriate data collection method(s) listed below. List as many as you marked above.

1. Pre-existing secondary information
 - _____ 1a. national surveys
 - _____ 1b. anthropological studies
 - _____ 1c. other specify)_____

2. Project conducted studies and activities
 - _____ 2a. participant observation
 - _____ 2b. rapid rural appraisal (sondeo)
 - _____ 2c. formal survey
 - _____ 2d. farmer records
 - _____ 2e. community informants
 - _____ 2f. time allocation studies
 - _____ 2g. team members personal knowledge
 - _____ 2h. group meetings
 - _____ 2i. in-depth case studies
 - _____ 2j. other specify)_____

(Please go on to the next page)

Did you use household decision-making data for any of the following? Please check all that apply.

initial project design	yes_____	no_____
selection of a target group	yes_____	no_____
choice of research topic	yes_____	no_____
designing trials	yes_____	no_____
identification of recommendation domains	yes_____	no_____
selection of participating farmers for field trials	yes_____	no_____
evaluation of field trials	yes_____	no_____
redesign of trials	yes_____	no_____
technology recommendations	yes_____	no_____
extension efforts	yes_____	no_____
project evaluation design	yes_____	no_____
assessing time and labor constraints	yes_____	no_____
assessing opportunity costs for innovation	yes_____	no_____
other (please specify) _____		

Are there specific parts of the decision-making data you have available which are most helpful to your project? yes___ no___

If yes, which are they? _____

How are these data helpful to your project? _____

When were the decision-making data collected during the project? (check all that apply)

before project began, i.e. during project design
yes_____ no_____

during initial diagnosis stage yes_____ no_____

on-going yes_____ no_____ be specific about frequency

parallel with on-farm testing yes_____ no_____

other (please specify) _____

Are there decision-making data which you do not have that you wish you had collected? yes_____ no_____

If so, which data do you wish your project had collected?

(Please go on to the next page)

Category 5 is about income and expenditure data, benefits from farm production, food consumption and nutrition.

Types of information	Project has information	
5A. income and expenditure data:		
a1. each household member's sources of income	yes_____	no_____
a2. each household member's expenditures	yes_____	no_____
5B. benefits from farm production		
b1. use of end products from crop production	yes_____	no_____
b2. desirable characteristics of each crop or crop product	yes_____	no_____
b3. each household member's access to or control of end products		
5C. food consumption and nutrition information:		
c1. diet survey	yes_____	no_____
c2. nutritional adequacy analysis	yes_____	no_____
c3. food preparation practices	yes_____	no_____
c4. food preferences	yes_____	no_____
c5. on-farm household food production	yes_____	no_____
c6. other (please specify)_____		

If you marked a "yes" for any of the above information categories, we are interested in how you obtained the information. For each category you marked "yes" please put that letter in front of the appropriate data collection method(s) listed below. List as many as you marked above.

1. Pre-existing secondary information
 - _____ 1a. national surveys
 - _____ 1b. anthropological studies
 - _____ 1c. other specify)_____

2. Project conducted studies and activities
 - _____ 2a. participant observation
 - _____ 2b. rapid rural appraisal (sondeo)
 - _____ 2c. formal survey
 - _____ 2d. farmer records
 - _____ 2e. community informants
 - _____ 2f. time allocation studies
 - _____ 2g. team members personal knowledge
 - _____ 2h. group meetings
 - _____ 2i. in-depth case studies
 - _____ 2j. other specify)_____

(Please go on to the next page)

Finally, if there are types of household data which have not been included above and which your project collected, please indicate what those are in the space provided below and tell us how you obtained the information.

 Types of information Project has information

6. other types of information related to the household:

 data collection method _____

 data collection method _____

 data collection method _____

Did you use data identified under number 6 for any of the following? Please check all that apply.

initial project design	yes_____	no_____
selection of a target group	yes_____	no_____
identification of recommendation domains	yes_____	no_____
choice of research topic	yes_____	no_____
designing trials	yes_____	no_____
selection of participating farmers for field trials	yes_____	no_____
evaluation of field trials	yes_____	no_____
redesign of trials	yes_____	no_____
technology recommendations	yes_____	no_____
extension efforts	yes_____	no_____
project evaluation design	yes_____	no_____
assessing time and labor constraints	yes_____	no_____
assessing opportunity costs for innovation	yes_____	no_____
other (please specify) _____		

Are there specific parts of the information identified under number 6 you have available which are most helpful to your project? yes___ no_____

If yes, which are they? _____

How are these data helpful to your project? _____

(Please go on to the next page)

When were the above data collected during the project? (check all that apply)

before project began, i.e. during project design
yes____ no____
during initial diagnosis stage yes____ no____
on-going yes____ no____ be specific about frequency

parallel with on-farm testing yes____ no____
other (please specify) _____

Are there other data which you do not have that you wish you had collected? yes____ no____

If so, which data do you wish your project had collected?

Now please select the study(ies) or activity(ies) of your project which were most effective in collecting information in intra-inter-household variables relevant to farm production and/or which were most useful in determining project decisions concerning research priorities, cooperating farmers, technology acceptance, etc. For this study or activity please answer the questions asked below and add any additional information which would be helpful to others engaged in this kind of research. If you have more than one study or activity which was particularly helpful, please fill out a sheet for each one.

This study/activity was:

most effective in collecting IHH information yes____ no____
most useful in project decision making, design, etc. yes____ no____
both yes____ no____

Characterize the kind of study or activity: (sondeo, formal survey, participant observation, etc.)

At what point in the project was this study/activity undertaken?

How long did it last?

How frequently were farmers/households/groups surveyed/observed/etc (once during the study, once a week, once a month, etc)?

Sample size _____

Percent of total population being studied _____

Sample selection criteria (please describe in detail)

Who designed the study?

(Please go on to the next page)

Who carried out the study? Please designate numbers carrying out the study? the number of men and women? their degrees, training, occupations or discipline speciality if applicable (e.g. extension agents, secondary school students, locally hired enumerators, etc.)?

What data were collected? Please describe as specifically as possible and if you like enclose a sample questionnaire, record sheet, etc.

From whom were data collected? (Head of household? whoever was at home? more than one member of the household? etc.)

Who collated and analyzed the data? How long did it take after the end of the data collection period?

How was the information gained from this study or activity used in the farming systems project?

Did physical, logistical, or resource constraints affect:

-study/activity design yes____ no____

-sample selection yes____ no____

-conduct of study/activity yes____ no____

-analysis of data yes____ no____

-application of analysis to project activities yes____ no____

Please describe as specifically as possible.

Did cultural/social/political circumstances affect:

-study/activity design yes____ no____

-sample selection yes____ no____

-conduct of study/activity yes____ no____

-analysis of data yes____ no____

-application of analysis to project activities yes____ no____

Please describe as specifically as possible.

Were any special measures taken to overcome any of the constraints listed above? If so, please describe.

Please add any additional comments concerning the means by which the study or activity was undertaken or its usefulness to the project.

Instructions for returning the questionnaire are on the following page. Thank you for your time and help.

Please mail the completed survey to:

Dr. Rosalie Huisinga Norem
Department of Family Environment
166 LeBaron Hall
Iowa State University
Ames, Iowa 50011 USA

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