

## DRAFT – FOR COMMENTS

### KENYA: PPAIV Documentation Sheet

District / Division		Community/Village/Cluster	
Date and Time Of Interview		Interview Description	
Name of Note Taker		Name of Facilitator and any other team member present	
List of Methods and Tools Used		Materials Used	
Number of Participants at beginning of Meeting		Number of Participants at end of Meeting	
Venue for Interview Session		Special Conditions (weather etc)	
Duration of Interview		Language of Interview	
Other Information			
<p><b>Description of Respondent(s):</b> This should include number of men and women in the group, the approximate age range, their main (work) activity, family status (<i>To be assessed by the researchers</i>)</p>			

<b>Day 1</b>		
<b>Research Topic 1: Poverty Dynamics and Diagnostics</b>	<b>Source of Information</b>	<b>Possible Tools</b>
1. Establish Available Resources (Map of the Village / Community –highlighting access to basic services)	General Community Group Discussion (GD):  Men, Women, Children, Key Informants (KI) – possibly in one large group	Resource Map, Village Map. Time Lines on past and present resource use,
<b>Poverty Diagnostics</b>		
<b>Collective Definition of Poverty</b> 2. <i>Probing Hints:</i> <ul style="list-style-type: none"> <li>Establish how the community categorizes itself economically</li> <li>Establish through general community discussion what an extremely poor household does with the first bit of money that it acquires: Which expenses are usually the very first.</li> <li>As a little more money flows in, what does this household do in the second, third, fourth..... Stage. This will help establish the definition of poverty, poverty line according to the community and who do the community consider to be poor, average and rich.</li> </ul>	General Community Group Discussion (GD)  Focus Group Discussion (FGD) with Men / Women / Poor / Non-Poor/Youth. Discussion with Key Informant (KI)	Stages of the progress (growth) Approach  Semi Structured Interview (SSI) in a FGD  SSI with Key Informant (KI)  <u>Wealth Ranking</u>
3. Probing Hints <ul style="list-style-type: none"> <li>Establish the causes of Poverty (Main problems in the Community). Prioritize these</li> <li>Specific intra-household elements of poverty (i.e. do women and children suffer in poverty more)</li> </ul>	Focus Group Discussion (FGD) with Men / Women / Poor / Non-Poor.  Discussion with Key Informant	Stages of the progress (growth) Approach  SSI in a FGD Ranking Exercise to assess priority  SSI with KI

<p style="text-align: center;"><b>Poverty Dynamics</b> <b>Changes and Causes for Changes in the Poverty Situation</b></p>	<p style="text-align: center;"><b>Source of Information</b></p>	<p style="text-align: center;"><b>Possible Tools</b></p>
<p>4. Establish changes in the stratification of the community over the past say 12 years This is the time Kenya changed from single party to multi-party democratization. Also this is the time the first Welfare Monitoring Survey to measure the levels of poverty in the country was conducted</p> <p>5.</p> <ul style="list-style-type: none"> <li>• Categorize all the households in the cluster into 4 broad categories               <ol style="list-style-type: none"> <li>1. A: Those who were poor 10 years ago and are currently poor</li> <li>2. B: Those who were poor 10 years ago but currently not poor</li> <li>3. C: Those who were not poor 10 years ago but currently poor</li> <li>4. D: Those who were not poor 10 years ago and currently not poor</li> </ol> </li> </ul> <p>Establish the reasons for movement of people in Category B from being poor 10years ago to currently not being poor</p> <p>Establish the reasons for movement of people in Category C from being Not poor 10years ago to currently being poor</p> <p>Establish the reasons why the poor (Category A) have not changed for the last 10 years</p> <p>Establish how the non-poor have maintained their position for the last 10years <i>(may be useful to use the El Nino Rains as a reference point for this time scale – that is, 1997)</i></p>	<p>General Community Group discussion FGD with Men/Women/youth</p>	<p>Time Line to Show Consumption (either on a daily basis or annual)</p> <p>Stages of progress Approach</p> <p>Time Line for numbers in each wealth group</p> <p>SSI in Community discussion</p> <p>SSI with KI</p> <p>Ranking exercise to prioritize the reasons</p>
<p>6. Establish changes in the Poverty Situation of Particular Groups (Men / Women / Specific Socio-Economic Groups – farmers, the landless, Female Headed Households, Pastoralist – the exact socio-economic group depends on the site location)</p>	<p>FGD with Men / Women / Poor / Non-Poor / specific socio-economic group.</p> <p>Discussion with Key Informant</p>	<p>Stages of progress Approach</p> <p>Time Line for numbers in each wealth group</p> <p>Seasonal Calendar</p> <p>SSI with KI</p>
<p>7 Establish causes of changes in the Poverty Situation of the particular groups. (Men / Women / Specific Socio-Economic Groups – farmers, the landless, Female Headed Households, Pastoralist – the exact socio-economic group depends on the site location) (Rank Causes)</p>	<p>FGD with Men / Women / Poor / Non-Poor.</p>	<p>Stages of progress Approach</p> <p>SSI in a FGD</p>

	Discussion with Key Informant	Ranking Exercise SSI with KI
8. How have those effected coped with the changes in the poverty situation (Rank Coping Strategies in Order of Importance) What can be done to improve the poverty situation (Possible solutions)	FGD with Men / Women / Poor / Non-Poor / self-help groups  Discussion with Key Informant	Stages of progress Approach  SSI in a FGD Ranking Exercise SSI with KI
9. Following from the answer to the previous question, probe deeper on any non-traditional support system (either provided by Government, NGOs or CBOs)	FGD with Men / Women / Poor / Non-Poor.  Discussion with Key Informant	SSI in a FGD Ranking Exercise  SSI with KI
10. Preliminary Observations on the General Poverty Situation:		
<b>Enumerators will follow the households categorized for further investigation</b>		

<b>DAY 2</b>		
<b>Research Area 2: The Impact of Policy</b>		
<b>Access to Agricultural Extension Services/Infrastructure</b>	<b>Source of Information</b>	<b>Possible Tools</b>
<p>1. Does anybody in this community receive advice on Agricultural Production? Who does this Information Come From? Which members of the community are receiving this advice?  <i>Possible sources of information for the community will be Ministry of Agriculture, Non Governmental Organisations or the Private Sector. The response needs to distinguish between these. The answer recorded should also distinguish which group receives this information (men, women, rich, poor)</i></p>	<p>Discussion with the entire Community and in specific FGDs with</p> <p>(a) Men  (b) Women  (c) Youth</p> <p>Interview with Extension Agent for the Area and District  Agriculture Extension Officer</p>	<p>FGD  Venn Service Map  KII</p>
<p>2. In instances where the community do not receive assistance, identify what type of advice they would like to receive</p>	<p>FGDs with</p> <p>(a) Men  (b) Women  (c) Youth</p> <p>Specific group meetings with those who have not received extension messages.</p> <p>Identify individuals for more detailed discussion</p>	<p>FGD  Individual Interviews</p>
<p>3. In instances where the community does receive information – please identify what type of advice (messages) is given? Discuss with the community whether this is the type of information they require. Identify ways the advice given can be improved and made more relevant to their needs.</p>	<p>FGDs with</p> <p>(a) Men  (b) Women  (c) Youth</p> <p>Specific group meetings with those who have received</p>	<p>FGD  Individual Interviews</p>

	extension messages.  Identify individuals for more detailed discussion	
4. How far away from this community does the agricultural extension worker have his/her base? Identify whether this distance provides an obstacle to accessing the extension services	FGDs with (a) Men (b) Women (c) Youth	Resource Map / Service Map indicating distances
5. When the advice has been provided has this been on a one to one or group basis <i>Discuss with the community, which is the best way to receive this information. Find out if they have been given training in forming groups to understand the messages delivered Ask them how happy they are with this types of information delivery</i>	FGDs with (a) Men (b) Women (c) Youth  Specific group meetings with those who have received extension messages and individuals for more detailed discussion and  Interview with Extension Agent for the Area and DALEO	FGD  Individual Interviews
6. Have members of the community been asked to provide cash payments or allowances for the Extension Worker? Who has made these payments? Are these Fair? When these have been paid have they been value for money? Have those who have made the payments received a receipt? <i>The reason behind this question is to assess who in the community can afford these charges, and whether their existence limits access.</i>	FGDs with (a) Men (b) Women (c) Youth  Specific group meetings with those who have received extension messages and individuals for more detailed discussion  Interview with	FGD  Individual Interviews

	Extension Agent for the Area and DALEO	
7. What crops does the Agricultural Extension Officer Provide Information On <i>List all crops that advice has been given on, for each one then asses whether this information has been useful in improving production. If it has not been useful, ask why?</i>	FGDs with (a) Men (b) Women (c) Youth  Specific group meetings with those who have received extension messages and individuals for more detailed discussion  Interview with Extension Agent for the Area and DALEO	FGD  Individual Interviews  Refer back to the resource map
8. How useful are Agricultural Extension Services offered now compared to the past (10 years ago) <i>In particular, this question should link trends in agricultural production with changes in accessibility to extension services. The answers should be probed to see if the respondents can draw links between the two trends.</i>	FGDs with (a) Men (b) Women (c) Youth  Specific group meetings with those who have received extension messages.  Identify individuals for more detailed discussion	2 time lines – one for agricultural production, one for access to extension services
9. Preliminary Observations on issues related to Access to Agricultural Extension Services: Use this space to record the interview teams perceptions on the answers given by the respondents		
<b>Access to Credit Facilities</b>	<b>Source of Information</b>	<b>Possible Tools</b>
1. What does credit means to the group present? See if there is any distinction between formal (ie Banks and NGOs) and other types of credit (family, neighbours, moneylenders) –	SSI in a FGD with (a) Men	Focus Group Discussion

if only one type is mentioned probe on why the other is omitted	(b) Women (c) Youth	
2. What would you use Credit For? This should focus in particular on the differences between consumption based credit (eg accessing food during shortages) and investment based credit (purchasing fertiliser or establishing business)	SSI in a FGD with (a) Men (b) Women (c) Youth	Focus Group Discussion
3. What source of Credit are Available in the Community? This should incorporate formal schemes, merry-go-rounds, SACCOs, family, neighbour and moneylenders – discuss in detail the positives and negatives of each type of credit identified	SSI in a FGD with (a) Men (b) Women (c) Youth	Preference Ranking of all local credit services.  Venn Diagram.  Resource map (follow on to general resource map)
4. Who in this Community has Access to Credit - Assess proportion of Population with access to credit <i>This should focus between the different types of credit identified earlier and then on the access of different groups – in particular the differences between men and women, and the rich and the poor. The seasonal dimension should be introduced – identifying what type of credit is used when.</i>	SSI in a FGD with (a) Men (b) Women (c) Youth	Focus Group Discussion  Seasonal Calendar
The Following Questions Should be Addressed Specifically to Those With Access to Credit <i>If the interview team thinks it is appropriate the initial group of respondents may be physically split into two groups – those with access to credit and those without access</i>		
5. What are the conditions for obtaining credit? <i>This should be filled for each of the types of credit identified</i>	SSI in a FGD with (a) Men (b) Women (c) Youth  Who have access to credit.  Individuals who have replied that they could access credit	Focus Group Discussion
6. What is your Opinion on the Interest Rates you are asked to pay	SSI in a FGD with (a) Men	Focus Group Discussion

<p><i>This should be filled for each of the types of credit identified</i></p>	<p>(b) Women (c) Youth Who have access to credit.  Individuals who have replied that they could access credit</p>	
<p>7. What is the length of time between Receiving the Credit and Making the First Payment? What is your opinion on this <i>This should be filled for each of the types of credit identified</i></p>	<p>SSI in a FGD with (a) Men (b) Women (c) Youth Who have access to credit.  Individuals who have replied that they could access credit</p>	<p>Focus Group Discussion</p>
<p>8. Were you asked to form a group to receive this credit? Are you happy with this condition? Outline exactly what is involved in the management of this group. This needs to include issues of rules and regulations, and penalties to be imposed if these are not met.</p>	<p>SSI in a FGD with (a) Men (b) Women (c) Youth Who have access to credit.  Individuals who have replied that they could access credit</p>	<p>Focus Group Discussion</p>
<p>9. For those who have received credit what did you use this loan for? Distinguish between the different types of loans issued and what the money is used for and by who (It is important to distinguish who decides on the usage of the credit). Have any other services been offered along with credit (for instance training) <i>This is different to the previous question in that it refers specifically to what has been done with the money – not what the respondent would like to do with the money.</i></p>	<p>SSI in a FGD with (a) Men (b) Women (c) Youth Who have access to credit.  Individuals who have</p>	<p>Focus Group Discussion</p>

	replied that they could access credit	
<b>The Following Question Should be Addressed Specifically to Those Who Have Not Had Access to Credit</b>		
10. If members of the community did not get access to credit Why? <i>All answers must be explained in detail</i>	SSI in a FGD with (a) Men (b) Women (c) Youth Who have no access to credit.  Individuals who have replied that they could not access credit	Focus Group Discussion
<b>The Following Questions Should be Addressed to the entire group Regardless of Access</b> <i>It may however be administered separately if the team chose to split the entire group</i>		
	<i>in two</i>	
11. In general, how would you rate your satisfaction with credit supply? Give reasons for the answers	SSI in a FGD with (a) Men (b) Women (c) Youth	Focus Group Discussion
12. How have things changed in the Community over the past 5 years in terms of access to credit	SSI in a FGD with (a) Men (b) Women Youth	Focus Group Discussion  Trend Line
13. What recommendations would the community make to improve access to credit	SSI in a FGD with Men Women Youth	Focus Group Discussion  Trend Line and probing
14. Preliminary Observations on issues related to Access to Credit Facilities: <i>Use this space to record the interview teams perceptions on the answers given by the respondents</i>		
<b>Water and Sanitation</b>		
	<b>Source of information</b>	<b>Possible tools</b>
1. Is the water in the community? What type of water is available? Is the same water source used for human and livestock	FGD with Men/Women	SSI with FGD

consumption? Is this source of water reliable or are there seasonal variations		Resource Map to show location of water source
2. What do people in the community consider to be safe water? Who told them what “Safe Water” is? Do the community understand the dangers of drinking unclean water? Who has access to safe water? Are there seasonal elements to accessing safe water? Does water for different uses come from the same source?	FGD with Men/Women	SSI with FGD  Seasonal timeline for access of water
3. Who collects the water? (Particularly identify whether men collect water for domestic animals and women for domestic use). How long does this take? Does this impact on other activities? How?	FGD with Men/Women/youth	SSI with FGD  Possible daily calendar to show length of time collecting water
4. Do people pay for the water? How much? Does this impact on their ability to consume safe water? Up to what level would they be willing to pay?	FGD with Men/Women  Key informants in  1) community  2) district	SSI with FGD  KI
5. Do the communities contribute to the maintenance of water supplies? Have they been trained on this? By Who? If they do not contribute would they be willing to contribute?	FGD with Men/Women  Key informants in  1) community  2) district	SSI with FGD  KII
6. How do people conserve water? Who told them how to do this? In times of shortage is there rationing? How is this managed? Can the community draw the link between environmental protection and water availability?	FGD with Men/Women	SSI with FGD

	Key informants in 1) community 2) district	KII
7. Do the water sources get polluted? How does this happen? What can be done to prevent this? What impact does polluted water have on the community (Particularly on health status and production)?	FGD with Men/Women Key informants in 1) community 2) district	SSI with FGD
8. What do people in the community consider to be “safe sanitation”. Who told them what this is? Who has access to this type of sanitation? Can individuals construct these kind of facilities without assistance? If No, what kind of assistance is necessary?	FGD with Men/Women	SSI with FGD
9. Preliminary Observations on Safe water and sanitation in the community  Note: Source of water should already have been identified in the village Mapping exercise		
<b>Food Security</b>		
1. How many meals does one have in a day? What does each individual consume in a day (Quality and quantity)?	FGD with a) Men b) Women c) Youth	Separate daily calendar with consumed food stuffs for men, women and children
2. Are there times of “food stress” (Food shortage) in the year? Does the intra-household distribution of consumption vary at these times?	FGD with a) Men	Calendar of food availability for the past two years

	b) Women c) Youth	SSI KII
3. How do households cope with food shortages? Can these be distinguished between long-term and short-term coping mechanism? What are the most important coping mechanisms?	FGD with a) Men b) Women c) Youth	SSI Ranking exercise KII
4. Over the past 10years how has access to food changed? Have there been changes in the type of foodstuffs consumed? What groups have seen the most changes? How has this changed peoples lives?	FGD with a) Men b) Women c) Youth	Time line The community themselves should be invited to set the time frame and whether this is short term or long term
5. Where does the food come from (expand whether this is own production or purchase) <b>It is important to ensure that food from livestock is included here and that we do not simply get crop production.</b> What amount of food do the communities produce themselves? How?	FGD with a) Men b) Women d) Youth  Key Informants in 1)Community 2) District	SSI with FGD  Timeline showing proportions of food purchased and produced
6. Do the communities in the rural areas receive assistance in improving food productivity- through for instance, visits by extension	FGD with	SSI with FGD

workers or improved supply of inputs or credit? Are they able to market any potential surplus?	a) Men b) Women c) Youth	KII
7. Do the community sell food? When? Why? Do the amount of food vary at different times of the year? Are there seasonal variations in the prices of food?	FGD with a) Men b) Women c) Youth	SSI with FGD Timeline showing proportions of food purchased and produced
8. Have the community ever received relief food? When? How much? (i.e. was it enough to meet the requirements of the community)? Who in the community received it (Were particular households targeted, if so, by whom)? Have people started to depend on this?	FGD with a) Men b) Women c) Youth Key Informants in 1)Community 2) District	SSI with FGD KII
9. Is there relief committee operational in the community? How was this formed? How have the committees worked? What is the composition of the committee? Do women have equal representation on them? How often do they meet? Are there meetings scheduled?	FGD with a) Men b) Women c) Youth Key Informants in	SSI with FGD KII

	1)Community 2) District	
10. Does the community have information on nutrition? Have nutrition messages been given to the community? If so, by who?	FGD with a) Men b) Women c) Youth	SII  KII
11. Do children have access to feeding programmes or early learning centres (for early childhood development)? Which children access these programmes? Do the poor attend? Who provides the service?	FGD with a) Men b) Women c) Youth	SII  KII
12. Preliminary Observations on the issues related to food security		
<b>Primary Health Care</b>		
1. What do people do when they are sick? What type of facilities do they use? Which health facility is nearest to the community? Which health facility does the community prefer? Why?	FGD with a) Men b) Women c) Youth  Key Informants in 1)Community	SSI  Resource/Service Map

	2) District	
2. What is the people's perception on the quality health services? Has there been any improvement in the delivery of health services in the past 10years (This would be linked to the issue of cost sharing)? In particular what is the availability of drugs like? Has there been any improvement on this?	FGD with a) Men b) Women c) Youth Key Informants in 1) Community 2) District	SSI  Time Line  Note: The community should identify their own frame – the 10 years is only an indicator
3. What charges are involved in accessing health care (distinguish between costs at government and private clinics)? How do the respondents feel about paying these charges? Do they feel that they receive the value of the money?"?	FGD with a) Men b) Women c) Youth	SSI
4. Have people ever been asked to unofficially pay for health care? How often does this happen? Does this discourage people from attending health centres?	FGD with a) Men b) Women c) Youth	SSI
5. If a patient is in need of treatment that is not available at the nearest facility what is done? (this should solicit information on use of traditional medicine). How do people access drugs that are available in the health facility?	FGD with a) Men	SSI

	b) Women c) Youth	
6. Do communities receive information on health issues (including malaria prevention, immunisation, maternal and child care, infant feeding e.t.c)? What are these messages? Who delivers these messages? Do people change behaviour when they receive these messages?	FGD with a) Men b) Women c) Youth	SSI
7. In particular has the community received information for HIV/AIDS? What kind of information did they receive? Have they made any changes in their life?	FGD with a) Men b) Women c) Youth	SSI
8. Have the communities noticed an increase in the incidence of illness? How are they coping with this? Does this impact on the welfare of the households? How?	FGD with a) Men b) Women c) Youth	SSI Time line
9. Preliminary Observations on issues related to primary health care provision.  Note : Thee location of the nearest health facility should already be available on the resource/Service map		
<b>Basic Education</b>		
1. How do you understand the new Free Primary Education Policy – What does it involve? (e.g. the role of the government and the	Discussion with the	SSI

<p>parents). What are your views about this Primary Education Policy?</p>	<p>entire community</p> <p>FGD with</p> <p>a) Men</p> <p>b) Women</p> <p>c) Youth</p>	<p>KII</p>
<p>2. What is the impact of the free Primary education policy towards reducing levy burden to the parents? What other payments do you still make towards children's basic education? Does this lead to shortcomings elsewhere? Is there primary school going children who do not go to school? What makes them not go to school?</p>	<p>FGD with</p> <p>a) Men</p> <p>b) Women</p> <p>c) Youth</p>	<p>SSI</p> <p>KII (Teacher, DEO)</p>
<p>3. Do the respondents feel that the quality of education is improving? Particularly regarding ability and commitment of teachers and the state of school facilities including books, desks and classrooms?</p>	<p>FGD with</p> <p>a) Men</p> <p>b) Women</p> <p>c) Youth</p>	<p>SSI</p> <p>KII</p>

<p>4. In the event of withdrawing one child from school, would it be a boy or a girl? Why? What are the major reasons for withdrawing a child from school? Rank these reasons</p>	<p>FGD with</p> <p>a) Men</p> <p>b) Women</p> <p>c) Youth</p> <p>Key Informants in</p> <p>1) Community</p> <p>2) District</p>	<p>SSI</p> <p>Ranking exercise</p>
<p>5. What reasons make children drop out of school? When children drop out of school, what do they do? Do any of these children get to return to school? Do they have access to non-formal schools? What do they learn in these schools?</p>	<p>FGD with</p> <p>a) Men</p> <p>b) Women</p> <p>c) Youth</p>	<p>SSI</p> <p>Ranking exercise</p>
<p>6. Are the communities involved in the management of their local schools? If Yes, do they feel beneficial? Do the communities feel that they have a role to play in children's education? What is this role?</p>	<p>FGD with</p> <p>a) Men</p> <p>b) Women</p> <p>c) Youth</p>	<p>SSI</p> <p>KII</p>
<p>7. Do communities see the value of education/what is the purpose of sending children to school? What are your recommendations on the improvement of education?</p>	<p>FGD with</p> <p>a) Men</p>	<p>SSI</p> <p>KII</p>

	b) Women c) Youth	
8. Preliminary observations on issues related to Basic Education		
<b>Governance</b>		
1 Describe the general security situation in this village?  Possible probing hint  How does the community value Administrative services?  How is the community involved in decision making and implementation e.g. In schools and other local institutions  Involvement in coordination of government Activities	FGD with  a) Men  b) Women  c) Youth  KII with chief, elder	SSI  Chapat/Venn Diagram
2. How safe is your household/business (in terms of security) compared to 10 years ago?	FGD with  a) Men  b) Women  c) Youth  Key informant  chief, elder	SSI  KII  Time line
3. In case of theft/robbery who do you report to? How fast do they respond? How concerned are they to your case? Are you asked for some payment? If yes payment for what?	FGD with  a) Men  b) Women	SSI  KII

	c) Youth	
4. When there are disputes like land case do you seek legal advice? If you don't why? Are the poor listened to in these disputes? Are their Human rights protected?	FGD with a) Men b) Women c) Youth	SSI KII
5. Preliminary observations on issues related to security		