

# Annex 2 Methodology and Approach

## 1. Quantitative data assessment

This section provides a short description of the main data set used for analysis in the Evaluation as well as an explanation of the quantitative data estimation approach pursued.

### Data availability

For the analysis, the Evaluation has made use of quasi-experimental data set collected by independent survey teams as part of recent Mid-Term Evaluations of the Agricultural Extension Component (AEC) and the Regional Fisheries and Livestock Development Component (RFLDC). An overview of the data set is presented in Table 1. The Evaluation decided mainly to make use of these two data set based on an initial screening of data quality and availability.

**Table 1: Overview of data set collected by AEC and RFLDC Mid-Term Evaluations**

AEC	RFLDC
<ul style="list-style-type: none"> <li>• Post-intervention data available for both participating and control village households. However, no before-after estimates included.</li> <li>• Not possible at the individual household level statistically to match the information with AEC baseline information from 2007<sup>1</sup>.</li> <li>• 1,087 participating households and 222 control village households.</li> <li>• Totally, 1,309 households.</li> </ul>	<ul style="list-style-type: none"> <li>• Post-intervention data available for all outcome variables and recall baseline data for selected areas, both for a group of participating and control village households.</li> <li>• Barisal: 328 participating households and 108 control households.</li> <li>• Noakhali: 321 participating households and 103 control households.</li> <li>• Total of 649 participating households and 211 control households.</li> <li>• Totally 860 households.</li> </ul>

### *AEC – Mid-Term Evaluation data*

Data for the AEC Mid-Term Evaluation were collected during February 2011 through a comprehensive questionnaire (survey instrument) covering a number of outcome variables as well as a series of control variable indicators for general household characteristics.

The Mid-Term Evaluation survey was based on a random sample of households who had received FFS training through AEC as well as control village households who did not receive any training. To minimize selection bias, the study has adopted a multi-stage random sampling procedure for selecting the farming households in the FFS and control villages: in the first stage 16 intervention districts were selected; in the second stage two Upazilas were selected randomly from each selected district; in the third stage two Unions were selected randomly from each selected Upazila; in the fourth stage two Farmers Clubs were selected randomly

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<sup>1</sup> Although the 2007 baseline survey is very clear on the sampling approach and the survey instrument covers a number of central outcome and socio economic control/matching variables, the data were not collected in the same locations and therefore not for the same households. This invalidates the use of a traditional difference-in-difference estimator. Follow-up surveys should at least be done in the same villages as the baselines if trustworthy quantitative impact measures are to be calculated. However, average baseline outcome numbers compared with average post-intervention outcome numbers may still provide indicative effects of the FFS intervention.

from the records of each selected Union; and in the fifth stage eight farming households were selected randomly from the register of the selected clubs.

The sample was selected on the basis of a 95% confidence level where the control village households were composing 21% of the sample of FFS households. Control villages were selected from neighbouring Unions which were not adjacent to the experimental village but both the participating and control villages were located in the same agro-ecological zone. The respondents of both units belonged to same landholding groups ranging from 50 to 250 decimals of land. After data cleaning, the Evaluation was left with 1,309 observations: 1,087 FFS household and 222 control village household observations, respectively. Thus a total of 1,309 FFS households were selected from 128 Farmer Clubs within 64 Unions, under 32 Upazilas of 16 districts.

Given that control village households have been severely under-sampled from an impact assessment perspective, there was a risk that common support problems would arise when applying valid statistical matching methods to the data<sup>2</sup>. However, this appeared only to be a problem for a few outcome variables. The survey includes a number of central outcome variables used in the report. Moreover, a comprehensive set of farmer specific socio-economic household characteristics could be controlled for in the analysis including gender, age, marital status, education level, occupation, household size, land ownership (see Table 2), although this does not seem to have been explored in previous analysis of the data. This information has been used fully in the matching approaches pursued in the report.

**Table 2: Household control variables used in the matching approach for AEC**

	Total	FFS Participants	Control
Age (years)	44.487	44.603	43.923
Education (completed years)	6.126	6.154	5.991
Occupation (agriculture = 1)	0.822	0.832	0.775
Size (number)	4.809	4.821	4.752
Dwellings (number)	1.515	1.520	1.491
Housing quality (index 3 (bad) to 15 (good))	10.109	10.141	9.955
Electricity (yes=1, no=0)	0.622	0.617	0.644
Total land (log decimals)	5.320	5.334	5.253
Total assets (log Taka)	9.932	9.988	9.654
Total observations	1309	1087	222

*Note: Information is not available on gender and marital status.*

The survey questionnaire used for the AEC Mid-Term Evaluation is included in Appendix A to this annex.

### ***RFLDC – Mid-Term Evaluation data***

Data for the RFLDC Mid-Term Evaluation were collected during June 2010 and are comparable to those described in the AEC case. The control variables collected in terms of general household characteristics are useful, and the questionnaire is also quite comprehensive in terms of appropriate outcome variables. The questionnaire includes recall questions to establish the baseline (before-FFS intervention level).

<sup>2</sup> The *common support* (or *overlap condition*) ensures that observations from FFS participating households have control village observations ‘nearby’ in the propensity score distribution. Specifically, the effectiveness of matching also depends on having a large and roughly equal number of participant and non-participant observations so that a substantial region of common support can be found. Participating units will therefore have to be similar to control units in terms of observed characteristics unaffected by participation; thus, some control units may have to be dropped to ensure comparability (see Khandker et al, 2010 for more details).

As in the case of AEC, the amount of control village household data collected was a concern to the Evaluation: the control data constitute 1/3 of the information collected from participants, which again raised concern of fulfilling the overlap condition in the matching procedure. As shown in Table 1, the RFLDC Mid-Term Evaluation data consisted of information from 649 treatment households and 211 control village households.

**Table 3: Household control variables used in the matching approach for RFLDC**

		Total	FFS participants	Non-participants
Age (years)		44.534	44.653	44.166
Education (completed years)		4.050	4.208	3.564
Occupation	Agriculture	0.344	0.379	0.237
	Fisheries	0.060	0.065	0.047
	Trade and services	0.260	0.276	0.213
	Transportation	0.107	0.088	0.166
	Day labourer	0.076	0.062	0.118
	Retired/unemployed	0.074	0.065	0.104
	Other	0.078	0.066	0.114
Region	Noakhali	0.495	0.496	0.493
	Barisal	0.505	0.504	0.507
Total observations		860	649	211

*Note: Information on household size was also available but not for all households. Including this variable in the general control set would reduce the data available for analysis by 25%.*

The survey questionnaire used for the RFLDC Mid-Term Evaluation is included in Appendix B to this annex.

### Data estimation approach

Selection of FFS locations within AEC and RFLDC has not been done randomly, and it is highly likely that factors that matter for selection of locations also affect the selected outcome indicators. It is therefore also likely that a third relevant variable X may be jointly correlated with location selection and the outcome variable. FFS interventions are carried out in certain specific locations, for reasons that tend to have a lot to do with the characteristics of these locations. These characteristics could at the same time also be important factors for changes occurring in the selected outcome variable.

The challenge for the Evaluation has therefore been to work out how much of the change in outcomes that can be attributed to the FFS initiative distinct from confounding factors that simultaneously have determined participation and outcomes. This potential selection bias, also known as the problem of ‘endogenous program placement’, can be dealt with in several ways, depending on whether the above described X’s are observable or unobservable. In the following we abstract from cases where the X’s are unobservable (for example household head innate ability). In this case the only way to solve the ‘endogenous program placement’ problem is to apply instrumental variables (IV) techniques. However, as the data do not provide obvious instruments for IV estimation methods to be applied, the quantitative impact evaluation approach of the AEC and RFLDC will be limited to analysis of cases where the X’s are observable/measurable.

In those cases where the *observed* initial conditions are correlated with project participation and also correlated with the *level* of the chosen outcome variable, the bias can be addressed applying traditional matching (Propensity Score Matching - PSM) methods with appropriate control variables. This type of endogeneity could for example arise if places with agricultural potential are selected for the FFS interventions, thereby creating a

bias when assessing FFS impacts on agricultural incomes, given that the measured values of those incomes will partly reflect the differences in initial potential. In case of the AEC and the RFLDC, the available data set could be used to address this particular first type of selection bias.

However, if the *observable* initial conditions that influence project participation also influence the *changes* in outcomes (as would be the case if FFS has been targeted at poor areas with attributes that determined both their poverty and their subsequent growth path) the Evaluation can no longer rely on simple matching methods alone. In this case a double difference estimation strategy has to be applied, controlling for the levels of the observable characteristics. Using recall information, the RFLDC Mid-Term Evaluation data have made it possible to carry out a matched double difference approach to address this potential highly relevant selection bias. Similarly, the data were useful to control for any potential bias created when *observable time-varying* factors (for example changes in household educational level not related to the FFS) are correlated with *changes* in the outcome variables (for example changes in agricultural production), by applying a matched double difference approach allowing for time-varying characteristics to be included as control variables.

In addition to the described data issues and the conditional independence condition (that unobserved factors do not affect participation), the validity of the proposed estimation strategy is dependent of a sizable common support or overlap in propensity scores across the participant and non-participant samples. Given the relative small number of control village households sampled some concern about fulfilling the common support restriction should be highlighted.

Based on the available data, the Evaluation has to the extent possible used a *post-intervention propensity score matching approach* to carry out an econometric analysis for *AEC*. The rich information on general household characteristics in the data set has been used fully in the matching approach pursued.

The inclusion of recall questions in the questionnaire, together with a comprehensive set of control variables (household characteristics), has made it possible for the Evaluation to carry out an econometric data analysis for *RFLDC* based, to a large extent, on a *matched double difference approach*.

It should be noted that the selected approach for analysing the Mid-Term Evaluation data fulfils the ‘relevant study’ criteria described in the recent 3IE Synthetic Review on The Impact of Agricultural Extension Services (Waddington et al., 2010).

## 2. Qualitative information and observations

The qualitative fieldwork has focused on three issues: i) to verify the findings from the quantitative data analysis; ii) to explore areas, where there is no quantitative data; and iii) to add explanations to the findings from the quantitative data analysis.

While the quantitative surveys (see Appendix A and B) are less focused on socio-cultural/gender and quality issues, it has been of primary concern to the Evaluation to cover these areas extensively through the qualitative fieldwork. The checklists used for the Focus Group Discussions (FGDs) are included in Appendix C to this annex.

### Socio-cultural and gender assessments

Taking the gender roles and responsibilities within agricultural production into consideration, the Evaluation has aimed at assessing the degree to which FFS is meeting the gender needs. The discussions also cover the organisation of FFS in relation to most efficient and gender preferred learning settings.

An important aspect of the Evaluation has been to assess the extent to which FFS has contributed to the empowerment of women and changes in decision-making structures within the households besides new responsibilities assumed by women. Has the training had a positive impact on women's self-esteem and status within the household? To which degree have men been participating in and achieved new knowledge from the awareness module and had it had any influence on their view on women and recognition of their important role in health, nutrition and agricultural production?

Another important area of the assessment has been positive (and negative) impacts on the socio-economic status of women and children within the household, i.e. whether increased skills of women and increased income of the households have had positive impact in terms of reducing domestic violence, ensuring schooling of more children within the household etc.

Gender equity issues and FFS' impacts on women's status and empowerment, as well as social inclusion/exclusion of poor and minority households, are issues that have been very much the focus of all aspects of the Evaluation and covered during discussions with both men and women.

The Evaluation has also attempted to assess whether there are indications that FFS may have led to some unintended impacts among and within participating households.

### Quality aspects

Issues related to the quality of the 'training', the 'trainers' and the 'trainees' is essential to the FFS approach and a key factor for obtaining sustainability and impact. If the quality aspect is not sufficiently considered and reflected in the implementation modality of the FFS approach there is a large risk that any scaling-up attempts may result in loss of quality and at the end, possibly a breakdown of the 'system'.

Due to the obvious importance of these quality aspects for the whole FFS system, the Evaluation has been making particular efforts to assess certain quality parameters within the framework of the assignment. In particular, the Evaluation has aimed to assess how good quality FFS and active and successful FFS groups may be directly attributed to the competences of the facilitators (knowledgeable, skilled (including on gender) and with the right personal attitude). This perspective is also related to the need for good initial facilitator selection and training (content, duration and method wise), refresher trainings, exchange of experiences between facilitators, proper supervision and coaching by 'supervisors' etc.

The quality discussions have also been covering the FFS participants true reasons for joining FFS; whether they joined FFS voluntarily, their true benefits from FFS, and their decision-making power in the FFS (selection of topics, timing, duration and location, methodologies of FFS sessions etc.) as well as perception of the reasons for potential exclusion of some households in the villages for FFS participation.

## APPENDIX A - AEC Mid-Term Evaluation QUESTIONNAIRE

### HH\_QUESTIONNAIRE

#### Household Selection Criteria

Criteria	Response	Decision
1. Household owns 50 to 250 decimals of cultivable land	Yes	<b>In AEC project area:</b> If all answers are YES, proceed for interview. If any one answer is NO then go to the next household <b>In control area:</b> If first answer is YES, proceed for interview. If first answer is NO then go to the next household
2. Received training from FFS organized by Agricultural Extension Component (AEC)	Yes	
3. Household having children age 6-59 months or Households having non-pregnant and non-lactating women or Households having adolescent girls age 10-19 years	Yes	

#### IDENTIFICATION

Region.....	<input type="text"/>	<input type="text"/>	Serial Number	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Upazila.....	<input type="text"/>	<input type="text"/>	District.....	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Village.....	<input type="text"/>	<input type="text"/>	Union.....	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Name of Respondent.....	<input type="text"/>	<input type="text"/>	Household Number.....	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Identifying Landmark.....							

#### INSTRUCTIONS FOR INTERVIEWERS

*This is a questionnaire for data collection from the male and female members of the households. **Interview will be conducted in 50% households with the male members and in 50% households with female members.** The interviewer must visit the respective household to collect data. During anthropometric measurement, the interviewer must be vigilant, so that the person is not hurt or treated carelessly. The interviewer must be introduced with the Upazila Agriculture Officer (UAO) before starting data collection in the Upazila. **For control area respondents: CF- Club Related Information will not be administered***

## SECTION - I

### A. DEMOGRAPHIC AND SOCIOECONOMIC INFORMATION

#### AA. Household profile

AA01. Household size: Total 


  
 Male 


  
 Female 


AA02	AA03	AA04		AA05	AA06				AA07	AA08		AA09			
Sl. No.	Name of HH Member (Start with the name of HH head in the first row)	Relation to HH Head <sup>1</sup>	Sex <sup>2</sup>	Age				Marital Status <sup>3</sup>	Years of Schooling Completed <sup>4</sup>	Occupation <sup>5</sup>					
				Years		Months				Primary		Secondary			
01															
02															
03															
04															
05															
06															
07															
08															
09															
10															
11															
12															
13															
14															
15															

<sup>1</sup> AA04. Relation to HH Head: 01= HH Head, 02=Spouse, 03= Son/Daughter, 04= Parents, 05=Daughter in law/son in law, 06=Brother/Sister, 07=Father/Mother in Law, 08= Nephew/Nice, 09= Grand Parents, 10=Grand children, 11=Others (specify)

<sup>2</sup> AA05. Sex: 1=Male, 2=Female

<sup>3</sup> AA07. Marital Status: 1=Unmarried, 2=Married, 3=Widow, 4=Divorced, 5=Separated/deserted

<sup>4</sup> AA08. Years of Exact number of years studied, 10=SSC/Dakhil passed, 11=HSC/Alim passed,



schooling:	12=Graduation completed, 13=Masters completed, 14=Non formal education, 15=Religious education, 16=Not applicable (If age <6 years), 17= Illiterate,
<sup>5</sup> AA09. Occupation:	01=Unemployed, 02= Owner farmer, 03 = Owner cum tenant farmer, 04=Pure tenant farmer, 05= Day and unskilled labourer, 06= Fishing, 07= Skilled labourer (Blacksmith, Cobbler, Carpenter, Sewing, electrician, mechanic etc.), 08= Service, 09= Small trader/vendor, 10= Business, 11= Household work, 12= Student, 13= Child/Retired/ unable/disable, 14= rickshaw puller/Van puller, 15= Others (specify)

AA10	How many dwelling houses do you have?	Total number of houses used for living		
AA11	Structure of main dwelling house (record by observation)	<ol style="list-style-type: none"> <li>1. Leaves/straw</li> <li>2. Mud</li> <li>3. Bamboo</li> <li>4. Tin/CI Sheet</li> <li>5. Pucca/Cement/Tiles</li> </ol>	Roof	
			Wall	
			Floor	
AA12	What type of drinking water source do you use?	<ol style="list-style-type: none"> <li>1. Tube well</li> <li>2. Ring well</li> <li>3. Pond</li> <li>4. River/canal</li> <li>5. Others (specify)</li> </ol>		
AA13	What type of latrine do your household members use?	<ol style="list-style-type: none"> <li>1. Septic tank/Slab Latrine</li> <li>2. Pit latrine</li> <li>3. Hanging Latrine</li> <li>4. Open place/bush</li> <li>5. Others (specify)</li> </ol>		
AA14	Do you have electricity in your house?	1=Yes 2=No (Skip to AA16)		
AA15	What is its source?	<ol style="list-style-type: none"> <li>1. Grid</li> <li>2. Solar</li> <li>3. Biogas</li> <li>4. Other (specify)</li> </ol>		
AA16	If not, why?	<ol style="list-style-type: none"> <li>1. No grid in neighbourhood</li> <li>2. Not afford to buy it</li> <li>3. Other (specify)</li> </ol>		

### AB. Land Operation

Category	Size (decimal)	Category	Size (decimal)
Own land cultivated			
Share cropped-in		Share cropped-out	
Mortgage-in		Mortgage-out	
Lease-in/Khaikhalashi-in		Lease-out/Khaikhalashi-out	

### AC. Information on Landownership

Category	AC01. Area owned (decimal)	AC02. Number of plots	AC03. Area cultivated (operated in last year, 2010) (decimal)
A. Homestead land			
B. Farm land			
B1. Single crop			
B2. Double crop			
B3. Triple crop			
C. Fish pond/ditch (HH share)			
D. Orchard area			
E. Homestead vegetable garden			
F. Fallow land			
G. Others (specify)			

### AD. Ownership of domestic animals and trees

Sl. No.	Name of assets	Number owned	Approx Value (Tk)	Sl. No.	Name of assets	Number owned	Approx. Value (Tk)
1.	Cow (local breed)			9.	Chicken (local breed)		
2.	Cow (improved breed)			10.	Chicken (improved breed)		
3.	Buffalo			11.	Pigeon		
4.	Goat			12.	Other birds (specify)		
5.	Sheep			13.	Fruit trees		
6.	Pig			14.	Timber trees		
7.	Other animals (specify)			15.	Bamboo stock		
8.	Duck			16.	Other trees (specify)		

### AE. Ownership of moveable household assets

Sl. No.	Name of asset	1=Own 2=Don't own	No owned	Value (Tk)	Sl. No.	Name of asset	1=Own, 2=Don't own	No owned	Value (Tk)
<b>A.</b>	<b>Modern furniture</b>				<b>C</b>	<b>Means of transportation and communication</b>			
1.	Khat/Chowki				15	Motor Cycle			
2.	Sofa set				16	Bicycle			
3.	Almirah				17	Mobile phone			
4.	Showcase				<b>D.</b>	<b>Agricultural equipment and implements</b>			

Sl. No.	Name of asset	1=Own 2=Don't own	No owned	Value (Tk)	Sl. No.	Name of asset	1=Own, 2=Don't own	No owned	Value (Tk)
5.	Dressing table				18	Irrigation pump (LLP/STW)			
6.	Dining table				19	Power tiller/tractor			
7.	Chair				20	Thresher			
8.	Table				<b>E</b>	<b>Commercial units/articles</b>			
9.	Alna				21	Saw mill			
<b>B.</b>	<b>Electric/Electronic goods</b>				22	Rice husking mill			
10.	Electric fan				23	Rickshaw			
11.	Radio				24	Van			
12.	TV (Black/Colour)				25	Engine boat			
13.	Refrigerator				26	Manual boat			
14.	Electric charger light				27	Cart			

## B. NUTRITIONAL STATUS INFORMATION

### BA. Anthropometric Measurements

**Note:**

*If more than one U5 child aged 6-59 months is available, the youngest will be eligible for anthropometric measurement*

*If more than one married non pregnant non lactating woman aged 15- 49 years is available, the youngest will be eligible for anthropometric measurement*

*If more than one unmarried adolescent girl aged 10-19 years is available, the oldest will be eligible for anthropometric measurement*

Category	Id. No./ Name (xx)	Date of Birth (dd/mm/yyyy)	Height (cm) (xxx.x)	Weight (kg) (xx.x)
U5 child (6-59 months)				
Married non pregnant non lactating woman aged 15-49 years				
Unmarried adolescent girl aged 10-19 years				

## C. HOUSEHOLD FOOD SECURITY INFORMATION

### CA. Production, supply and utilization of field crops in last 12 months

Sl. No.	Crops	Area cultivated (decimals)	Total production Kg.	Amount paid to landlord as rent	Amount received from tenants as rent	Total household supply (complete off-site)	Utilization		
							HH Consumption (kg)	Sales (kg)	Available in store (kg)
<b>A. Kharif Season (March 16 -15 October)</b>									
1.	B. Aus								
2.	T. Aus								
3.	Jute								
4.	B. Aman								
5.	T. Aman								
6.	Mixed B Aus B Aman								
7.	Kharif Maize								
8.	Field crop summer vegetables (specify)								
9.	Others (specify)								
<b>B. Rabi Season (16 October-15 March)</b>									
1.	Boro rice								
2.	Wheat								
3.	Rabi Maize								
4.	Millet								
5.	Pulse								
6.	Potato								
7.	Sweet potato								
8.	Oil seeds:								
8.1	Mustard								
8.2	Til								
8.3	Tishi								
8.4	Ground nut								
9.	Spices:								
9.1	Ginger								
9.2	Turmeric								
9.3	Onion								
9.4	Garlic								
10.	Tobacco								
11.	Field crop winter vegetables (specify)								

Sl. No.	Crops	Area cultivated (decimals)	Total production Kg.	Amount paid to landlord as rent	Amount received from tenants as rent	Total household supply (complete off-site)	Utilization		
							HH Consumption (kg)	Sales (kg)	Available in store (kg)
12.	Others (specify)								
<b>C. Annual Crops</b>									
1.	Sugarcane								
2.	Betel leaf								
3.	Banana								
4.	Mango								
5.	Jackfruit								
6.	Litchi								
7.	Guava								
8.	Jujubi								
9.	Papaya								

### CB Food crisis and coping strategies

CB01	How many months can your household run with your own rice/income?	Number of months (If the answer is 12 months, Skip to CD01 )		
CB02	How often do some members of your household have to skip meals or eat smaller meal due to lack of food availability? 1. Often 2. Sometimes 3. Never	1.Boishakh		7.Kartik
		2.Jaishtha		8.Agrahayan
		3.Ashar		9.Poush
		4.Sravan		10.Magh
		5.Vadra		11.Falgun
		6.Ashin		12.Chaitra
CB03	How do you cope with household food insecurity? (multiple responses) 1=Most often 2=Sometimes, 3=Rarely, 4=Never	1. Using past savings		
		2. Eating inferior foods		
		3. Skipping meals or eating less		
		4. Borrowing from NGOs, cooperatives or banks		
		5. Borrowing from money lenders		
		6. Borrowing from friends and relatives		
		7. Selling/mortgaging moveable assets		
		8. Selling/mortgaging land or other immovable assets		
		9. Others (specify)		

### CD. Sources of Household Income and Expenditure

SL No	Question	Sources/heads	Amount (Tk)
CD01	What is your annual income from different sources? (multiple response)	1 Field crops	
		2 Homestead products	
		• Vegetables	
		• Fruits	
		• Others (specify)	
		3. Livestock products	
		4. Poultry products	
		5. Income from agricultural wage	
		6. Income from leasing out of land	
		7. Income from renting out agricultural equipment and implements	
		8. Trade and Commerce	
		9. Service	
		10. Labour sale (non-agricultural)	
11. Remittance			
12. Others (specify)			
CD02	What are the main heads of household expenditure and annual amount? (multiple responses) (Annual)	1 Expenditure on food	
		2 Fuel/lighting	
		3 Transportation	
		<b>4. Expenditure on Agricultural input and equipment:</b>	
		4.1.Seed/sapling buying	
		4.2.Organic fertilizer (i.e., cow dung, FYM, compost, green manure)	
		4.3.Chemical fertilizer	
		4.4.Pesticide	
		4.5 Expenditure on wage	
		4.6.Land preparation	
		4.7.Rent of agricultural equipment	
		4.8.Irrigation Expenditure	
		4.9.Rent of land	
		4.10.Others (specify)	
		<b>5. Other expenditure (Clothing, education etc.):</b>	
		5.1. Clothing	
		5.2. Education	
5.3. Cosmetics, Soap etc.			
5.4. Health care			
5.5. House construction and repair			
5.6. Repayment of loans			

		5.7.Others (Specify)	
CD07	Total Savings (Taka)		

## CE. Agricultural Marketing and Extension Information

Interviewer: Multiple response is expected in this section

SL No	Question	Code	Answer
CE01	Where do you commonly sell your farm products? (1=Farm gate, 2=Village market, 3=Central (Upazila or Union) market, 4=Mills or factories, 5=Do not produce/sell <b>(Skip to CE03)</b> )	1 Cash crop ( Jute/ Sugarcane/ Banana/ Tobacco/ betel leaf)	
		2 Cereal ( Rice/ Wheat)	
		3 Other non-perishable products (mustard, til, tishi, pulses)	
		4 Perishables ( fish/ meat)	
		5 Fruits	
		6 Vegetables	
CE02	Who are the main buyers of your farm products/ commodities? 1=Consumers, 2=Retailers, 3= Far-ia/Aratdar/Middlemen, 4=Wholesalers, 5=Processors 6=Do not produce/sell	1 Cash crop ( Jute/ Sugarcane/ Banana/ Tobacco/ betel leaf)	
		2 Cereal ( Rice/ Wheat)	
		3 Other non-perishable products	
		4 Perishables ( fish/ meat)	
		5 Fruits	
		6 Vegetables	
CE03	Where do you get the marketing information (demand, market price) from 1=Most common, 2=Common, 3=Rare, 4=Never	1 Radio	
		2 Television	
		3 Newspaper	
		4 Neighbors/friends	
		5 Agriculture Extension Personnel	
		6 Farmer Trainer (Farmer Trainer)/Local facilitator	
		7 Market survey/ market reconnaissance	
		8 Others (Specify)	
CE04	What are the sources of your agricultural information (e.g. fertilizer dose, selection of seeds/saplings, pest management, new variety, new technology etc.)?	1. Radio	
		2. Television	
		3. Newspaper	
		4. Training	

	1=Most common, 2=Common, 3=Rare, 4=Never	5. Workshop/seminars	
		6. Fair/ Exhibition	
		7. Leaflet/posters/billboards	
		8. Group discussion	
		9. DAE extension staff	
		10. Farmer Trainer (Farmer Trainer)/Local facilitator	
		11. Input dealer (fertilizer, seed, etc)	
		12. Friends/neighbours	
		13. Others (specify)	
CE05	How do you feel that field officers/staff of DAE cooperate with you to meet your demand related to agricultural requirements?		
CE06	Do you have contact with Farmer Trainer (Farmer Trainer)?	1=Yes 2=No (Skip to CF)	
CE07	When was contacted? What is the purpose?	Date: Purpose:	

### CF. Club Related Information

SL	Question	Answer ( Write down in pertinent case or encircle)	Code
CF 01	Are you a member of farmer's club?	1. Yes 2. No (Skip to CF05)	
CF02	What is the name of the club in which you are a member?		
CF03	What is your status in the club?	1. President 2. Vice-President 3. Secretary 4. Treasurer 5. Member of the Executive Committee 6. General member of the club	
CF04	Total number of members in club	1. Total member..... 2. No. of male member..... 3. No. of female member...	
CF05	Whether or not all the members of the club have been trained in Farmers Field School or there are also other members being incorporated?	1. All the members are trained in field school 2. There are members who have not received training	



SL	Question	Answer ( Write down in pertinent case or encir- cle)	Code
CF06	Whether your club has received an amount of Tk. 8,000 or 10,000 as grant from AEC?	1. Yes 2. No (Skip to CF09)	
CF07	How has this amount been spent (specify the expenditure)?		
	1  2  3  4  5		
CF08	How was the club benefited out of the expenditure?		
	1  2  3  4  5		
CF09	Whether your club has received Tk 4,000 for follow-up training?	1. Yes 2. No (Skip to CF13)	
CF10	Mention the name of training for which the money was spent.		
	1  2  3		
CF11	Did you attend these training?	1=Yes 2=No (Skip to CF13)	
CF12	How have you been benefited?	1. 2.	
CF13	When was the current executive committee of the club formed?	..... Year	
CF14	What is the interval of club executive committee meeting?	1. Weekly 2. Fortnightly 3. Monthly 4. As and when required 5. No meeting 6. Don't know	

SL	Question	Answer ( Write down in pertinent case or encir- cle)	Code
CF15	Whether your club is the member of Union Farmers Association (UNFA) or not?	1. Yes 2. No (Skip to CF17)	
CF16	In your view what are the changes in terms of status and activities of your club after being affiliated with UNFA? (Write the answer below) 1. 2. 3. 4. 5.		
CF17	Do you have annual work plan?	1. Yes 2. No	
CF18	What are the activities performed by male and female members? <b>Instruction:</b> Important in this question is that we do not feed them with the answers. It should be asked as an open question. Some prompting for more replies may be done, but not by giving explicit examples.		
	Activities	Male	Female
	<b>Income generating activities:</b> A1. Rearing poultry birds A2. Rearing dairy cow A3. Rearing goat A4. Beef fattening A5. Vegetables gardening A6. Fruit production A7. Small business A8. Nursery A9. Fish culture A10. Cottage industry A11. Tree plantation A12. Others (Specify)		
	<b>IPM/ICM activities:</b> B1. Preparation of FYM/Compost B2. Use of balanced fertilizer B3. Use of improved seeds		

SL	Question	Answer ( Write down in pertinent case or encir- cle)		Code
	<p>B4. Production and preparation of seeds</p> <p>B5. Production of vegetable crops in homestead to ensure supply of nutrients</p> <p>B6. Taking preventive measures to protect domestic animals from disease</p> <p>B7. Others (specify)</p> <p><b>Innovation and Adaptation activities:</b></p> <p>C1. Variety selection experiment</p> <p>C2. Crop cultivation practices</p> <p>C3. Early/late planting experiment</p> <p>C4. Balanced fertilizer use experiment</p> <p>C5. Optimum water use experiment</p> <p>C6. Biological pest control experiment</p> <p>C7. Others (specify)</p> <p><b>Social activities:</b></p> <p>D1. Celebration of national days</p> <p>D2. Celebration of sports day</p> <p>D3. Taking care of poor people</p> <p>D4. Taking care of old and sick people</p> <p>D5. Providing financial support to the poor and meritorious students</p> <p>D6. Anti-dowry movement</p> <p>D7. Campaigning against drug</p> <p>D8. Making bridge and canal</p> <p>D9. Construction of roads</p> <p>D10. Construction of school building</p> <p>D11. Others (specify)</p>			
CF19	How have you been benefited as a member of farmer's club?			

SL	Question	Answer ( Write down in pertinent case or encircle)	Code
	1. 2 3 4.		
CF20	Did you receive any other formal training except FFS?	1=Yes 2= No (Skip to CG)	
CF21	Mention the name of the training and organization that you received	Name of training	Organisation
		1. 2. 3.	
CF22	How did you use the knowledge gained from these trainings?	1. Using new technology 2. Doing new business 3. Producing seeds for business 4. Other (specify) 5. Can't utilize	

#### CG. Farmers Practice of Rice Cultivation (Only for Male Respondent)

SL No	Question	Answer ( Encircle or write as and where appropriate)	Code			
CG01	What are the varieties of transplanted Aman that you cultivated during last season? Instruction: Please put tick on the name of varieties and also write down the name of the varieties, land area and amount of harvest;					
		Name of the local, HYV and hybrid rice.	Write the name of the varieties	Total land area (Decimal)	Total amount harvested (KG)	
	1.	Local Variety				
	2.	HYV				
	3.	Hybrid				
	4.	Not Cultivated (Skip to CH)				
	Total					
CF02	What type of fertilizer did you use in transplanted Aman in last season?	1. Urea Super Granular (USG) 2. Prilled Urea 3. MOP 4. TSP 5. DAP 6. Mixed Fertilizer (NPKS) 7. Cow Dung 8. Compost 9. Farm Yard Manure (FYM) 10. No fertilizer has been used				

SL No	Question	Answer ( Encircle or write as and where appropriate)	Code
CF03	If you had used any fertilizer, how did you determine the dose?	1. Soil Test 2. Previous experience 3. Dealer's advice 4. DAE Extension Worker's Advice 5. Farmer Trainer's Advice 6. Guideline for fertilizer use 7. Others ( mention)	
CF04	Did you apply any insecticide during last transplanted Aman season?	1. Yes 2. No (Skip to CF06)	
CF05	How many times did you apply insecticides during last T. Aman Season?	..... Times	
CG06	Which IPM technologies did you use in last T.Aman cultivation?	1. Light trapping 2. Destroy harmful insects 3. Hand net 4. Magic box 5. Organic method	
CG07	What were the problems did you face in adopting IPM technologies?	1. 2. 3. 4.	
CG08	What were the various problems did you face during the last transplanted Aman Season?	1. Flood 2. Drought 3. Pest attack 4. Disease attack 5. No problem faced 6. Others ( Specify)	

**CH: Farmers' Knowledge on IPM/ICM in rice cultivation (Only for Male Respondent): Multiple Responses**

Question No	Question	Answer ( Write down or encircle as appropriate)	Code
CH01	What are the beneficial insects and animals for rice? ( Not to be prompted)	1. Carabid Beetle 2. Damsel Fly 3. Dragon Fly 4. Ground Beetle 5. Lady Bird Beetle 6. Long horn grass hopper 7. Mirid Bug 8. Spider 9. Wasp 10. Frog 11. Fish 12. Bird (hunter)	

Question No	Question	Answer ( Write down or encircle as appropriate)	Code
		13. Others ( specify)  14. Don't know	
CH02	What are the harmful insects for the rice?	1. Brown plant hopper 2. Case Worm 3. Ear cutting caterpillar 4. Gall midge 5. Green leaf hopper 6. Hispa 7. Leaf roller 8. Rice Bug 9. Short horn grass hopper 10. Stem borer 11. Swarming caterpillar 12. Rodent 13. Bird 14. Others ( specify) 15. Don't know/ can't remember	
CH03	What are the diseases of rice?	1. Blast 2. Sheath blight 3. Leaf Blight 4. Sheat rot 5. Stem rot 6. Tungro 7. Ufra 8. Others  9. Don't know / Can't remember	
CH04	In your opinion, what are the harmful effects of pesticide?	1. 2. 3. 4.	
CH05	Apart from pesticides, what are the other methods which could be used for	1. Biocontrol agents ( Predator, Parasitoid)	

Question No	Question	Answer ( Write down or encircle as appropriate)	Code
	pest management or control? (Not to be prompted)	2. Clean cultivation/ drainage cleaning up garbage and waste 3. Conservation of natural enemies- parasites and predators 4. Crop Rotation 5. Use of healthy seed 6. Use of Light Trap 7. Mechanical control 8. Hand picking and sweeping 9. Putting tree branch or bamboo stick 10. Sweeping insects by hand net 11. Others (Specify) 12. Don't know.....	
CH06	How do you improve soil fertility?	1. Use of organic manure, i.e, cow dung, FYM, crop residue, green manure 2. Balanced fertilizer 3. Crop rotation 4. Irrigation and drainage 5. Green manuring 6. Other (specify)	
CH07	What did you learn from your wife or any other female members of your family about nutrition, homestead gardening, food preparation, FYM, etc that she/others learned from FFS?	1. 2. 3. 4.	
CH08	What is the single most important thing you have learned from FFS?		
CH09	What do you want to learn more from FFS which does not exist now or not adequately available?	1. 2. 3. 4.	

**EA: Women Farmers' Knowledge on IPM/ICM/Nutrition (Only for Female Respondent)**

SL	Question	Answer (Write down or encircle where appropriate)	Code
EA01	What are the classes of food?	1. Food for Energy yields ( rice, bread, sugar, molasses, oil,ghee, potato, banana, etc) 2. Food for Physical growth and	

SL	Question	Answer (Write down or encircle where appropriate)	Code
		physical deficiency fulfillment (Egg, fish, meat, dry fish, milk, butter, pulse, etc.) 3. Disease Preventive food (Liver, egg, milk, green and yellow vegetables, fruits, etc.)	
EA02	What are the diseases associated with lack of nutrition?	1. Ricket 2. Night blindness 3. Anemia 4. Goiter 5. Mouth Sore 6. Mental disability 7. Others (specify).....  8. Don't know/can't remeber	
EA03	In your opinion, what kind of food-intake is necessary for the prevention of the ----- disease? ( Instruction: Put Tick on food items)		
	a) Night blindness	1. Rice/ bread 2. Fish/ Meat/ Lentil/ Egg 3. Color vegetable/ fruits 4. Sea Fish/ Iodized Salt 5. Others..... 6. Don't know	
	b) Anemia	1. Rice/ bread 2. Fish/ Meat/ Lentil/ Egg 3. Color vegetable/ fruits 4. Sea Fish/ Iodized Salt 5. Others (specify).....  6. Don't know	
	c) Goiter and intellectual disability	1. Rice/ bread 2. Fish/ Meat/ Lentil/ Egg 3. Color vegetables/ fruits 4. Sea Fish/ Iodized Salt 5. Others (specify)  6. Don't know	
EA04	Is there any vegetable garden (kitchen garden)?	1. Yes 2. No (Skip to EA06)	
EA05	What are the types of vegetables that you cultivate? (Write the name below)  1		



SL	Question	Answer (Write down or encircle where appropriate)	Code
	2 3 4 5 What are the types of vegetable?..... count and put the figure		
EA06	What are the correct methods of cooking vegetables? (Multiple responses)	<ol style="list-style-type: none"> <li>1. Cook fresh vegetable</li> <li>2. Wash before slicing ( cutting into pieces)</li> <li>3. Cut into big slices</li> <li>4. Use oil as need</li> <li>5. Cover the pot while cooking</li> <li>6. Use less water and spices</li> <li>7. Cook without spoiling the color of vegetables</li> <li>8. Others (specify)</li> <li>9. Don't know</li> </ol>	
EA07	What kind of fertilizer have you been using in your garden?	<ol style="list-style-type: none"> <li>1. Chemical fertilizer</li> <li>2. Organic Fertilizer</li> <li>3. Both types</li> <li>4. Don't use fertilizer</li> </ol>	
EA08	What steps do you undertake when incidence of pest attacks is noticed in your homestead vegetable garden?	<ol style="list-style-type: none"> <li>1. Use pesticides</li> <li>2. Adopt IPM practices</li> <li>3. Both the measures are taken</li> <li>4. Don't control or manage</li> </ol>	
EA09	Do you think that pesticide is harmful?	<ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No (Skip to EA11)</li> </ol>	
EA10	Why is harmful?  Instruction: The answer sheet should not be disclosed to respondents. Give adequate time to respondents. Put tick mark on right answer.	<ol style="list-style-type: none"> <li>1 Poisonous</li> <li>2 Destroy Fish, Bird, Frog, snake, earth worm, beneficial insects</li> <li>3 Harmful to health</li> <li>4 Harmful to domestic animal</li> <li>5 Pollute air</li> <li>6 Pollute water</li> <li>7 Pollute Environment</li> <li>8 Others ( Please specify)</li> </ol> <p>No of right answers? ..... count and put</p>	

SL	Question	Answer (Write down or encircle where appropriate)	Code
EA11	Have you received training on improved stove?	1. Yes 2. No	
EA12	What are the advantages of improved stove?	1. Less fuel is required 2. Cooking in two pots with same fuel 3. Safe for everyone 4. Environment friendly 5. Cooking done with less efforts and lesser time 6. Others (specify)  7. Don't know	
EA13	Do you have your own improved stove?	1. Yes (skip to EA15) 2. No	
EA14	Why not?	1. 2. 3.	
EA15	Have you received training on preparation of farmyard manure or compost?	1. Yes 2. No	
EA16	What are the benefits of farmyard manure or compost? (Multiple responses)	1. Good manure/ fertilizer with less cost 2. Lesser needs of chemical fertilizer 3. Reduce the crop production cost 4. Soil Fertility increased 5. Use of homestead garbage 6. Keep the home environment good 7. Others (specify)  8. Can't remember	
EA17	Do you prepare farmyard manure in your farm?	1. Yes 2. No (Skip to EA19)	
EA18	In which purpose do you use the manure?	1. Use in field crops 2. Use in vegetable garden 3. Use in Bio-gas production 4. Sale 5. Others (Specify)	
EA19	What did you learn from your husband or any male member of your family about	1. 2.	

SL	Question	Answer (Write down or encircle where appropriate)	Code
	use of fertilizer, pest management, etc. in the rice field that he/others learned from FFS?	3. 4.	
EA20	What is the single most important thing you have learned from FFS?		
EA21	What do you want to learn more from FFS which does not exist now or not adequately available?	1. 2. 3.	
EA22	After attending FFS, do you think that your role in household decision making has changed?	1=Increased 2=Decreased 3=Same	
EA23	After attending FFS, do you feel more confident in speaking publicly?	1=Yes 2=No (FINISH)	
<b>EB</b>	<b>For control area:</b>		
EB01	Did you attend any field day of the Farmer Field School?	1=Yes 2=No (FINISH)	
EB02	If yes, what did you learn from there?		

Interviewer .....Date:.....  
Supervisor:..... Date.....

## APPENDIX B - RFLDC Mid-Term Evaluation QUESTIONNAIRE

Draft Questionnaire

ID #

**Mid-term Study on Impact of Component Interventions  
Regional Fisheries and Livestock Development Component  
Noakhali and Barisal  
Agricultural Sector Programme Support, Phase II**

**Instrument V: Household level questionnaire for Components Beneficiaries**

Area and Respondents Identification:						
<b>Component</b>	Code: 1. RFLDC; 2. RRMAC		<b>District</b>	<b>District code:</b> 1. Noakhali; 2. Laxmipur; 3. Feni; 4. Chittagong; 5. Barguna; 6. Patuakhali; 7. Bhola; 8. Barisal; 9. Pirojpur; 10. Jhalokathi		
<b>Region/ Division</b>	Code: 1. Noakhali 2. Barisal					
<b>Upazila</b>	<b>Noakhali:</b> 1. Begumganj, 2. Hatiya, 3. Sonaimuri, 4. Senbag, 5. Subarnachar; <b>Laxmipur:</b> 6. Ramgati, 7. Komolganj; <b>Feni:</b> 8. Chagolnaiya, 9. Sonagazi; <b>Chittagong:</b> 10. Mirsarai; <b>Barguna:</b> 11. Amtali, 12. Sadar, 13. Patharghata; <b>Patuakhali:</b> 14. Dumki, 15. Kolapara; <b>Bhola:</b> 16. Charfassion; <b>Barisal:</b> 17. Mehendiganj; <b>Pirojpur:</b> 18. Mathnaria; <b>Jhalkathi:</b> 19: Kanthalia					
<b>Union</b>						
<b>Mouza</b>						
<b>Village</b>						
<b>Respondent Code:</b>	Code: 1. RFLDC beneficiary; 2. LCS member 3. Control sample member					
<b>Name of head of the household (HHH)</b>						
<b>Spouse</b>						
<b>Interviewer's Name</b>				<b>Date</b>		
<b>Supervisor's Name</b>				<b>Date</b>		

*FI: From the selected household, interview the head of household. In case HHH is not available, select the most appropriate person having sufficient knowledge about the HH. Respondents should be allowed/ encouraged to consult others to respond to a particular query.*

## SECTION 1: GENERAL INFORMATION

### A. About the Head of Household

Q. No.	Questions and Filters	Responses	Code	Skip
101	Name of the respondent	Male ..... Female	1 2	
102	Relation of the respondent with the head of the household (HHH)	Self Husband/Wife Other (specify) .....	1 2 3	
103	Age of the HHH	Completed year	.....	
104	Education level of the HHH (Highest class passed)	Years of schooling Never attended school Adult education/Can read & write	..... 0 1	
105	Main occupation of the HHH at present (Write one code from the Code list below)	<b>Code:</b>		
106	Main occupation of the respondent before involvement with RFLDC	<b>Code:</b>		
107	Secondary occupation of the HHH at present (Multiple response)	<b>Code:</b>		
108	Secondary occupation of the HHH before involvement with RFLDC (Multiple response)	<b>Code:</b>		
<b>Occupation Code:</b> 1-Agriculture/Crop farming, 2-Livestock(Ruminant), 3-Poultry (scavenging), 4-Poultry (Broiler), 5-Fish farming, 6-Fish catching (Inshore), 7-Fish catching (Offshore), 8-PL catching, 9-Fish drying, 10-Small trade, 11-Business (Trading), 12-Service, 13-Skilled labour, 14-Day labour, 15-Handicraft/ Sewing, 16-Rickshaw/Van puller, 17-Boat man, 18-Driver, 19-Retired person/old man, 20-Beggar, 21-Housewife, 22-Unemployed, 23-Others (Specify).....				
109	Total No. of household members (family size)?	Total Female	..... .....	

### B. Socio-Economic Status of the Households

Q. No.	Parameters	Responses		Skip
		Before <sup>3</sup>	Now	
110	Total land holding			
	Homestead area			
	Water body			
	a) Cultivated land – own			
	b) Land rented/mortgaged			
	c) Land rented out			
	d) Net cultivated area operated			
111	Number of livestock and birds			

<sup>3</sup> Before 2007(for Noakhali component); before 2008 (for Barisal component)

Q. No.	Parameters		Responses		Skip
			Before <sup>3</sup>	Now	
		Buffalo			
		Cattle			
		Goat			
		Sheep			
		Chicken			
		Duck			
		Birds			
		Goose			
112	Annual Family Income				
		<b>On Farm Activities:</b>			
		Crop			
		Live stock (large animal)			
		Poultry			
		Aquaculture (fish/prawn farming)			
		Capture Fisheries			
		Jalmahal			
		Fish drying: selling of dry fish			
		Fish drying: earning as wage labour			
		<b>Off Farm Activities:</b>			
		Wage labour/salary			
		Remittance			
		Business			
		Net making/Mat making			
		Embroidery/Sewing			
		Handicraft			
		<b>Other sources: (specify)</b>			
		<b>Total</b>			
113	Annual Household Expenditure (Tk)				
114	Annual Household Savings (Tk)				

For LCS Respondent go to Section 9 (901)

115	Investment and capital growth							Present capital (as on date of interview) Tk	How RFLDC grant/RRMAC helped capital growth
	IGA (Code)	Starting year	Own (Tk.)	Starting capital					
				Credit		Grant			
				Taka	From (Code)	Taka	From (Code)		

**IGA Code:** 1-Crop farming, 2-Livestock(Ruminant), 3-Poultry, 4-Fish farming, 5-Fish catching (Inshore), 6-Fish catching (Offshore), 7-PL catching, 8-Fish drying, 9-Net making, 10-Small trade, 11-Business, 12-Handicraft/ Sewing, 13-Rickshaw/Van puller, 14-Boat man, 14-Driver, 15-Wage labour, 16-Others (Specify).....

**Credit Source Code:** 1-CBO, 2-NGOs, 3-Mohajon (Dadonder), 4-Commercial bank, 5-Neighbours/relatives, 6-Others (Specify).....

**Grant Source Code:** 1-RFLDC, 2-RRMAC, 3-NGO, 4-GO, 5-Others (specify) .....

### C. Attendance in Training, Workshop and Group Meeting

116	Have you or any member of your household received any training, attended workshop or discussion meeting on agriculture, livestock, fisheries and nutrition?	Yes-1 No-2		→ Sec. 2
117	If yes, answer the following:			
	<b>Issue</b>	<b>Type of training *</b>	<b>Organized by **</b>	<b>Quality of training</b> 1= Satisfactory, 2= Average, 3=Not useful
1	Vegetable			
2	Livestock			
3	Poultry			
4	Fish culture			
5	Nutrition			
6	Others Specify.....			
<p>* Code: 1= FFS training, 2=Field day (without participating in FFS); 3=Workshops/Group discussions, 4=Field level follow ups (counseling), 5=Others (Specify) .....</p> <p>** Code: 1=RFLDC, 2=CBO-with support from RFLDC, 3=CBO-without support from RFLDC (specify donor), 4=GoB (Line department/ Extension/ Youth Training centre), 5=NGO, 6=Private/Individual, 7= Others (specify) .....</p>				

## SECTION 2: CHANGES IN VEGETABLE PRODUCTION SYSTEM

### A. Impact of FFS on the Status of Knowledge Gained on Vegetable Cultivation by the Participant

201	Have you attended regularly in FFS sessions?	Yes-1 No-2		→ 209
202	If yes, please provide the following information: (FI: Ask the following questions and judge the answers of participant in a score range of 1-5 out of 5 for each question depending on the relevance with the key.)			
<b>Sl. No.</b>	<b>Issues</b>	<b>Responses</b>	<b>Score (1-5)</b>	<b>Skip</b>
1	Name some winter and summer vegetables	<i>Winter vegetables: Lal shak, palang shak, brinjal, beans, cabbage, cauliflower etc. Summer vegetables: Pui-shak, kalmi shak, brinjal, pumpkin, sweet goad, ladies finger, long bean etc.</i>		
2	How do you make a soil suitable for vegetable cultivation?	<i>The soil should be made fertile through use of animal manure, lime and compost, which will enrich the soil, and make it suitable for vegetable cultivation</i>		
3	What are the compositions of Compost?	<i>Green and dry leaves and vegetative matter, straw, ash, cow-dung, poultry droppings, animal urine</i>		
4	What are the characteristics of a good quality seed	<i>Mature and properly ripen seed, good shape, bright colour, free from disease and insect &amp; pest attack, and collected from good plant</i>		
5	What would be the common size of a vegetable seedbed?	<i>Size: Length x breadth (10' X 4'), height (4-6") 10-12" wide and 6-9" deep drain encircled the seedbed</i>		
6	What is IPM?	<i>IPM is an integrated disease and insect-pest management process by which disease and insect-pest attack to a crop is kept to a minimum level</i>		

### B. Changes in Practice in Vegetable Cultivation

Have you attended regularly in FFS sessions? If yes, please answer the following questions:

<b>Q. No.</b>	<b>Issues</b>	<b>Responses</b>	<b>Before</b>	<b>Now</b>	<b>Skip</b>
203	Since joining FFS, have your way of cultivating vegetables changed? If yes, in what ways?	Yes-1, No-2  Code:1-Select vegetable depending on soil type, 2-			→ 208

		Select vegetable depending on season, 3-Prepare bed or pit for seeding, 4-Use quality seed and test for germination, 5-Use compost, 6-Use IPM, 7-Early planting of seed, 8-Store quality seed for next season, 9-Others (specify)			
204	Has there any change in collection of inputs (seed, fertilizer, insecticides etc.) for your vegetable cultivation? If yes, from where you collect inputs for vegetable cultivation?	Yes-1, No-2  <b>Code:</b> 1-Own; 2-Other farmers; 3-From dealer/market; 4-CBO; 5-BADC; 6- Others (specify) .....			
205	Have your vegetable production increased? If yes, what was the vegetable production (kg/yr/dec.)?	Yes-1, No-2			
206	Have your family vegetable consumption increased? If yes, what was the vegetable consumption (kg/month)?	Yes-1, No-2			
207	Have your sale of vegetables increased? If yes, what was the sell (kg/yr)?	Yes-1, No-2			→ 209
208	If no, why did your vegetable production practice not change?	<b>Code:</b> 1-Soil not suitable for vegetable cultivation, 2-Lack of quality seed, 3-Lack of water sources, 4-Disease outbreak, 5-Lack of marketing facilities, 6-Not adopting FSS learning, 7-Others (specify)			

### C. Changes in Vegetable Production

209	Do you or any member of your household cultivate vegetable?	Yes-1 No-2		→Sec. 3		
210	If yes, please provide the following information:					
Vegetables grown Code	Homestead/Farmland area		Vegetable production			
	Before	Now	Before		Now	
			Kg	Price in Tk.	Kg	Price in Tk.

**Vegetables Code:** 1-Lal shak, 2-Palang shak, 3-Pui shak, 4-Data shak, 4-Brinjal, 5- Long bean, 6-Cabbage,7-Cauliflower, 8-Carrot, 9-Gourd, 10-Sweet gourd, 11-Chal kumra, 12-Jhinga, 13-Chichinga, 14-Others (specify) .....

## SECTION 3: CHANGES IN LIVESTOCK PRODUCTION SYSTEM

### A. Impact of FFS on the Status of Knowledge Gained on Livestock Production by the participant

301	Have you attended regularly in FFS sessions?	Yes-1 No-2		→ 308
302	If yes, please provide the following information: (FI: Ask the following questions and judge the answers of participant in a score range of 1-5 out of 5 for each question depending on the relevance with the key.)			
Sl. No.	Issues	Responses	Score (1-5)	Skip



1	Which breed of goat rearing is profitable in your locality?	<i>Black-bangle</i>		
2	How much housing space is needed for rearing 3-4 adult goats?	<i>6 feet x 4 feet</i>		
3	What are the common feeds need to be fed a pregnant goat?	<i>Plenty of green grass/ leaves, 250ml rice gruel, 300g concentrate, 250ml water</i>		
4	At what age a male goat is castrated?	<i>At the age of 2-3 weeks</i>		
5	Name the commonly used vaccine for goat and vaccination interval	<i>PPR, One year interval</i>		
6	What is Colostrums (Shal dood)?	<i>1<sup>st</sup> milk after caving</i>		

### B. Changes in Practice in Livestock Production System

Have you attended in FFS sessions? If yes, please answer the following questions:

Q. No.	Issues	Responses	Before	Now	Skip
303	Since joining FFS, have your way of rearing goats and sheep changed? If yes, in what ways?	Yes-1, No-2  <b>Code:</b> 1-Select healthy Black-Bengal goat for rearing, 2-Keep goats in well ventilated housing, 3-Provide plenty of green grass, leaves, rice gruel, concentrate mixture and water to a lactating goat, 4-Vaccinate once a year, 5-Feed colostrums to newly born kids, 6-Castrated male goats, 7-Others (specify) .....			→307
304	Has the number of goats/sheep rearing increased? If yes, what was the number?	Yes-1, No-2			
305	Have your family milk and meat consumption increased? If yes, what was the family milk consumption (lit/month)? and What was the family meat consumption (kg/month)?	Yes-1, No-2			
306	Has the HH income from goats/sheep increased? If yes, what was the earning (Tk/yr) from goat/sheep sale?	Yes-1, No-2			→308
307	If no, why did your goat/sheep production practice not change?	<b>Code:</b> 1-Traditional goat rearing practice is similar to FFS learning, 2- Vaccine is not available in time, 3-Outbreak of disease 4-Lack of marketing facilities, 5-Not adopting FSS learning, 6-Others (specify)			

### C. Changes in Livestock Production and Services

308	Do you own/ rear any livestock?	Yes-1 No-2			→ Sec. 4
309	If yes, please answer the following:				
Q. No.	Issues	Before	Now	Skip	
310	What types of livestock you rear? <b>Code:</b> 1. Milking cow; 2. Bullock; 3. Cattle fattening cattle; 4. Buffalo; 5. Goat; 6. Sheep; 7. other (specify)...				
311	Name breed of livestock <b>Code:</b> 1. Local; 2. Cross breed; 3. Local Improved breed				
312	What types of disease affect your animal? (Disease code)				
313	Who treated the animal? (Treatment code)				
314	Name the vaccines given to your animal				

315	Who vaccinated the animal? (Vaccinator code)			
316	Who inseminated your animal during last year? (AI code)			
317	Level of satisfaction: Treatment Code: 1- Most useful; 2- Useful; 3- Not useful			
318	Level of satisfaction: Vaccination Code: 1- Most useful; 2- Useful; 3- Not useful			
319	Level of satisfaction: AI Code: 1- Most useful; 2- Useful; 3- Not useful			
<b>Disease Code:</b> 1- FMD, 2-Anthrax, 3-BQ, 4-HS, 5-Bloat, 6-Ephemeral Fever, 7-Respiratory trouble, 8-Joint ill/ Naval ill, 9-Skin disease, 10-Mastitis, 11-Worm infestation, 12-External Parasite, 13 Calf scour, 14-PPR, 15-Goat pox, 16-Grid, 17-Others (specify)..... <b>Vaccination Code:</b> 1-FMD, 2-Anthrax, 3-BQ, 4-HS, 5-PPR, 6-Goat Pox, 7-Other (specify) .....8. Never vaccinated <b>Vaccinator, Treatment, Artificial Inseminator (AI) Code:</b> 1-Self, 2- DLS, 3- NGO, 4- Village L/P worker, 5. Private practitioner, 6- Input seller, 7- CBO/LF; 8.Other (specify) .....9. None of them				

#### D. Changes in Livestock Marketing System

Sl no.	Issues	Before	Now	Skip
320	Where do you sell livestock? Code: 1-Neighbours, 2-Own village, 3-Other village, 4- Local hat/market (distance <5 Km.), 5-Distance hat/market, 6- Livestock farm (distance <5 Km.), 7-Livestock farm (far), 8-Other (specify) .....			
321	Where do you sell milk? Code: 1-Neighbours, 2-Milk man (Goala), 3-Sweetmeat shop, 4-Local hat/market (distance <5 Km.), 5-Distance hat/market, 6- Milk collection point, 7- Other (specify) .....			
322	Do marketing structures sufficiently developed in the locality? Code: 1. yes; 2. No			
323	If not, specify Code: 1- Poor road communication; 2-Poor marketing facilities; 3-Others, specify			
324	Have you faced any problem in selling your Live-stock or livestock products? Code: 1. yes; 2. No			
325	If yes, what specific problems you faced? Code: 1-Market far off, 2-Poor communication, 3-Low price, 4-Low demand, 5-Other (specify.....)			

### SECTION 4: CHANGES IN POULTRY PRODUCTION SYSTEM

#### A. Impact of FFS on Status of Knowledge gained on Poultry Production by the participant

401	Have you attended regularly in FFS sessions?	Yes-1 No-2		→ 411
402	If yes, please provide the following information: (FI: Ask the following questions and judge the answers of participant in a score range of 1-5 out of 5 for each question depending on the relevance with the key.)			
	<b>Questions and Filters</b>	<b>Responses</b>	<b>Score (1-5)</b>	<b>Skip</b>
1	How much housing space is needed for Deshi hen?	2.50 Sq-ft/bird		
2	What are the ingredients needed to prepare a balance feed for laying hen?	Rice polish/wheat bran (750 gm), Soybean (3 handful), dried fish (1 handful), crushed Oyster shell (1 hand full), small amount of salt and required amount of green vegetables		
3	What are the advantages of using Hazol for hatching eggs?	Hen doesn't need to go out for food and water so eggs will remain warm and hatchability will be better		
4	How long the young chicks should be kept with the brooding mother hen?	Summer: 3 - 4 days Winter: 10 - 15 days		

5	What are the common diseases of chicken?	<i>Ranikhat, Fowl pox, Gumboro, Coccidiosis, Fowl cholera &amp; Round worm</i>		
6	What are the vaccines used for duck?	<i>Duck cholera, Duck plague</i>		

### B. Changes in Practice in Poultry Production System

Have you attended in FFS sessions? If yes, please answer the following questions:

Q. No.	Issues	Responses	Before	Now	Skip
403	Since joining FFS, have your way of rearing poultry birds (scavenging chicken/duck) changed? If yes, in what ways?	Yes-1, No-2  <b>Code:</b> 1-Use well ventilated healthy housing 2-Select large and bright eggs for hatching, 3-Use hazol for hatching, 4-Provide balance feed, 5-Vaccinate chickens and ducks regularly, 6-Separate hens from chicks after 3-4 days of hatching in summer and 10-15 days in winter, 7-Others (specify) .....			→ 410
404	Has the number of your HH poultry birds (scavenging chicken/duck) increased? If yes, what was the number?	Yes-1, No-2			
405	Did you use hazol for hatching eggs? If yes, how many chicks hatched per batch?	Yes-1, No-2			
406	Did you separate chicks from mother hen to increase laying cycles? If yes, what was the number of laying cycles?	Yes-1, No-2			
407	Has the number of your HH egg production increased? If yes, what was the number?	Yes-1, No-2			
408	Have your family egg and meat consumption increased? If yes, what was the family egg consumption (No./month)? and What was the family meat consumption (kg/month)?	Yes-1, No-2			
409	Has the HH income from poultry (scavenging chicken/duck) rearing increased? If yes, what was the earning (Tk/yr) from chicken/duck sale?	Yes-1, No-2			→ 411
410	If no, why did your poultry (scavenging chicken) production practice not change?	<b>Code:</b> 1-Unavailability of quality scavenging chicks in the locality, 2- Vaccine is not available in time, 3-Outbreak of disease 4-Lack of marketing facilities, 5-Not adopting FSS learning, 6-Others (specify)			

### C. Changes in Poultry Production and Services

411	Do you rear any poultry bird?	Yes-1 No-2		→ Sec. 5
412	If yes, Please respond to the following questions:			
SI	Issues	Before	Now	Skip

no.				
413	What types of poultry bird you rear? <b>Code:</b> 1-Local chicken, 2-Duck, 3-Quail 4-Pigeon, 5-Goose, 6- Others (specify).....			
414	What types of disease affect your poultry? (Disease code)			
415	Who treated your poultry birds? (Treatment code)			
416	Name the vaccines given to your birds			
417	Who vaccinated the birds? (Vaccinator code)			
418	Level of satisfaction: Treatment <b>Code:</b> 1- Most useful, 2- Useful, 3- Not useful			
419	Level of satisfaction: Vaccination <b>Code:</b> 1- Most useful, 2- Useful, 3- Not useful			
<b>Disease Code:</b> 1-Ranikhat, 2-Fowl pox, 3-Fowl/ Duck Cholera, 4-Coccidiosis, 5-Worm Infestation, 6- Duck Plague, 7-Avian influenza, 8- Gumboro, 9-Marek's disease, 10-Infectious Bronchitis, 11-Don't know, 12-Other (specify) .....				
<b>Vaccine Code:</b> 1- Ranikhat, 2-Fowl pox, 3-Fowl/Duck Cholera, 4-Duck Plague, 5-Gumboro, 6-Marek's disease, 7-Other (specify)				
<b>Vaccinator, Treatment Code:</b> 1-Self, 2-DLS, 3-NGO, 4-Village L/P worker, 5-Private practitioner, 6-Input seller, 7-CBO/LF; 8-Other (specify) .....				

#### D. Changes in Poultry Marketing System

Sl no.	Issues	Before (cÖKí mvnv‡h"i Av‡M)	Now (eZ@gv‡b)	Skip
420	Where do you sell poultry birds? <b>Code:</b> 1-Neighbor, 2-Own village, 3-Other village, 4-Local hat/market (distance <5 Km.), 5-Distance hat/market, 6- Local baparies/forias, 7-Other (specify) .....			
421	Where do you sell eggs? <b>Code:</b> 1-Neighbours, 2-Local hat/market (distance <5 Km.), 3- Distance hat/market, 4-Local baparies/forias, 5-Other (specify) .....			
422	If yes, how much money you earned from selling egg/month?			
423	Do marketing structures sufficiently developed in the locality? <b>Code:</b> 1. yes; 2. No			
424	If not, specify <b>Code:</b> 1. Poor road communication; 2.Poor marketing facilities ; 3. Others, specify			
425	Have you faced any problem in selling your poultry bird or poultry products? <b>Code:</b> 1. yes; 2. No			
426	If yes, what specific problems you faced? <b>Code:</b> 1-Market far off, 2-Poor communication, 3-Low price, 4- Low demand, 5-Other (specify.....)			

### SECTION 5: CHANGES IN FISHERIES, AQUACULTURE AND JALMAHAL MANAGEMENT

#### A. Status of Knowledge gained on Aquaculture by the participant from FFS

501	Have you attended regularly in FFS sessions?	Yes-1 No-2		→ Sec. 6
502	If yes, please provide the following information: (FI: Ask the following questions and judge the answers of participant in a score range of 1-5 out of 5 for each question depending on the relevance with the key.)			
Sl. No.	Issues	Responses	Score (1-5)	Skip
1	What do you know about pond preparation?	Pond dyke and bottom mending, Unwanted fish removal, Aquatic weed removal, Lime and fertilizer application.		
2	Which are organic manures and what is the benefit of using these organic manures?	Cow dung, Compost, Poultry droppings; Low cost and enhance natural food production in pond.		

3	How many fishes/Prawn you release in different layers?	Upper layer 15-20, mid layer 8-10 and bottom layer 15-20 fish/prawn, in addition 10-15 sarputi and 2-3 grass carp will give better production		
4	Which fish live on water surface and what they eat?	Silver carp, Calta, Big head carp etc.; They eat plankton		
5	How many type of fertilizer is available and what are the doses to apply during pond preparation?	Two types of fertilizers: organic and inorganic fertilizer; Cow dung/compost-5-7kg, Poultry droppings-3-5 kg, Urea-100gm, TSP-100gm		
6	What are the sources of supplementary feed? What percentage of supplementary feed do you apply?	Plant and animal sources. 3-5% of fish body weight.		

### B. Changes in Practice in Aquaculture/Pond Fish Farming

Q. No.	Issues	Responses	Before	Now	Skip
503	Since joining FFS, have your fish culture practice changed? If yes, in what ways?	Yes-1, No-2  (Code:1-Pond prepared properly, 2-Liming, 3-Fertilizing, 4-Supplimentary feeding, 5-Multiple specie stocking)			→ 508
504	Have your fish production increased? If so, what was the fish production (kg/yr/dec.)?	Yes-1, No-2			
505	Have your family fish consumption increased? If yes, what was the consumption (kg/month)?	Yes-1, No-2			
506	Have your sale of fish products increased? If yes, what was the sell (kg/yr)?	Yes-1, No-2			→ 508
507	If no, why no change?	Code: 1-Lack of quality fish fry, 2-Non-availability of fish fry in time, 3-Lack of rain water, 4-Disease outbreak, 5-Lack of quality feed, 6-Not adopting FSS learning, 7-Others (specify)			

### C. Changes in the Fisheries/Aquaculture/Jalmahal Management

508	Are you or any member of your household involved in fishing/fish culture/Jalmahal management?	Yes-1 No-2			→ Sec. 6	
509	If yes, Please respond to the following questions:					
SI No.	Issues	Responses	Before	Now	Skip	
510	Which systems of fishing you involved in, please identify:	Code: 1-PL catching, 2.-Fish catching in open water body, 3-Fish culture in pond, 4-Jalmahal Management, 5. Fish culture in community pond, 6-Fish culture in water logged paddies, 7-Others.....				
511	How many members of your HH are involved in fishing/fish culture/Jalmahal management?	Before		Now		Skip
		Fishing	Fish culture	Fishing	Fish culture	
		Man				
		Woman				
	Children					
SI No.	Issues	Responses	Before	Now	Skip	
512	Number of months involved in a year?					

513	Total earning per day during the season? ( <i>All members</i> )				
514	Did you culture fish in Jalmahal before joining RFLDC?	Yes-1, No-2			
515	Did you isolate the Jalmahal from the natural water bodies? If yes, for how long?	Yes-1, No-2			
516	Has fish production increased from the Jalmahal?	Yes-1, No-2			
517	What is the impact on small indigenous species (SIS) after the jalmahal brought under culture?	Code:1-Reduce dramatically, 2-Reduce slowly; 3-Unchanged			
518	What is the impact on the environment after the jalmahal brought under culture?	Code:1-Degrade rapidly, 2- Degrade slowly; 3- Unchanged			

#### D. Changes in Fish Marketing System (Fisheries/Aquaculture/Jalmohal Management)

Q. No.	Issues	Responses	Before	Now	Skip
519	Where do you sell your fish?	Code: 1-Mohajon/dadonder, 2-Local market, 3-Distant market, 4. Fish feed mill, 5-at farm gate, 6. Other			
520	Have you taken any money as advanced sell ( <i>Dadon</i> If yes, mention the sources.	Yes-1, No-2 Code: 1-Mohajan/ Arotder, 2-Bapari/Foria, 3-Others (specify).....			
521	Do marketing structure sufficiently developed in the locality? If not, specify	Yes-1, No-2 Code: 1-Poor road communication; 2-Poor marketing facilities ; 3-Others, specify			
522	Have you faced any problem in selling fishes? If yes, what were the specific problems you faced?	Yes-1, No-2 Code: 1-Market far off, 2-Poor communication, 3-Low price, 4-Low demand, 5-Advance sell (dadon), 06. Other (specify.....)			
523	Do you face any restriction to sell fish anywhere/open market? If yes, specify	Yes-1, No-2 Code: 1-Terms of Dadon, 2-Undue market charge, 3-illegal toll, 4-Others, specify			
524	From where did you buy fry/ fingerlings/PL?	Code: 1-feriwala; 2-Govt hatchery ; 3-Private hatchery; 4-CBO; 5- Others, specify			
525	From where did you buy lime?	Code: 1-market; 2--CBO; 3-Others, specify			
526	From where did you buy feedstuff?	Code: 1-market; 2--CBO; 3-Others, specify			
527	Level of satisfaction: fry/fingerlings/PL supply	Code: 1- Highly satisfied, 2- satisfied, 3- Not satisfied			
528	Level of satisfaction: lime supply	Code: 1- Highly satisfied, 2- satisfied, 3-Not satisfied			
529	Level of satisfaction: feed stuff	Code: 1- Highly satisfied, 2- satisfied, 3-Not satisfied			

## SECTION 6: FAMILY NUTRITION

### A. Status of Knowledge gained by the participant from FFS on Nutrition

601	Have you attended regularly in FFS sessions?	Yes-1 No-2		→ 610
602	If yes, please provide the following information: (FI: Ask the following questions and judge the answers of participant in a score range of 1-5 out of 5 for each question depending on the relevance with the key.)			
Q. No.	Questions and Filters	Responses	Score (1-5)	Skip
1	What is balance food?	<i>It is proper ratio of 6 basic food elements</i>		
2	What are the basic food elements?	<i>Starch, Protein, Fat, Vitamin, Mineral and Water</i>		
3	Which food items contain more calcium and iron?	<i>Small size fish, Egg, Milk, Meat, Vegetables, Fruits etc.</i>		
4	How immunity of a new-born baby can be improved?	<i>By feeding first milk of mother (Shal dud)</i>		
5	What are the causes of Anemia	<i>Deficiency of iron in food</i>		
6	What do you know about HIV/AIDS?	<i>A deadly disease, destroy body immune system, transmitted through sharing of niddle, unsafe sex etc.</i>		

### B. Changes in Practice in Health and Sanitation

Have you attended in FFS sessions? If yes, please answer the following questions:

Q. No.	Issues	Responses	Before	Now	Skip
603	Since joining FFS, have your family health and sanitation status changed? If yes, in what ways?	Yes-1, No-2  <b>Code:</b> 1-Use of safe drinking water, 2-Use of safe latrine, 3-Use soap/ash after using toilets, 4-Disease prevalence decreased among family members, 5-Process vegetables after washing, 6-Others (specify) .....			→ 609
604	What type of latrine did your HH use?	Code: 1=Pit, 2=Sanitary/ring-slub, 3=Pacca, 4=Open, 5=others			
605	What sources of drinking water did your HH use?	Code: 1=Tube well, 2=Pond water, 3=others			
606	How many children and women in your HH suffered from malnutrition (under weight)?	Children Women			
607	Has diarrhea prevalence among your family members decreased? If yes, at what frequency (no./yr)?	Yes-1, No-2			
608	Are you and your family members aware of HIV/AIDS? If yes, how many of your family members aware of HIV/AIDS?	Yes-1, No-2			→ 610
609	If no, why did your family health and sanitation practice not change?	<b>Code:</b> 1-Do not afford cost of health and sanitation, 2-Not adopting FFS learning, 3- Others (specify).....			

### C. Changes in Family Nutrition Status

(FI: Complete this section interviewing the female head of the household)

SI No.	Issues	Responses	Before	Now	Skip
610	Does it happen that in certain months of the	Yes-1, No-2			

	year your family have to take less amount or low quality of food than usual?				
612	If yes, in which months you take less/ low quality food?				
<b>Month</b>		<b>Before</b>		<b>After</b>	
		<b>Extent of crisis</b>	<b>No of meals/day</b>	<b>Extent of crisis</b>	<b>No of meals/day</b>
1	Boishakh				
2	Joishtho				
3	Asar				
4	Srabon				
5	Bhadro				
6	Ashin				
7	Kartik				
8	Agrahaion				
9	Poush				
10	Magh				
11	Falgun				
12	Choitro				

Code: Acute crisis = 1, Some crisis = 2, No crisis =3

613. Monthly food intake of the HH (in kg/lit/no.)

<b>Food</b>	<b>Before</b>			<b>After</b>		
	<b>Acute crisis</b>	<b>Some crisis</b>	<b>No crisis</b>	<b>Acute crisis</b>	<b>Some crisis</b>	<b>No. crisis</b>
Rice						
Wheat						
Potato						
Dal						
Fish						
Meat						
Egg						
Milk						
Dried fish						
Vegetables						
Fruits						
Others						

Code: Acute crisis = 1, Some crisis = 2, No crisis =3

## SECTION 7: MEMBERSHIP AND SERVICES RECEIVED FROM INSTITUTIONS

<b>Q. No.</b>	<b>Issues</b>	<b>Responses</b>	<b>Code</b>	<b>Skip</b>
701	Are you member of any institution(s)?	Yes-1 No-2		
702	If yes, name the institution(s)	Code: 1-CBO, 2-NGO, 3-Club, 4-Samity, 5-LCS, 6-Others (specify).....		
<b>Q. No.</b>	<b>Services</b>	<b>Service received</b>	<b>Institution</b>	<b>Level of satisfaction</b>
703	What inputs or input related services did you receive? From which institution? What was your level of satisfaction? <b>Service code:</b> 1-Seed, 2-Fertilizer, 3-Insecticides, 4-Day-old chicks, 5-Poultry feed, 6-Vaccine, 7-Fingerling, 8-Lime, 9-Fish feed, 10-Net, 11-Boat, 12-Yarn, 13-Service kit, 14-Linkages with input suppliers, 15-Others (specify)..... <b>Satisfaction code:</b> 1-Most useful, 2-Useful, 3-Not useful			



704	What supports did you receive in selling your farm produce? From which institutions? What was your level of satisfaction? <b>Service code:</b> 1-Linkage with buyers, 2-Provide market information, 3-Provide storage facilities, 4-Others (specify).... <b>Satisfaction code:</b> 1-Most useful, 2-Useful, 3-Not useful			
705	Did you receive any credit or grant support from any institution?  If yes, From which institution? What was your level of satisfaction? <b>Satisfaction code:</b> 1-Highly satisfied, 2-Moderately satisfied, 3-Not satisfied			
706	Have you received any training from any institution? Yes-1, No-2 If yes, From which institution? What was your level of satisfaction? <b>Satisfaction code:</b> 1-Highly satisfied, 2-Moderately satisfied, 3-Not satisfied			

**Institution code:** 1-FFS, 2-CBO, 3-CBO Association, 4-LCS, 5-UP, 6-NGO, 7-Agri-businesses, 8-Club, 9-Samity, 10-Others(specify).....

Q. No.	Issues	Responses	Code	Skip
707	Do you think that FFS is a better form of training than others? If so, why? .....	Yes-1, No-2 Code: 1-Covers important livelihood aspects, 2-Well organized modules, 3-Scope for on-hand practice, 4-Trainers (LFs) are locally available, 5-Others (specify).....		
708	Have you taken any other initiatives to improve your livelihoods that are not specifically addressed in FFS? If yes, please specify.....	Yes-1, No-2		

## SECTION 8: CHANGES IN OTHER HH ASPECTS

### A. Changes in Other Household Assets

801. Please provide the account of your HH assets.

Sl. No.	Type of assets	Estimated market value of stock (TK) (indicate number where relevant)	
		Before	Now
1	Houses (1-Pacca, 2-Kancha, 3-Tin, 4-Bamboo, 5-Wood, 6-others)		
2	Tools and implements		
3	Ornaments/valuables (1-Jewelry, 2-Watch, 3-Mobile, 4-Others)		
4	Utensils		
5	Furniture (1-khat, 2-Tables & chairs, 3-Dressing table, 4-Almirah, 5-others)		
6	Radio/TV/VCD/Mobile set etc. (1-Radio, 2-TV, 3-VCD)		
7	Clothes		
8	Trees (1-Wood trees, 2-Fruit trees)		
9	Transports (1-Bicycle, 2-Motorbike, 3-Rickshaw, 4-Van, 5-Boat, 6-others)		
10	Fishing boat (1-Motorized, 2-Country boat, 3-others)		

**B. Changes in Other Aspects** (Where possible, indicate changes in terms of number or value)

Aspects of changes		Before	Now	Skid
<b>Mobility of the Participants</b>				
802	Visit to <b>towns and distant places</b> (No. of visit)			
803	<b>Social calls</b> /invitation/recognition (Code: 1. Increased, 2. Decreased, 3. Unchanged)			
804	Visit to <b>Health center/Hospital</b> (Code: 1. Increased, 2. Decreased, 3. Unchanged)			
805	Visit to <b>Upazila/Zila offices</b> (Code: 1. Increased, 2. Decreased, 3. Unchanged)			
<b>Women Participation in:</b>				
806	Participation in <b>IGAs</b> (Code: 1. Increased, 2. Decreased, 3. Unchanged) specify IGA(S)			
807	Participation in <b>Family decisions</b> ((Code: 1. Increased, 2. Decreased, 3. Unchanged)			
808	Participation in <b>Production decisions</b> (Code: 1. Increased, 2. Decreased, 3. Unchanged)			
809	Participation in <b>NGO/CBO activities</b> (Code: 1. Increased, 2. Decreased, 3. Unchanged) NGO			
Aspects of changes		Before	Now	Skid
810	Participation in <b>Social/community activities</b> (Code: 1. Increased, 2. Decreased, 3. Unchanged)			
<b>Vulnerability</b>				
811	<b>Fish catching</b> (Increased =1, Decreased = 2, Unchanged=3)			
812	<b>Natural calamity</b> - cyclone, flood, siltation, raising chars etc. (Increased =1, Decreased = 2, Unchanged=3)			
813	<b>Government ban</b> on fishing (Alternate income during banned period, increased = 1, Decreased = 2, Unchanged=3)			
<b>Migration</b>				
814	Does any member of your HH temporarily go outside for work during any part of the year? <b>Code:</b> 1. yes; 2. No			
815	If yes, in which months go outside <b>Months Code:</b> 01-Boishak, 2-Joisho, 03-Ashar, 04-Srabon, 05-Bhadro, 06-Ashin, 7-Kartik, 08-Agrahaion, 09-Poush, 10-Magh, 11-Falgun, 12-Choitro			
816	<b>Indebtedness</b> to neighbors/ <i>Mohajans</i> (including dues to shops and forward sale of labor/crops/produces) (comment: 1-Increased, 2-Decreased, 3-Unchanged)			
817	<b>Loans</b> from any other NGO/sources (TK. or comment: 1-Increased, 2-Decreased, 3-Unchanged) NGO			
818	Annual <b>educational</b> expenses (TK. or comment : 1-Increased, 2-Decreased, 3-Unchanged)			
819	Annual <b>Festival/Ceremonial</b> Expenses (TK. or comment: 1-Increased, 2-Decreased, 3-Unchanged)			
820	Annual <b>Medical/Health</b> expenses (TK. or comment: 1-Increased, 2-Decreased, 3-Unchanged)			
821	Annual <b>expenditure on cloth</b> (TK. or comment: 1-Increased, 2-Decreased, 3-Unchanged)			
822	<b>Savings</b> (TK. or comment: 1-Increased, 2-Decreased, 3-Unchanged)			

## SECTION 9: LABOUR CONTRACTING SOCIETIES (LCS)

### A. Employment and Earning Status of LCS Members

901	Are you a member of Labour Contracting Society (LCS)?				Yes-1 No-2			→ 906	
902	If yes, Please provide your employment and earning status with LCS:								
<b>Duration of employment (Days/yr)</b>				<b>Wage (Tk/day)</b>					
Short term construction work		Long term maintenance work		Construction work			Maintenance work		
Before	Now	Before	Now	Before	Now		Before	Now	
					Cash	Savings		Cash	Savings

Q. No.	Issues	Responses	Code	Skip
903	How did you spend/use your savings?	Code: 1-Family food, 2-Children education, 3-Family health, 4-Housing, 5-Invest in IGA, 6-Repay indebtedness, 7-Fixed deposit in Bank/CBO/NGO, 8-Others .....		
904	What percentage of your savings you invested in IGA?	Percent	.....	
905	Are you interested to work in construction sites? If yes, which location of work you prefer?	Yes-1 No-2 Code: 1-Near to home, 2-Away from home, 3- Others (specify) .....		

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### B. Rural Road and Market Access

Q.No.	Issues	Responses	Code	Skip
906	Is there any road in your locality constructed /reconstructed by RRMAC?	Yes-1 No-2		→ 915
907	If yes, Please respond to the following questions:			
908	Do you think that the road is constructed based on concentration of the population of the locality?	Yes-1, No-2		
909	If no, what problems are you facing?	Code: 1-Need longer distance to travel market/other institutions, 2-Involve more transport cost to farm inputs and outputs, 3-Need extra effort and money to carry farm inputs and outputs to the road and home, 4-Others (specify).....		
910	What is the percentage of population of the locality using this road?			
911	How much transport cost is saved per mound of farm inputs or outputs marketing?	Tk/mound/km	.....	
912	Do Forias/Baparies visit more frequent to farm gate and/or nearby collection centre?	Yes-1 No-2		
913	If yes, what benefits the HHs are enjoying?	Code: 1-Can sell farm products at farm gate, 2-Get higher price of farm products, 3-Ease hazards of marketing farm products to distance places, 4- Others (specify).....		
914	What types of business activities developed due to construction/reconstruction of the road?	Code: 1-Establishment of road-side grocery, 2- Number of Rickshaw Van increased, 3- Establishment of repairing & maintenance shops for vehicles, 4-Establishment of road-side tea stall, 5- Establishment of road-side agri-business enterprise,		

		6-Others (specify)...		
915	Is there any market structure in your locality constructed /reconstructed by RRMAC?	Yes-1 No-2		→ End
916	If yes, Please respond to the following questions:			
917	For the construction of market infrastructures, what types of business activities have been increased?	Code: 1-Number of shops increased, 2-Increased arrival of farm products, 3-Increased availability of farm inputs, 4-Increased sells of household goods, 5-Improved sanitary and hygienic conditions of the market, 6-Others (specify)....		
918	For the construction of market infrastructures, what percentage of business transaction has been increased?	Percentage (%)	.....	
919	In your opinion, How well the women market corner is performing?	Code: 1- Well, 2-Moderately well, 3-Not well		
920	What constraints limiting the success of women entrepreneurs in women market corner?	Code: 1-Small investment size, 2-Lack of experience in business, 3-Lack of cooperation due to social backwardness, 4-Others (specify) .....		

😊 Thanks for your kind cooperation

## APPENDIX C - Checklists for Focus Group Discussions (Table 1-7)

### Table 1: LIVELIHOODS

**(FGDs with FFS Graduates/completed FFS, + control villages)**

Component: \_\_\_\_\_ (insert AEC or RFLDC- Barisal, RFLDC –Noakhali)

Group identity: \_\_\_\_\_ (insert “completed FFS” or “control group”)

Date of field visit / FGD: \_\_\_\_\_

(FFS/CBO) Village name / Upazila: \_\_\_\_\_

Reporter : \_\_\_\_\_ (your name)

WHO ARE THE INFORMANTS:	
# (number of) FGD participants (women, men) present at the meeting and approx age:	
Marital status of the informants and the group/community they represent: (married, unmarried, widows, women /men from (permanently or temporarily) female-headed households, abandoned women, divorced, women whose husband has more than one wife):	
Ethnicity/religion of FFS graduates/villagers in control village:	
Occupation of FFS graduates/villagers in control village: land-ownerships/leasers, share-croppers, agricultural day labourers, non-agricultural work (women, men):	
Labour migration/remittances: (gender specific):	
Pattern of home-stead activities (women/men): poultry rearing, small and big livestock rearing, vegetable cultivation, aquaculture, cash crops, fruits:	
Access to agricultural services:	
Labour migration pattern among	

<b>FFS graduates/control village (women, men):</b>	
<b>Poverty level: very poor, not-so-poor, better-off:</b>	
<b>Educational level/literacy level (adult men, women, children):</b>	
<b>ACTUAL SITUATION AND WHAT HAS CHANGED (ALSO CONCERNING DECISION-MAKING), OVER THE LAST 2-4 YEARS (SINCE FFS ENDED); AND HOW/WHY HAVE CHANGES TAKEN/NOT TAKEN PLACE?</b>	
<b>WORK LOADS: (men, women, children)</b>	
<b>HOUSEHOLD PRODUCTION:</b> Gender division of production/labour; decision-making; major production problems (such as salinity, lack of water for irrigation, poor quality inputs etc.)	
<b>PRODUCTION INPUT SUPPLY/EXTENSION SERVICE (VET. CROPS):</b> Access to inputs, type of inputs and services and service providers:	
<b>FOOD DEFICIT PERIODS:</b>	
<b>FOOD SECURITY and HOUSEHOLDS NUTRITION:</b>	
<b>MARKETING OF PRODUCTS:</b> Gender division of marketing (who sells what, where, and how)	
<b>INCOME FROM PRODUCTION:</b> Gender division income contribution and decision-making (who contributes with what and who decides how to spend the income)	
<b>EXPENDITURES:</b> % income reinvested in production, % income spent on consumption (including children's education, food, medicine, dowry etc.)	
<b>EXTERNAL FACTORS:</b>	

<p>NGOs, other projects, GOB services etc.</p>	
<p><b>LOANS AND DEBTHS:</b>  Increased / decreased loan size, dependency on local money lenders/land owners, NGOs, sources of loans, gender division of loan taking, repayment, etc.</p>	
<p><b>FC (UNFA), CBOs, VDC MEMBERSHIP:</b>  Awareness and information level of organisations and (potential) benefits, households membership and positions in organisations (women, men)  <b>(Link to Table 3: CBOs)</b></p>	
<p><b>OTHER ISSUES/REMARKS:</b></p>	

**Table 2: SOCIO-CULTURAL ISSUES**

**(FGDs with FFS Graduates/completed FFS, + control villages)**

Component: \_\_\_\_\_ (insert AEC or RFLDC- Barisal, RFLDC –Noakhal)

Group identity: \_\_\_\_\_ (insert “completed FFS” or “control group”)

Date of field visit/FGD: \_\_\_\_\_

(FFS/CBO) Village name/Upazila: \_\_\_\_\_

Reporter : \_\_\_\_\_ (your name)

<b>WHO ARE THE INFORMANTS:</b>	
<b># (number of) FGD participants (women, men) present at the meeting and approx age:</b>	Depending on which table you have used first during the FGD (table 1 or 2 (or 3, 4, 5)), fill this part in one of the tables and copy / paste from one table to the others...
<b>Marital status of the informants and the group/community they represent: (married, unmarried, widows, women/men from (permanently or temporarily) female-headed households, abandoned women, divorced, women whose husband has more than one wife (polygamy):</b>	
<b>Ethnicity/religion of FFS graduates/villagers in control village:</b>	
<b>Occupation of FFS graduates/villagers in control village: land-ownerships/leasers, share-croppers, agricultural day labourers, non-agricultural work (women, men):</b>	
<b>Labour migration/remittances: (gender specific)</b>	
<b>Pattern of homestead activities (women/men): poultry rearing, small and big livestock rearing, vegetable cultivation, aquaculture, cash crops, fruits:</b>	
<b>Access to agricultural services:</b>	
<b>Labour migration pattern among FFS graduates/control village (women, men):</b>	
<b>Poverty level: very poor, not-so-</b>	



<b>poor, better-off:</b>	
<b>Educational level/literacy level (adult men, women, children):</b>	
<b>ACTUAL SITUATION AND WHAT HAS CHANGED (ALSO CONCERNING DECISION-MAKING), OVER THE LAST 2-4 YEARS (SINCE FFS ENDED); AND HOW/WHY HAVE CHANGES TAKEN/NOT TAKEN PLACE?</b>	
<b>INCREASED / DECREASED LAND DISPUTE OR CONFLICTS BETWEEN AND POLARISATION OF FFS HOUSEHOLDS AND NON-PARTICIPANTS in the FFS villages (graduates only):</b>	
<b>INCREASED/ DECREASED CHILD EDUCATION (public/private, and Madrasa) and POTENTIAL DROP-OUTS FROM PRIMARY/ SECONDARY SCHOOL DURING FFS (male-female):</b>	
<b>CHILD CARE PROBLEMS/ RISK OF CHILD SEXUAL ABUSE/DROWNING AND OTHER ACCIDENTS DURING FFS SESSIONS AND WOMEN'S NEW HOME-STEAD ACTIVITIES:</b>	<i>Can be included in Table 4- training</i>
<b>AWARENESS OF WOMEN'S AND CHILDREN'S (human) RIGHTS IN GENERAL :</b>	
<b>INCREASE/DECREASE of CHILD MARRIAGE PRACTICES (especially daughters) in FFS households and the community as a whole:</b>	
<b>DOWRY DEMANDS AND PRACTICES OF DOWRY:</b>	
<b>POLYGAMY IN FFS HOUSEHOLDS AND COMMUNITY IN GENERAL:</b>	
<b>VIOLENCE AGAINST WOMEN AND GIRLS (VAW)- (aware-</b>	

ness and occurrence in the FFS households and the community and actions taken by FFS members):	
<b>IMPROVED/ WORSENERD RELATIONSHIP BETWEEN HUSBAND AND WIFE IN FFS HOUSEHOLDS, WOMEN'S STATUS AT HOME (<i>graduates only</i>)– and DIVORCES in FFS households and/or in the community in general (control):</b>	
<b>DRUG ABUSE AND ALCOHOLISM (men, women):</b>	
<b>HEALTH AND EXPENDITURES ON MEDICINE AND HEALTH CARE (male, female, adults, children):</b>	
<b>MATERNAL HEALTH:</b>	
<b>FAMILY PLANNING:</b>	
<b>INCREASED PARTICIPATION OF WOMEN IN LOCAL POLITICS AND COMMUNITY DEVELOPMENT DECISION-MAKING / LEADERSHIP:</b>	
<b>OTHER ISSUES/REMARKS:</b>	

**TABLE 3: Observation of Farmers Clubs/CBOs**

**Component:** \_\_\_\_\_ (*insert AEC or RFLDC- Barisal, RFLDC –Noakhal*)

Topics of observation					
	B1	B2	B3	B4	Overall findings/observations
<b>a. Group Formation</b>					
1. Club duration (new = <3 yrs, Old = 4 yrs and above) - Registration status?					
2. Total number of group members (range) - How many from FFS/non-FFS (range) and why? - Member number gradually increasing/decreasing? And why? - What is the basic interest to be a member of a FC?					
3. Source(s) of fund					
4. Any relation with UNFA?					
<b>b. Women in Group</b>					
1. How many women presently (%) and in Executive committee (%)? - Women no. increasing/decreasing? - Reason of less no. of women (if)					
<b>c. Present activities of group</b>					
1. What are the IGAs?					
2. What are the social activities?					

3. Any specific activity for Women?					
<b>d. Training</b>					
1. Did the group receive any training?					
2. What kind of support received from AEC/DAE					
<b>e. Market linkage</b>					
1. Any activity for improved access of production inputs/services					
2. Any market identification?					
3. Any improved marketing method?					
4. Any influenced purchase/sales price?					
5. Any linkage with UNFA on marketing aspect?					
<b>f. Any avenue for the community people</b>					
1. Any activity(s) that benefits other/non-Farmer Club/non-FFS					
2. Has influenced the community to form other group(s)?					
<b>g. Constraint(s)/Challenges</b>					
1. Major constraints faced					
<b>h. Future plan</b>					
1. Future plan (of existence)					

**TABLE 4a: Training FFS Graduates**

<p><b>Group ID (AEC/Barisal/Noakhali):</b>  <b>Name village and Upazila:</b>  <b>Date visit:</b>  <b># participants present:</b></p>
<p><b>Have there been other FFS in the same commune/village?</b></p>

Issue/topic	Observations
<p>1. <u>Details on FFS:</u></p> <ul style="list-style-type: none"> <li>- Start end date</li> <li>- Participants FFS: (♂,♀) number</li> <li>- Literacy rate (estimate)</li> <li>- Farmer Trainer/Local Facilitator: number and sex (♂,♀) Residence (closeness to FFS)</li> </ul>	
<p>2. <u>Motivation/expectations:</u></p> <ul style="list-style-type: none"> <li>- Why were they interested in joining FFS?</li> <li>- What were their expectations?</li> </ul>	
<p>3. <u>Selection:</u> How were they selected? (Describe process)</p> <ul style="list-style-type: none"> <li>- Who invited/selected them?</li> <li>- What were the selection criteria?</li> <li>- How many households in the commune</li> <li>- How many people were initially interested (attended the meeting)</li> <li>- Why were other people not selected</li> </ul>	
<p>4. <u>Content (relevance):</u></p> <ul style="list-style-type: none"> <li>- Which topics were discussed?</li> <li>- What did they learn?</li> <li>- Was it useful?</li> </ul>	

Issue/topic	Observations
<p>5. <u>Selection of the topics:</u></p> <ul style="list-style-type: none"> <li>- Who presented the list of topics on offer for the FFS?</li> <li>- Did the participants add any topics?</li> <li>- Where they able to ask questions outside the FFS topics?</li> <li>- If so, on what and how were they dealt with?</li> </ul>	
<p>6. <u>Training methods:</u></p> <ul style="list-style-type: none"> <li>- What training methods/materials did the Farmer Trainer/Local Facilitator use</li> <li>- Did the Farmer Trainer/Local Facilitator take them to the field?</li> <li>- Did the Farmer Trainer/Local Facilitator use writing, and if so how much?</li> <li>- Did they attend other training?</li> <li>- If so, how was different from FFS?</li> <li>- What do they like about FFS</li> </ul>	
<p>7. <u>Implementation:</u></p> <ul style="list-style-type: none"> <li>- Who decided on the meeting day and time (after the first meeting)?</li> <li>- How frequent did they meet?</li> <li>- Was there a fixed day and time?</li> <li>- What were the day/time selection criteria?</li> <li>- Where did they normally meet?</li> <li>- If there was an special FFS school field (esp. in AEC), who was the owner</li> <li>- How far was the field from the meeting location?</li> </ul>	

Issue/topic	Observations
<p>8. <u>Attendance:</u></p> <ul style="list-style-type: none"> <li>- How was attendance to the FFS sessions?</li> <li>- Did households drop out? (if so why)</li> <li>- In case of absence of participants did they send a replacement? If so, who?</li> <li>- In case of female FFS: did men folk attend as ‘onlookers’?</li> </ul>	
<p>9. <u>Facilitators:</u></p> <ul style="list-style-type: none"> <li>- Is Farmer Trainer/Local Facilitator from same commune and did they know him/her before FFS</li> <li>- Why was the Farmer Trainer/Local Facilitator a good facilitator? (please list in order as mentioned by participants)</li> <li>- Did the Farmer Trainer/Local Facilitator have good technical knowledge and do they know where (s)he got that from?</li> <li>- Did Farmer Trainer/Local Facilitator visit them at their homes after/outside FFS sessions?</li> </ul>	
<p>10. <u>Sustainability/application of what they have learned</u></p> <ul style="list-style-type: none"> <li>- How are they using/applying what they have learned?</li> <li>- What are their benefits so far from application of FFS knowledge</li> <li>- What did they find most difficult/were unable to apply</li> </ul>	

Issue/topic	Observations
11. <u>Follow-up activities</u> – Which topics would they like to learn more about? – Have any of the participants been nominated for special task (e.g. the poultry or fish resource persons in Noakhali). If so, how were they selected?	
12. <u>Any other issues</u>	



**TABLE 4b: Training ongoing FFS**

<b>Group ID (AEC/Barisal/Noakhali):</b> <b>Name village and Upazila:</b> <b>Date visit:</b> <b># participants present:</b>
<b>Have there been other FFS in the same commune/village?</b>

Issue/topic	Observations
13. <u>Details on FFS</u> – Start end date – Participants FFS: (♂,♀) number – Literacy rate (estimate) – Farmer Trainer/Local Facilitator: number and sex (♂,♀) Residence (closeness to FFS)	
14. <u>Motivation/expectations:</u> – Why were they interested in joining FFS? – What were their expectations?	
15. <u>Selection:</u> How were they selected? (Describe process) – Who invited/selected them? – What were the selection criteria? – How many households in the commune (= potential for FFS) – How many people were initially interested (attended the meeting)? – Why were other people not selected?	
16. <u>Content (relevance):</u> – Which topics have been discussed so far? – What did they learn so far? – Was it useful?	

Issue/topic	Observations
<p>17. <u>Selection of the topics</u></p> <ul style="list-style-type: none"> <li>- Who presented the list of topics on offer for the FFS?</li> <li>- Did the participants add any topics?</li> <li>- Where they able to ask questions outside the FFS topics?</li> <li>- If so, on what and how were they dealt with?</li> </ul>	
<p>18. <u>Training methods</u></p> <ul style="list-style-type: none"> <li>- What training methods/materials do the facilitators use?</li> <li>- Do the facilitators take the participants to the field?</li> <li>- Do the facilitators use writing, and if so how much?</li> <li>- Did they attend other training?</li> <li>- If so, how was different from FFS?</li> <li>- What do they like about FFS?</li> </ul>	
<p>19. <u>Implementation:</u></p> <ul style="list-style-type: none"> <li>- Who decides on the meeting day and time (after the first meeting)?</li> <li>- How frequent do they meet?</li> <li>- Is there a fixed day and time?</li> <li>- What are the day/time selection criteria?</li> <li>- Where do they normally meet?</li> <li>- If there is a special FFS school field (esp. in AEC), who is the owner?</li> <li>- How far is the field from the meeting location?</li> </ul>	
<p>20. <u>Attendance:</u></p> <ul style="list-style-type: none"> <li>- How is the attendance of the FFS sessions?</li> <li>- Did HH drop out? (if so why)</li> <li>- In case of absence of participants do they send a replacement? If so, who?</li> <li>- In case of female FFS: do men attend as 'onlookers'?</li> </ul>	

Issue/topic	Observations
<p>21. <u>Facilitators:</u></p> <ul style="list-style-type: none"> <li>- Are the Farmer Trainers/Local Facilitators from the same commune and did they know each other before FFS?</li> <li>- Why is the Farmer Trainers/Local Facilitator a good facilitator? (please list in order as mentioned by participants)?</li> <li>- Do the Farmer Trainers/Local Facilitators have good technical knowledge and do they know where (s)he got that from?</li> <li>- Do Farmer Trainers/Local Facilitators visit participants at their homes after/outside FFS sessions?</li> </ul>	
<p>22. <u>Sustainability/application of what they have learned</u></p> <ul style="list-style-type: none"> <li>- How are they using/applying what they have learned?</li> <li>- What are their benefits so far from application of FFS knowledge?</li> <li>- What did they find most difficult/were unable to apply?</li> </ul>	
<p>23. <u>Follow-up activities</u></p> <ul style="list-style-type: none"> <li>- Which topics would they like to learn more about?</li> <li>- Have any of the participants been nominated for special task (e.g. the poultry or fish resource persons in Noakhali). If so, how were they selected?</li> </ul>	
<p>24. <u>Any other issues</u></p>	

**TABLE 5: OBSERVATIONS on FFS training and the Facilitator (Ongoing FFS)**

<p><b>Group ID (AEC/Barisal/Noakhali):</b></p> <p><b>Name village and Upazila:</b></p> <p><b>Date visit:</b></p> <p><b># participants present:</b></p>
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Topics	General observation
<p>1. <u>Participants</u></p> <ul style="list-style-type: none"> <li>– How many people are present at this session? (male, female, both)</li> <li>– Which percentage of the participants is functional literate (are able to take notes)?</li> </ul>	
<p>2. <u>Facilitator(s)</u></p> <p>How many facilitators are present at the FFS? (♀ or ♂)</p>	
<p>3. <u>Duration:</u></p> <p>What was the total duration of the session (or in case not the entire session was attended: how long did you attend)</p>	
<p>4. <u>Topic of the session</u></p> <ul style="list-style-type: none"> <li>– What is the main topic is discussed in this session?</li> <li>– Which sub-topics are discussed?</li> <li>– How much time is allocated to the different (sub) topics?</li> </ul>	
<p>5. <u>Field/practical work</u></p> <ul style="list-style-type: none"> <li>– How much time is spend in the ‘field’ (AE-SA/practical/demonstration)</li> <li>– Which topics are covered in the practical work</li> <li>– Are all participants active in field activities?</li> <li>– Do the facilitators stimulate/help participants during the fieldwork?</li> </ul>	

<p>6. <u>Experiential learning cycle</u></p> <ul style="list-style-type: none"> <li>- Is the experiential learning cycle (observation, analysis, evaluation, decision making) properly applied?</li> <li>- Does facilitator appear to understand the objectives of AESA</li> <li>- Is reference made to findings, observations and recommendations of previous sessions?</li> </ul>	
<p>7. <u>Group work and group dynamics</u></p> <ul style="list-style-type: none"> <li>- Is group work stimulated?</li> <li>- Is there a group dynamic exercise?</li> <li>- If so, is the objective explained to the participants and the outcome discussed?</li> <li>- Do FFS participants have special responsibilities (e.g. host team)?</li> </ul>	
<p>8. <u>Facilitator</u></p> <ul style="list-style-type: none"> <li>- Are the Farmer Trainers/Local Facilitators well prepared?</li> <li>- Does facilitator make an effort to get all participants involved <ul style="list-style-type: none"> <li>o Does (s)he address all participants or only a few?</li> <li>o Can facilitator see all participants?</li> </ul> </li> </ul>	
<p>9. <u>Facilitation methods</u></p>	
<ul style="list-style-type: none"> <li>- <u>Seating arrangement</u> <ul style="list-style-type: none"> <li>o Are participants sitting in circle or in rows?</li> <li>o Is facilitator standing or sitting</li> <li>o Is facilitator moving in the circle</li> </ul> </li> </ul>	

<ul style="list-style-type: none"> <li>- Do the Farmer Trainers/Local Facilitators use <u>writing</u>? <ul style="list-style-type: none"> <li>o How much (compared to other methods)?</li> <li>o For which purpose?</li> <li>o Is it readable for all participants (Size of writing, number of words on the sheet)?</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li>- Does the facilitator use '<u>visual</u>' (pictures, drawings, samples) teaching aids? <ul style="list-style-type: none"> <li>o Which materials are used</li> <li>o How much (compared to other methods)?</li> <li>o Are they appropriate for the topic?</li> <li>o Do the facilitators make good use of materials</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li>- Does the facilitator do a lot of <u>talking</u>/explanation? ('teaching')? <ul style="list-style-type: none"> <li>o How much (compared to other methods)?</li> </ul> </li> </ul>	
<p>10. <u>Questions &amp; Answers</u></p> <ul style="list-style-type: none"> <li>- Do Farmer Trainers/Local Facilitators use questions to check <b>knowledge</b> of participants?</li> <li>- Do Farmer Trainers/Local Facilitators use questions to check the <b>opinion/ideas</b> of participants? <ul style="list-style-type: none"> <li>o What kind of ideas?</li> </ul> </li> <li>- Do the Farmer Trainers/Local Facilitators stimulate discussion between the participants?</li> <li>- Do participants listen to each other?</li> </ul>	
<p>11. <u>Recapitulation</u></p> <ul style="list-style-type: none"> <li>- Does facilitator summarise frequently?</li> <li>- How?</li> </ul>	

<p>12. <u>Link</u> to previous and next sessions</p> <ul style="list-style-type: none"> <li>- Is there at the start and at the end reference to the previous and/or next FFS session?</li> <li>- If so, how?</li> </ul>	
<p>13. What were the <u>strong points of the facilitator?</u></p>	
<p>14. <u>Any other observation</u></p>	

**TABLE 6: FGD with Farmer Trainers/Local Facilitators**

<p><b>Group ID (AEC/Barisal/Noakhali):</b>  <b>Name village and Upazila:</b>  <b>Date visit:</b>  <b># Farmer Trainers/Local Facilitators present: (♂,♀)</b></p>
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Issue/topic	Observations
1. <u>Approx age and marital status</u> of Farmer Trainer/Local Facilitator (informants present and their ToF/SLL group in general)	
2. <u>Ethnicity/religious affiliation</u> of Farmer Trainer/Local Facilitator, as compared to that of FFS villages where they work	
3. <u>Previous training and jobs/project experience</u>	
4. <u>Personal previous experience of agricultural production</u>	
5. <u>Membership of Farmer Club/CBO</u> and position assigned	
6. <u>Experience as facilitator</u> – Year of ToF/SLL training – Number of FFS since training	
7. <u>Farmer Trainer/Local Facilitator team partners</u> – all male or mixed? – same years of experience or different?	
8. <u>Motivation/expectations:</u> – Why were they interested in being Farmer Trainer/Local Facilitator – What were their expectations?	
9. <u>Selection:</u> – How were they selected? (process) – Who invited/selected them? – What were the selection criteria?	
10. <u>Education</u> – Highest level of formal education – FFS graduate?	



Issue/topic	Observations
11. <u>Facilitators training (ToF, SLL):</u> – Duration? – What did they learn? – Was it useful? – Training on club formation/CBO? – Training on gender and social issues?	
12. <u>Additional training requirements</u> – What would they like to be trained on to improve their skills?	
13. <u>Planning workshops / refresher courses</u> – Purpose? – Content? – Do participants request any topics?	
14. <u>AESA</u> – Do they understand the objectives of AESA	
15. <u>Backstopping &amp; coaching</u> – Who is backstopping? – How intensive? – Nature of backstopping	
16. <u>Activities (FFS related):</u> – During FFS – Post FFS	
17. <u>Outside FFS activities:</u> – On farm – Off farm	

Issue/topic	Observations
<p>18. <u>Payment:</u></p> <ul style="list-style-type: none"> <li>- Monthly: <ul style="list-style-type: none"> <li>o amount and expected nr days to work</li> <li>o actual nr days spend on FFS related work</li> </ul> </li> <li>- Per session: <ul style="list-style-type: none"> <li>o amount and how many session/week (or month)</li> </ul> </li> <li>- Additional benefits <ul style="list-style-type: none"> <li>o Bicycle</li> <li>o Farm inputs</li> <li>o others</li> </ul> </li> </ul>	
<p>19. <u>Acceptance</u></p> <ul style="list-style-type: none"> <li>- By FFS participants of opposite sex</li> <li>- By other villagers</li> </ul>	
<p>20. <u>Personal gain</u></p> <ul style="list-style-type: none"> <li>- How did/do they personally benefit from being a FFS facilitator</li> </ul>	
<p>21. <u>Sustainability</u></p> <ul style="list-style-type: none"> <li>- Would they continue if salary is/remains low</li> <li>- Motivation</li> </ul>	
<p>22. <u>Any other issue</u></p>	

**TABLE 7: DATA from FGD with NON-FFS participants: men and women**

Component: \_\_\_\_\_ (*insert AEC or RFLDC-Barisal, RFLDC –Noakhali*)

Date of field visit/FGD: \_\_\_\_\_

(FFS/CBO) Village name/Upazila: \_\_\_\_\_

# (number of) non-participants (women, men) present at the meeting, and approx age (too young for FFS, FFS beneficiary group, too old for FFS): \_\_\_\_\_

Reporter : \_\_\_\_\_ (*your name*)

<b>Who are the non-participants?</b>	
Marital status of the informants: (married, unmarried, occurrence of widows, women from female-headed-households, abandoned women, single among the non-participants households):	
Ethnicity/religion of non-participant households:	
Occupation of non-participating households: Land-ownerships/leasers, share-croppers, agricultural day labourers, non-agricultural work (women, men):	
Pattern of home-stead activities (women/men): poultry rearing, small and big live-stock rearing, vegetable cultivation, aquaculture, cash crops, fruits – and differences/similarities in technical practices (compared to FFS members):	
Access to agricultural services:	
Labour migration pattern of the non-participants (women, men):	
Income and poverty level (as compared to FFS households): poorer, same, better-off, relatively very wealthy:	

Educational level / literacy level (adult men, women, children):	
Social awareness and occurrence of child-marriage, child labour, dowry, polygamy, divorces, family planning, etc.- among the non-participants – and openness speaking of those issues:	
Other:	
<b>Why did the non-participants not participate in the FFS?</b>	
Time of first information on FFS/invitation /participation in initial PRA and village meetings (or not being invited/not-participating in meeting):	
Reasons for being interested or not-interested when invited (if invited) (women, men):	
Previous participation in other FFS/NGO training or other projects (women, men):	
Presence of NGOs, saving/credit facilities in the non-participant neighbourhood:	
<i>Passive</i> participation in FFS / observing FFS, interaction with FFS members, learning from FFS members (women, men):	
Current, new interest / still/still not-interested in participating in FFS and why (women, men):	
Membership of Farmer Club/CBO among non-participant households:	
Other remarks/comments:	

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