

Appendix 1.

Group Evaluation of FFS Process

Objective

To evaluate the FFS learning process and perceived output (benefits and applicability) with the group of participants at the end of the training season.

Method

A group discussion is organised during which participants give their scoring of and opinion about three issues: benefits/usefulness of what was learned in the FFS, satisfaction with the learning process, and applicability of what was learned for their own farming practices.

Materials

- Large sheets of paper
- Markers
- Note book
- Ballpoint

Activity steps

1. FFS participants are invited to a meeting in a neutral and comfortable location.
2. Three large sheets of paper are put up in three different spots at reasonable distances from each other. One sheet is marked with the title “20”, one with “50” and the last one with “80”.
3. Explain the meaning of the numbers, which are scores for evaluation:
 - 20: generally not very good, below expectations
 - 50: generally OK, meeting expectations
 - 80: generally very good, exceeding expectations
4. Explain that three questions will be asked. For each of the questions the participants will have to choose a score (20, 50 or 80) representing their opinion about the issues under question, and go and stand close to the large sheet with that score. The ones choosing the same score will have to write down reasons why they selected that score together on the large sheet of paper.
5. The first question is:
“What score would you give to the usefulness or benefits of what you have learned in the sweetpotato FFS?”
Participants are asked to choose their own individual score and not be influenced by others. They stand close to the paper with the score of their choice.
6. After all participants have made their choice, they are asked to formulate together several reasons why they selected that particular score, and write those on the paper. Entitle the first list with “Benefits”. If one of the groups has become too large (more than 10 people) split them up in smaller groups and provide extra sheets of paper.
7. After all the groups have written their reasons, let them present in turns.
8. After the presentations, everybody is asked to go back to their original position. The second question is posed:
“What score would you give to the learning process of last season’s sweetpotato FFS?”
Participants are again asked to stand close to the paper with the score of their choice, write down reasons for their choice and present them to the other groups.
9. The same process is repeated for the third question:
“What score would you give to the applicability of what you have learned in the sweetpotato FFS to your own farming practices?” (*In other words: would you be able to apply what you have learned in your own field?*)

10. After all three questions have been discussed exhaustively, draw some conclusions and ask the participants whether they have final comments to make. The questions can also be adapted or added to.

Discussion, reporting and data processing

- During the presentations of reasons for choosing a score, write down whatever additional explanation is given to the reasons written on the paper sheets.
- Use the sheets of paper to make a table (as below) work out the percentages of participants choosing a certain score for a certain issue and providing the reasons.
- Following discussion with the FFS group this information can be entered into a computer for sharing with other facilitators, coordinators etc, and used to inform future sweetpotato IPPM FFS.

Issue	Score		
	20 .. %	50 .. %	80 .. %
Benefits (N =)	<ul style="list-style-type: none"> • (reasons) • • 	<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • •
Learning process (N =)	<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • •
Applicability (N =)	<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • •

Appendix 2.

BASELINE INTERVIEWS WITH FFS PARTICIPANTS

Date: _____ Name of respondent: _____ Gender: Male/ Female

Village: _____ Location/ Sublocation: _____

District: _____ Questionnaire code number:

Socio-demographic and socio-economic data

- 1) Sex of household head (1) Male (2) Female
- 2) Age of household head _____ years
- 3) Marital status of household head (1) Married (3) Widow/widower
(2) Single (4) Divorced/separated
- 4) Number of years spent at school _____ years
- 5) Family size and composition: (1) males < 12 years ____ (3) females < 12 years ____
(2) males > 12 years ____ (4) females > 12 years ____
- 6) Who in the household makes the following decisions for **sweetpotato** production and utilisation?

	Husband	Wife	Female head of household	Both husband and wife	Not done/ no decision taken
1. Planting time					
2. Planting materials					
3. Variety to plant					
4. Weeding					
5. Pest management practices					
6. Routine crop care					
7. Harvesting					
8. Transporting					
9. Storage					
10. Storage protection					
11. Processing					
12. Cooking					
13. Marketing					

7a) Main occupation (*tick only the main one*):

- (1) Formal employment (2) Full-time farmer (3) Part-time farmer
(4) Trader (5) Artisan (6) Other: _____

7b) Major source of income (*tick only the main one*):

- (1) Farming (2) Employment (3) Trading
(4) Other: _____

8a) Do you belong to any group/association? (1) Yes(*specify*) _____ (2) No (go to 9a)

8b) Do you face any problems within the group? (1) Yes (*specify what below*) (2) No

Land allocation and use

9a) Household land the family cultivates throughout the year: location, size, tenure status and arrangements

Location of plot cultivated	Distance from home to plot (km)	Land size (acres)	Fertility of the land <i>1=poor 2=average 3=good 4=verygood</i>	Tenure status (<i>tick</i>)					Cost and arrangements for rented, borrowed or sharecropped land
				Owned	Rented	Borrowed	Sharecropped	Other	
1.									
2.									
3.									

9b) How easy is it to get land for hire? 1) Very easy 2) Easy 3) Difficult 4) Very difficult

10) Crops grown; average acreage under different crops and number of times grown in the last 5 years; crop ranking by cash generated, then food security, then preference, then yield, then labour so we know which are the most important crops for each of these categories (*Note: 1= most important, 2= less important etc..*).

Check all land used against total acreage under different crops + check fallow land

(a) CROP	(b) ACREAGE		(c) RANK THE CROPS BY EACH OF THE CATEGORIES BELOW (<i>1=most imp etc</i>)				
	Number of times you have planted this crop during past 5 years	Estimate of total acres this year	Cash generated	Food security	Preference	Yield	Labour
1. Sweetpotato							
2.							
3.							
4.							
5.							
6.							
7.							
(10d) Land under fallow							

Land preparation and labour supply

11a) Do you use oxen for opening up your land? (1) Yes {On to 11c} (2) No

11b) If no, why? (*tick one or more answers*)

- (1) High hiring costs (2) No oxen in the area (3) Small fragments of land
 (4) Not common practice (5) Other (specify) _____
 (6) Do not know

11c) Do you own oxen? (1) Yes {On to 12a} (2) No

11d) Where do you get the oxen for opening your fields?

- (1) Hire, cost _____ (2) Relatives (3) Friends (4) Other (specify) _____

12a) Do you have enough labour for all the farm activities? (1) Yes (2) No

12b) How do you meet your labour requirements? {RANK - using 1 as the most important}
 (1) Family { } (2) Hired { } (3) Communal { } (4) Other (Sp.) _____ { }

12c) Hired labour cost per year? _____ (give amount in cash, or state whether payment is in kind or crop or whatever)

12d) Which crops and activities do you hire labour for?

Crop	Activities (list)
1. Sweetpotato	
2.	
3.	
4.	
5.	
6.	
7.	

Crop production in general

13a) Do you use borrowed capital (credit) in your farming? (1) Yes {On to 13c} (2) No

13b) If no, what are the reasons? {RANK - using 1 as the most important }
 (1) Lack of information { } (2) No credit facilities { } (3) High interest rates { }
 (4) No need { } (5) Other (Specify) _____ { }

13c) If yes, what is the source of credit
 (1) Bank (2) Rural credit scheme (3) Friends
 (4) NGO (name) _____ (5) Other (specify) _____

14 & 15) What have been the cropping pattern changes in the past 5 years (1998 to date)?
 What changes (in terms of areas) are expected in the next 5 years. Give reasons for changes.

CROP	14a)	14b) Reason	15a) Expected	15b) Reason for
	Changes in last 5 yrs. 1) increase 2) decrease 3) no change	for change or no change	change in next 5 yrs. 1) increase 2) decrease 3) no change	change or no change
1. Sweetpotato				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				

15c) If there is an expected increase in crops grown (see table above) without a decrease in others, where does the extra land come from? _____

15d) What are the crops that you used to grow that you are not growing now (*Record the reasons*)?

Crop	Reason for not growing now

15c) What are the crops that you are not growing now that you intend to grow (*Reason*)?

Crop	Reason that you intend to grown this crop

16a) Do you use fertilisers/ manures/ composts in production of your crops?

- (1) Yes {on to 16c} (2) No {On to 16b}

16b) If no, why don't you use fertilisers/ manure/ compost?

- (1) Soils are fertile enough (2) Ignorant of fertiliser use (3) High cost of fertiliser
 (4) Don't have manure (5) Laborious (6) Other (specify)

16c) Do you use pesticides? (1) Yes {On to 16e} (2) No

16d) Why don't you use pesticides?

- (1) No knowledge about pesticides (2) High Cost (3) No need
 (4) Uses alternative pest control methods (specify) _____

16e) Mention the crop(s), type of fertiliser(s) or pesticide(s) used, frequency of application

Type of chemical	Crop(s) of application	What are you using it against? (<i>for pesticides</i>)	Frequency of application per growing season
(a) Fertilisers			
Green manure (give name) _____			times
Animal manure			times
Compost			times
Chemical fertiliser - DAP			times
Chemical fertiliser – CAN			times
Chemical fertiliser – Urea			times
Chemical fertiliser (give name) _____			times
Other (give details) _____			times
(b) Pesticides (<i>synthetic & natural</i>)			
			times
			times
			times
			times

16f) What are some of the dangers of pesticide use?

- (1) I don't know
- (2) _____
- (3) _____
- (4) _____

16g) Have you had any incidence of chemical poisoning in your home over the last two years? (1) Yes (how many times _____) (2) No

16h) Do you need to use pesticides in your crop production? (1) Yes (2) No

16i) What are some of the factors that you consider before applying pesticides?

- (1) Pest population
- (2) Research recommended spray regimes
- (3) Other (specify) _____

16j) How is the pesticide distribution?

- (1) Always available/timely
- (2) Late distribution
- (3) Not enough
- (4) Not available

16k) How far is the nearest Agro-chemical shop from your home?

- (1) < 1 Km
- (2) 1 – 4 Km
- (3) 4 – 6 Km
- (4) > 6 Km

16l) Have you ever undergone training on correct pesticide use practices? (1) Yes (2) No

Sweetpotato production

17a) What was the total area of your sweetpotato crop last year? __ (local units__) __ acres

17b) Where do you normally get your sweetpotato planting material?

- (1) Own nursery - swamp/ tree/ backyard/ other ____
- (2) Neighbour/friend/relative
- (3) Purchase - where from _____
- (4) Volunteer plants in field
- (5) Sweetpotato crop in own field
- (6) Other _____

17c) What is the availability of sweetpotato planting material like at planting time?

- (1) Always available
- (2) Not enough
- (3) Ready too late
- (4) Not available

17d) How often have you sold sweetpotato planting materials?

- (1) Never
- (2) Once
- (3) Occasionally
- (4) Every year

17e) What factors determine when you plant your sweetpotato? _____

17f) How do you plant your sweetpotato (ridges, mounds, flat bed, mounds and flat beds, mounds and ridges etc.)? _____

17g) What varieties of sweetpotato do you grow?

17i) What are your main **sweetpotato** production and post harvest constraints, how might you solve them? (*Rank*)

Sweetpotato <u>production</u> and <u>post-harvest</u> constraints	When do they occur?	Rank (1 = most imp)	How can you solve these problems?

18) Do you use any of the following practices in your sweetpotato production?

PRACTICE	YES	NO	REASONS FOR DOING/ OR NOT DOING
Seedling vigour assessment			
Crop rotation (<i>how long between SP crops?</i>) _____			
Thinning (<i>when</i>) _____			
Weeding (<i>how often</i>) _____			
Scouting of field (<i>how often</i>) _____			
Gap-filling			
Removal of diseased plants during growing season			
Removal of old roots/ plant parts after harvest			
Inter-cropping (<i>if yes, with what</i>) _____			
Mulching			
Hilling up			
Any soil fertility measure			
Adjacent planting to old sweetpotato crops			
Pest control measures (<i>what are they?</i>):			
1.			
2.			
3.			

19) Average yield of sweetpotato (if piecemeal harvesting is practiced record and ask farmer to estimate total amount collected over harvest period)

- (a) last year _____ (was this piecemeal or not)
 (b) in a normal (good) season _____

19c) Do you keep any cultivation records? (1) Yes (2) No

20a) Did you store any sweetpotato last year after harvest? (1) Yes (2) No {on to 21a}

20b) If yes,

What form did you store it in?	How much did you store?	Where did you store it?	How many months did you store it for?	Did you sell any of it?
1.				
2.				
3.				
4.				

20c) Did you protect your sweetpotato from damage during storage? (1) Yes (2) No {on to 21a}

20d) If yes, how did you protect it? _____

Extension

21a) Do you receive extension services? (1) Yes (2) No {on to 22}

21b) If yes, how many times have you been visited by extension agents this year? _____

21c) Are you satisfied with the extension services offered? (1) Yes (2) No

22) Sources of information on crop production and post harvest management

{RANK – using 1 as most important}

- (1) radio { } (2) field-days{ } (3) extension/researchers { } (4) training { }
 (5) press { } (6) friends { } (7) FFS group members { } (8) other ____ { }


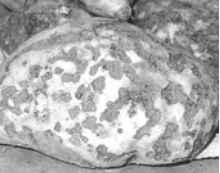



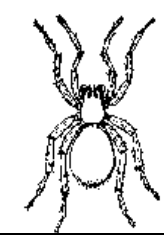
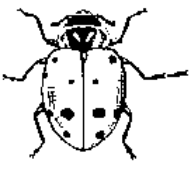
Pest knowledge

23a) Are there any insects in the field that are beneficial to the farmer?

(1) Yes (which ones) _____

(2) No

23b) Can you identify the following insects or damage?

	Local name of insect in picture or insect who causes the damage in the picture?	Where have you seen them?	What do they do?
1. 			
2. 			
3. 			
4. 			
5. 			
6. 			
7. 			

Technology adoption

24a) What factors do you use to decide whether or not you will take on a new practice?

24b) What new technologies have you experimented with in the last two years? Were they successful and why or why not?

Technology tested	Successful?	Why or why not
1.		
2.		
3.		
4.		
5.		

25) Is there any information you would like to provide that is relevant to improving sweetpotato production and pest control in this area?

Thank you very much for your co-operation

Appendix 3.

INDIVIDUAL INTERVIEWS WITH EITHER FFS OR NON-FFS FARMERS ON SWEETPOTATO PRODUCTION

Objective

The objective of this activity is to obtain qualitative data on farmers' sweetpotato cultivation practices and constraints, their knowledge and information sources.

Method

Individual interviews on **sweetpotato** production are conducted with both non-FFS farmers and FFS farmers who take season-long sweetpotato cultivation records. The questions relate to the farmers own crop/ field that they are keeping the sweetpotato cultivation records on. The interview is conducted in two phases:

- Midway the season at about 8-10 weeks after planting: questions 1-27, and
- At harvest time: questions 28-33.

Avoid firing the long list of questions to the respondents in a rigid sequence. Rather try to create an atmosphere in which the farmers tell their story and you fill in the answers in the appropriate place in the form.

Materials

- Individual Interview Guide form
- Pencil
- Clipboard

Recording and processing of data

All data are recorded in the tables provided in the Individual Interview Guidelines for FFS farmers form. When data collection is finished, the form should be checked by the interviewer for gaps, and then again by the project assistant. The data is then entered into the Access database and processed. The processed data are then presented back to the farmers during the local analysis workshop for verification and further analysis, before being used for further statistical analysis and reporting.

Individual interview guidelines for FFS farmers

--

Date of interviews	First:	Second (after harvest):
Interviewers name:		

General information

Name of farmer	
Name of FFS s/he belongs to	
Gender (<i>tick one</i>)	<input type="checkbox"/> male or <input type="checkbox"/> female
Age:	_____ years
Years of experience growing sweetpotato	_____ years

General information about the farmers own field (first interview)

<p>1. How do you perceive the fertility of <u>your</u> field?</p> <p><i>Note: these questions refer to the farmers own sweetpotato field NOT the FFS field</i></p>	<p><u>Opinion of farmer:</u></p> <p>a) <input type="checkbox"/> very fertile b) <input type="checkbox"/> fairly fertile c) <input type="checkbox"/> moderate d) <input type="checkbox"/> fairly unfertile e) <input type="checkbox"/> very unfertile f) <input type="checkbox"/> do not know</p>	<p><u>Opinion of interviewer:</u></p> <p>a) <input type="checkbox"/> very fertile b) <input type="checkbox"/> fairly fertile c) <input type="checkbox"/> moderate d) <input type="checkbox"/> fairly unfertile e) <input type="checkbox"/> very unfertile f) <input type="checkbox"/> do not know</p>
<p>2. How would you describe a healthy, fertile soil?</p>		
<p>3. How could the fertility of the soil in <u>your</u> field be improved?</p>		

Cultivation practices, ICM knowledge and skills (first interview)

<p>4. a. Soil preparation</p> <p>(tick the method(s) used by the farmer and then enter detailed info on width, height etc.)</p> <p>b. Reason for <u>this</u> soil preparation practice (<i>why, who informed</i>)</p>	<p>a) <input type="checkbox"/> raised beds: width ___ cm (from ditch to ditch) height ___ cm</p> <p><input type="checkbox"/> mounds: ___ cm from top of one to top of other</p> <p><input type="checkbox"/> ridges: width ___ cm (from ditch to ditch) height ___ cm</p> <p><input type="checkbox"/> direct planting</p> <p>b)</p>		
<p>5. a. Planting distance</p> <p>b. Reason for <u>this</u> planting distance practice (<i>why, who informed</i>)</p>	<p>a) - On 1 m length: ___ plants - On 1 m width: ___ plants - On 1 ridge/bed: ___ rows of plants - On 1 mound: ___ plants</p> <p>b)</p>		
<p>6. Variety planted in the farmers own field and reason for selecting this variety</p>	<p><u>Variety:</u></p> <p>a)</p> <p>b)</p> <p>c)</p> <p>d)</p>	<p><u>Reason:</u></p> <p>a)</p> <p>b)</p> <p>c)</p> <p>d)</p>	<p><u>Where is it obtained from?</u></p> <p><u>a)</u></p> <p><u>b)</u></p> <p><u>c)</u></p> <p><u>d)</u></p>
<p>7. a. Do you select your planting material before planting?</p> <p>b. <u>If yes</u>, how?</p>	<p>a) <input type="checkbox"/> yes or <input type="checkbox"/> no</p> <p>b)</p>		

<p>8. a) How often do you irrigate your crop? (<i>tick one and then fill in details</i>)</p> <p>b) Reason for this practice?</p>	<p>a) <input type="checkbox"/> routinely, once in ___ days <input type="checkbox"/> not routinely, on average ___ times per season <input type="checkbox"/> never</p> <p>b)</p>
<p>9. a) What <u>fertiliser, manure or compost</u> do you use (<i>this includes green manure, organic manure and chemical fertiliser</i>)?</p> <p>b) How often do you fertilise your crop?</p>	<p>a)</p> <p>b)</p>
<p>10. How do you decide how much fertiliser/manure or compost to apply to your crop?</p>	
<p>11. a) Do you consider your soil fertility management practices appropriate?</p> <p>b) If not, what should be changed?</p> <p>c) Why don't you do it this way?</p>	<p>a) <input type="checkbox"/> yes or <input type="checkbox"/> no</p> <p>b)</p> <p>c)</p>
<p>12. From where do you obtain information about soil fertility management?</p>	
<p>13. What do you consider your most important sweetpotato pest and disease problem(s) both PRE and POST HARVEST?</p> <p>Rank them according to importance (1=most important).</p>	<p>a)</p> <p>b)</p> <p>c)</p> <p>d)</p> <p>e)</p> <p><i>Rank:</i></p>

<p>14. How do you decide when and what kind of pest control measure you have to apply on your crop?</p>	
<p>15. a) Do you consider your pest management practices appropriate?</p> <p>b) If not, what should be changed?</p> <p>c) Why don't you do it this way?</p>	<p>a) <input type="checkbox"/> yes or <input type="checkbox"/> no</p> <p>b)</p> <p>c)</p>
<p>16. From where do you obtain information about pest management?</p> <p>(Note: can be more than one source)</p>	
<p>17. a) How often do you observe/monitor your crop? (<i>tick one and then fill in details</i>)</p> <p>b) Reason for this practice?</p>	<p>a) <input type="checkbox"/> routinely, once in every ___ days <input type="checkbox"/> not routinely, on average ___ times per season <input type="checkbox"/> never</p> <p>b)</p>
<p>18. Do you know about natural enemies in your crop?</p> <p><u>If yes</u>, explain what they do.</p>	<p><input type="checkbox"/> yes or <input type="checkbox"/> no</p>

<p>19. Please mention some natural enemies that you often see in your crops.</p>	<p>a)</p> <p>b)</p> <p>c)</p> <p>d)</p> <p>e)</p>
<p>20. a) Do you use <u>synthetic pesticides or other products</u> to reduce pest populations on your sweetpotato crop? (<i>tick one</i>)</p> <p>b) If <u>yes or occasionally</u>, what and why? If <u>no</u>, why not?</p>	<p>a) <input type="checkbox"/> yes, always / <input type="checkbox"/> occasionally / <input type="checkbox"/> no, never</p> <p>b)</p>
<p>21. What do you consider the advantages of pesticides?</p>	
<p>22. What do you consider the disadvantages of pesticides?</p>	

Harvesting, storage and marketing (second interview to be conducted after harvest)

<p>23. What yield did you estimate would be harvested? <i>(Note: make sure you give detailed measurements, even if piecemeal harvest work out total harvest quantities)</i></p>	<p>_____ kg or _____ sacks or _____ basins or _____ troughs or _____</p>		
<p>24. Is the actual harvest satisfactory? Why/why not?</p>	<p><input type="checkbox"/> yes or <input type="checkbox"/> no, because:</p>		
<p>25. What do you use sweetpotato for <i>(Note: include any uses of roots and other plant parts and mention different food uses)</i>.</p>	<p>a) b) c) d)</p>		
<p>26. Did you sell any of your sweetpotato crop?</p>	<p><input type="checkbox"/> yes or <input type="checkbox"/> no <u>if yes</u>, what proportion? _____ <u>if no</u>, why not?</p>		
<p>27. Did you receive a reasonable price? <i>(Tick either yes or no, and then give details with unit measurement)</i></p>	<p><input type="checkbox"/> yes or <input type="checkbox"/> no: _____ (total amount) or _____ amount/kg or _____ amount/sack or _____ amount/ basin or _____ amount/ trough or _____ If no, price should have been at least: ___ or ___/kg</p>		
<p>28. What alternatives are available in the area for marketing the sweetpotato harvest? What are the advantages and disadvantages of each method?</p>	<p>Alternative</p> <p>-</p> <p>-</p> <p>-</p>	<p>Advantages</p> <p>-</p> <p>-</p> <p>-</p>	<p>Disadvantages</p> <p>-</p> <p>-</p> <p>-</p>
<p>29. Do you store (part of) the harvest?</p> <p><u>If yes</u>, in what form, where, for how long and did you sell any of it? <i>(answer all parts)</i></p> <p><u>If no</u>, why not?</p>	<p><input type="checkbox"/> yes or <input type="checkbox"/> no</p> <p>- yes, as in _____ for _____ months sold _____</p> <p>- no, because:</p>		
<p>30. Additional remarks, observations etc.</p>			

Appendix 4.

TRAINING SCHEDULE FOR SEASON.....

Session number:

Date:

Farmer Field School/location:

A. Plan

Start time:

Finish time:

Objectives:

Topics planned (specifically mention the sweetpotato IPPM topics):

- 1.
- 2.
- 3.
- 4.
- 5.

Planned activities:

Time	Activities/ energisers	Facilitator's activity	Group activity	Materials
	1.			
	2.			
	3.			
	4.			
	5.			

B. Implementation

Date:

Start time:

Finish time:

Attendance list ticked: yes/no

Topics dealt with:

- 1.
- 2.
- 3.
- 4.

Conducted activities:

Time	Activities/ energisers	Facilitator's activity	Group activity	Materials
	1.			
	2.			
	3.			
	4.			
	5.			

Innovations/Lessons learnt/Experiences:

What needs to be improved next time?	How to improve?
1.	•
2.	•
3.	•

Date of next meeting:

Next session number:

Activities identified for next meeting:

C. Evaluation

Attendance: (3) more than 80% (2) 60-80% (1) less than 60%

Coverage:

Time management (3) Good (2) Fair (1) Poor

Participation (3) Full (2) About half (1) Under 50%

Mood meter: (3) Good (2) Fair (1) Poor

Self Evaluation: (3) Good (2) Fair (1) Poor

Planned topic/activity	Extent of coverage: 1 Completed 2 Partly completed 3 Not done	Reason for 2 or 3

Farmers' evaluation:

1. What activity was not well understood?
2. What did the farmers find most enjoyable? Why?
3. What did the farmers find least enjoyable? Why?
4. What information was most relevant/ interesting? Why?
5. What information was least relevant/ interesting? Why?
6. Suggestions by farmer to improve the session:

Appendix 5.

Individual Interview Guideline for Traders

Objective

To assess whether sweetpotato IPPM FFS resulted in tangible changes in farmers' marketing behaviour, as felt by traders.

Method

Individual interview with sweetpotato traders in FFS locations. Interviews are preferably conducted just after the FFS participants crop has been harvested:

Result recording and processing

Results are directly recorded on the guideline form. Data forms checked for completeness by interviewer, and project assistant and are then coded by project assistant and entered into the computer for further analysis.

Materials

- Individual Interview Guideline for Traders form
- Pencil/pen

Individual Interview Guideline for Village Official

Objective

To know role of the village officials and their collective activities at the area level (as either non- or sweetpotato IPPM FFS) and their influence in dissemination of FFS implementation in farmer society.

Method

Individual interview with a range of village officials conducted once only at the end of the FFS.

Result recording and processing

All of the results are directly recorded on the questionnaire individual interview village official form, and checked by interviewer for gaps. Data is then entered into computer for further analysis.

Materials

- Questionnaire Individual Interview for Village Official form
- Pencil/pen

Individual Interview Guideline for Traders

--

Name of trader		
Address of trader		
Name of FFS farmer or group whose field was harvested and bought by this trader		This farmer of FFS participated in the SP IPPM FFS in which year?
Date of interview		
Interviewers name		

1.	For how long have you been buying sweetpotato in this village?	
2.	How did you know that the sweetpotato crop here was for sale?	
3.	What kind of sweetpotato characteristics do you look for?	
4.	Does this batch of sweetpotato fulfil your quality requirements?	<input type="checkbox"/> Yes or <input type="checkbox"/> No
	If <u>yes</u> , in what way are they good?	
	If <u>no</u> , what is lacking?	
5.	How did you decide on the price you would buy this batch/ field of sweetpotato for?	
6.	What has been the role of the farmer in the negotiation process?	
7.	Was this particular farmer just like all farmers in the negotiation process, or was she/he in any way different? Explain.	<input type="checkbox"/> Same or <input type="checkbox"/> Different
8.	Have you heard about the implementation of a sweetpotato farmer field school in this area? If <u>yes</u> , from whom and what do you think it is all about?	<input type="checkbox"/> Yes or <input type="checkbox"/> No

Questionnaire Individual Interview
Village Official

Name of village official	
Role/position of the village official being interviewed	
Address of village official	
Date of interview:	
Cropping season (<i>tick</i>)	<input type="radio"/> 2005/06 <input type="radio"/> 2006/07 <input type="radio"/> other:
Interviewers name	

No.	Indicator	Answer/ reason/ details
1.	Role in cooperation/ motivation of the Farmer Field School (FFS) group?	
2.	Involvement in the process: a. As participant	
	b. As motivator	
	c. Has not joined it	
	d. As observer	
	e. As donator in (field, budget etc)	
3.	Current or potential role in coordinating cooperation of non- or IPPM FFS farmers in spreading of the activities/ knowledge at the area level?	
4.	Impression about: a. FFS	
	b. Sweetpotato IPPM	