

**SC-IDEAL-MG-RFA-2019-01: “Using podcasts as part of a collaborative learning approach to bring about social behaviour change within the farming communities of Karamoja - a pilot study”**



**Summary on the findings of the Baseline Survey**

**Updated October 2021**

*This report was made possible by a grant from The Implementer-Led Design, Evidence, Analysis and Learning (IDEAL) Activity. The IDEAL Small Grants Program is made possible by the generous support and contribution of the American people through the United States Agency for International Development (USAID). The contents of the materials produced through the IDEAL Small Grants Program do not necessarily reflect the views of IDEAL, USAID, or the United States Government.*

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## **1.0 SUMMARY**

This report describes the results of baseline surveys conducted with the “Using podcasts as part of a collaborative learning approach to bring about social behaviour change within the farming communities of Karamoja” project’s five farmer groups. The project proposal had envisaged working with four groups, but this number was extended when it was discovered that several farmers in one of the original groups already carry out farm recording.

Each farmer group comprises 7 couples from the same hh’s (in all cases but one, a husband and wife). Baseline sessions were carried out from 26<sup>th</sup> to 30<sup>th</sup> April 2021 (for the first four groups); and on May 31<sup>st</sup> (the fifth group).

The baseline surveys and visits which are described in this report indicate a generally high level of awareness of the existence of farm recording as a practice amongst the participants. Initial group surveys indicated that 75% of the farmers practice farm recording, but more in depth studies and visits indicated that only 40% of records were financial in nature. Furthermore, none of the records that were reviewed during follow up visits were found to be complete/detailed enough to enable individual enterprises’ profits/losses to be calculated. Therefore, their use for agricultural performance monitoring and planning is very limited.

Where present, farm recording activities are always carried out by the men, who were found to be generally better educated than the women, and appear to have control of financial decision making within their hh’s. The women seemed interested and engaged with the concept of the project, suggesting that, as long as the project is delivered in a gender sensitive manner and includes materials that are appropriately pitched/formatted, they should also engage well in its activities.

Nearly all the participants reported that they listen to and learn from agricultural radio programmes, and that they have adopted new practices they heard about on radio programmes. Most were unfamiliar with the concept of audio podcasts, but several (via their experience of agricultural videos) appreciated the benefits podcasts would offer over radio broadcasts.

The next step in the project will be to carefully develop a learning plan that ensures the production of podcasts/training resources that support and engage those of mixed abilities, ages and genders.

## **2.0 INTRODUCTION**

The “Using podcasts as part of a collaborative learning approach to bring about social behaviour change within the farming communities of Karamoja” project is piloting a revised social learning approach to increase specific, agricultural behaviours among smallholder farmers in Northern Uganda. Integrated with and tailored to the ongoing social and behaviour change (SBC) strategy of the Apolou Activity, it will use a series of small group learning sessions using pre-recorded audio podcasts to support acceptance of specific agricultural practices with five rural farmer groups in Moroto, Karamoja. The project will build upon the social learning approach by having one family member join the head of household at each of

the learning sessions. The project will use farm recording to test this enhanced collective learning approach for rural farmers.

This report describes the findings of baseline surveys conducted with five farmer groups. The project proposal had envisaged working with four groups. However, as demonstrated in this report, the baseline surveys of the four groups revealed that several farmers from one of the groups were already keeping fairly extensive farm records. For this reason, a fifth farmer groups was created, consisting of hh's who reported that they had not kept farm records before. Baseline sessions were carried out with the first four groups from 26<sup>th</sup> to 30<sup>th</sup> April 2021. Follow up visits were made to these four groups on May 23<sup>rd</sup>. The fifth group was baselined on May 31<sup>st</sup>.

Altogether, 35 households are involved in the project. These households are split into five groups located in four villages, with seven households in each group (a total of 70 participants). Every household attending the groups comprises one man; and one woman. Three of the hh's comprise a husband and wife, and one household a mother and son. In all households the male is the head of the household.

**Table 1: Names and locations of the groups involved in the project**

Group	Sub county	Parish	Village
Etiyata Kaapei	Katiketile	Musas	Nadiket
Betelemu	Rupa	Lobuneit	Kidepo
Apule	Rupa	Nakadeli	Natapojo
Etop	Rupa	Nakadeli	Natapojo
Omora Kaapei	Rupa	Musupo	

Apule and Etop groups are part of the Mercy Corps Apolou project. Etiyata Kaapei and Etop were part of the UK Space Agency Drought and Flood Mitigation Service project (2017-2020). Omora Kaapei is not associated with a project.

### 3.0 BASELINE SURVEYS

#### 3.1 Introduction to the baseline surveys

Two types of baseline survey were conducted. The first was a group survey, while the second survey was conducted with each couple from the individual hh's. These surveys are included as Annex 1 (group) and Annex 2 (individual hh). The group surveys were facilitated by two Agritechtalk Africa (ATTA) field staff – one to present; the other to observe and record responses. The individual hh surveys were conducted on the same day as the group surveys, by a single ATTA field officer.

The baseline meetings started with an introduction to the project, including its aims, activities and format. This was followed by the group survey and, latterly, the individual hh surveys.

The aims of the group survey were to assess each group's:

- Existing levels of knowledge and practice of farm recording
- Experience of learning from radio programmes and podcasts
- Broad levels of functional numeracy/literacy

- Interest in learning about farm recording
- Where a given group exhibited interest in farm recording, to broadly investigate the recording format and content the group members would like to be covered in the training i.e. the types of records that they would keep.

As can be seen from Annex 1, the format of the group survey was not questions alone, but also included a demonstration of farm recording, with the groups being invited to openly share their thoughts and provide answers. This participatory demonstration included step-by-step illustrations of simple farm records kept by an example farmer for her maize crop over 2 years. It illustrated how, by being able to examine her records at the end of year 2, the farmer could compare and quantify the benefits of different farming decisions. Hand-outs were provided to better illustrate the demonstration. For year 1, the presenter worked step-by-step through the different calculations and record entries, so that the learners could familiarise themselves with the overall approach being taken. For year 2, the groups were invited by the presenter to provide answers to individual calculations and questions. The observer watched and recorded the levels of response shown by the groups, as well as whether the responses were mainly provided by men/women, or youth/older participants, or were fairly balanced. The group survey was not conducted with the fifth Omora Kaapei group.

The individual household baseline (Annex 2) provided a more in-depth enquiry of the household structure, experience in farm recording, numeracy/financial literacy ability and familiarity with radio and podcasts, as well as learning about each hh's expectations and what format/content they would like to be included in the training material/podcasts.

### 3.2 Composition of groups

28 households from the first four groups took part in the group baseline surveys, while 32 households from all five groups took part in the individual household baseline survey. This high proportion of individual hh surveys was enabled by the scaling down of the project due to the COVID-19 pandemic. Although there were overlaps between the questions in the two surveys (with the hh survey being more in-depth), the group survey allowed the dynamics of the group to be explored, as well as understanding whether answers were influenced by the environment in which the questions were asked.

**Table 2: Number of households and individuals taking part in the baseline surveys**

Group	No. HH's taking part in group surveys	No. individuals taking part in group surveys	No. HH's taking part in individual HH surveys
Etiyata Kaapei	7	14	5
Betelemu	7	14	7
Apule	7	14	7
Etop	7	14	6
Omora Kaapei	0	0	7

Of the 32 female farmers who took part in the individual hh survey, 26 were aged 18-35 (81%). Of the 32 males, 21 were aged 18-35 (65%). Etiyata Kaapei group participants were notably older than the other groups, yet three out of its five hh's included young children. One couple from both Betelemu and Etop groups had no children.

**Table 3: Household structure of the groups**

Group	Average Age of males	Average Age of females	Average hh size	Age range of hhs
EtiyataKaapei	39	35	8.4	<1 – 70 yrs
Betelemu	31	27	4.9	2 – 45 yrs
Apule	34	25	4.7	< 1 – 54 yrs
Etop	27	23	4.5	< 1 – 39 yrs
Omora Kaapei	30*	30	6.1	<1 – 56 yrs

\* Average of only 6 men: The age of one was not provided

The education levels of the individuals varied considerably. Generally, the women had received far less education than the men. Of the 32 hh's interviewed individually, only 14 women had received any education, and that was only to primary level. In terms of the men, one had trained as a craftsman, 12 had attended secondary school, 12 primary school, and 7 were uneducated. It is hard to draw conclusions from the data regarding differences in the education between the groups, though the education levels of the Apule group appeared to be particularly low.

**Table 4: Education levels of households**

Group	No. hh's taking part in individual hh survey	Education level of males	Education level of females
Etiyata Kaapei	5	4 to Senior level; 1 to primary level	1 to Senior level; 2 to Primary level; 2 uneducated
Betelemu	7	2 to Senior level; 5 to Primary level	2 to Primary level ; 5 uneducated
Apule	7	1 vocationally trained as a craftsman; 1 to Primary level; 5 uneducated	1 to Primary level ; 6 uneducated
Etop	6	3 to Senior level; 2 to Primary level; 1 uneducated	2 to Primary level; 4 uneducated
Omora Kaapei	7	3 to Senior level; 3 to Primary level; 1 uneducated	6 to Primary level; 1 uneducated

### 3.3 Familiarity with, and existing practices of farm recording

#### Group Surveys

During the group sessions, the participants were consulted on their existing awareness and practice of Farm Recording. Table 5 shows these findings:

**Table 5: Number familiar with the concept of farm recording (Group Survey)**

Group	Numbers familiar with concept of farm records					
	Total number participants	Total number hh's who responded	Total number individuals	Total number hh's	Total number women	Total number youths
EtiyataKaapei	14	7	10/14	5/7	5/7	5/?
Betelemu	13	7	7/13	7/7	0/7	6/12
Apule	14	7	2/14	2/7	0/7	2/10
Etop	14	7	14/14	7/7	7/7	14/14

There were variations in response between the groups. For example, in Etiyata Kaapei, 10 out of the 14 individuals said they were familiar with farm recording, with this response evenly spread between the men and women. In Etop, all 14 members said they were familiar with Farm Recording. In Betelemu and Apule groups, only 7 (out of 13) and 2 (out 14) individuals said they were familiar with the practice; and these were all men. In terms of youth, similar patterns were observed, with highest awareness of the practice in Etop; and lower rates in other groups - though these differences can generally be associated with gender.

Participants were also asked about whether records were kept for their farms during the group session. These results are shown in Table 6 below, and match those above:

**Table 6: Number who said they have farm records kept for their farms**

Group	Group Surveys: Have Farm records kept for their farms					
	Total number participants	Total number hh's who responded	Total number individuals	Total number hh's	Total number women	Total number youths
EtiyataKaapei	14	7	10/14	5/7	5/7	5/?
Betelemu	13	7	7/14	7/7	0/7	6/12
Apule	14	7	2/14	2/7	0/7	2/10
Etop	14	7	14/14	7/7	7/7	14/14

Etiyata Kaapei and Etop recorded the highest rate of farm record keeping. The fact that 7 out of 7 Betelemu hh's; and 2 out of 7 Apule hh's have farm records - yet these women had not heard of farm recording is interesting, suggesting that (assuming the men would not report that records are kept if they are not) their wives are unaware of this.

Table 7 shows the responses to whether the records were kept by the individuals themselves:



**Table 7: Number who said they keep the farm records themselves**

Group	Group Surveys: Number who said they keep the records themselves					
	Total number participants	Total number hh's who responded	Total number individuals	Total number hh's	Total number women	Total number youths
EtiyataKaapei	14	7	10/14	5/7	5/7	n/a
Betelemu	13	7	7/14	7/7	0/7	6/12
Apule	14	7	0/14	0/7	0/7	0/10
Etop	14	7	0/14	0/7	0/7	0/14

These results revealed that all 7 Etop farm records, and 2 Apule farm records relate to a farmer group, and are not kept by the participants themselves. Surprisingly, 12 out of the 14 households in Betelemu and Etiyata Kaapei groups reported that they keep some form of farm recording themselves. All 7 Betelemu farm records are kept by the male hh heads. The records of Etiyata Kaapei were reported to be kept by both the men and women (though the later individual hh surveys indicated that, in fact, these women had in fact very little farm recording experience at all).

On completion of the group surveys, due to the higher than expected incidence of farm recording amongst two groups, an additional group (Omora Kaapei) was created, so that actual changes in an entirely new behaviour could be explored by the project more closely.

#### Individual hh surveys

These surveys allowed greater levels of investigation into the practice of farm recording at a household level. Table 8 presents the number of hh's who reported that records are kept for their farms; and whether these were kept by the householders themselves. This is shown for the group survey and individual hh surveys, for comparison purposes.

**Table 8: Comparison of responses between Group Survey and Individual hh Survey**

Group	Group Surveys: have farm records kept for their farm (number / total number who responded)		Individual hh surveys: Have farm records kept for their farms and do this themselves (number out of total who responded)	
	Total number hh's who responded	Total number hh's who said records are kept for their farms	Total number hh's who responded	Total number hh's who said records are kept for their farms
EtiyataKaapei	7	5	5	3
Betelemu	7	7	7	6
Apule	7	2	7	2
Etop	7	7	6	2
OmoraKaapei	no group survey		7	0
<b>Total</b>	<b>28</b>	<b>21</b>	<b>32</b>	<b>13</b>
<b>Percentage</b>		<b>75%*</b>		<b>41%</b>

\*percentage of those who were surveyed in a group

The hh surveys confirmed that the group most directly engaged in farm recording was Betelemu, where 6 hh's reported that they had kept records since the previous cropping season. Interestingly, the group survey results had indicated that these are only kept by the men, with their wives apparently unaware of this activity (see Table 6).

When surveyed individually at a hh level, it was learned that the farm records kept by Etiyata Kaapei hh's were simple identification records for livestock, rather than financial in nature. Two hh's who had attended the group survey were not available for the hh survey, so some insight is lost for this group. However, two of the three Etiyata Kaapei hh's who reported farm recording said that they receive help on this from their children/neighbours, suggesting that, in reality, the women of this group are far less involved in this task than they had reported in the group survey (note: most of the members of Betelemu and Etiyata Kaapei groups learned about the concept of farm recording during the DFMS project. It appears that the legacy of the project was that some farmers did start to keep records).

In the group survey, seven hh's of the Etop group had reported that records are kept for their farms but during the individual hh surveys, this number declined to 2. This is probably because they were primarily animal identification/group garden records, kept by a farmer group, so which the participants may have changed their minds about reporting as farm records during the individual hh surveys.

The individual surveys confirmed the findings of very little farm recording keeping in the Apule farms.

No hh's of the Omora Kaapei group currently keep records, or have any experience of the practice.

### Summary

The group interviews indicated that where farm recording was practiced, it was generally the men who did this. Even in the group where the women had reported farm recording during the group sessions, the findings of the individual surveys indicated that this may not be the case.

In terms of the practice of farm recording by different age groups, 11 out of the 24 (46%) youth headed hh's (<35 years) practice farm recording; while only two out of the eight (25%) hh's led by older age groups reported to practice farm recording. Most notable was the Betelemu group, where six out of the seven hh's (predominantly youth) said they keep records, both for their farming activities and other business activities. Although this suggests that young age groups have more positive attitudes towards/experiences of farm recording, with so few older age groups being surveyed individually, it is hard to draw conclusions from these data.

Reasons given for not keeping farm records included not knowing how to write, not realising their importance, and not knowing how to record. In some households the farmers thought that their ability to remember activities and costs involved in their small farming enterprises meant that they did not need to keep farm records.

The hh survey results revealed that many of those who had said they keep farm records in the group survey were actually referring to animal identification records, not financial ones. In terms of the detail of the financial records kept by 13 hh's, six said that they itemise cost/income data; and all 13 that they calculate the level of profit/loss they have earned from their activities. This relatively high level of detail

is a surprising finding and demonstrates both an increasing awareness of the importance of record keeping amongst DFMS and Apolou farmers, as well as an ability to actually keep farm records and use them for financial monitoring. These finding prompted the organisation of a repeat visit to all four groups by the ATTA field team, in order to better explore the recording systems being used and so ensure that any training materials that are developed are relevant and at an appropriate level for the participants. The findings of these visits are provided in section 4.0.

**Table 9: Level of detail of existing farm records**

Group	Out of total who keep farm records	Detail of recording	
		Separate out cost and income data	Calculate profit and loss from their data
EtiyataKaapei	3	1	3
Betelemu	6	3	6
Apule	2	2	2
Etop	2	0	2
OmoraKaapei	0	0	0
<b>Total</b>	<b>13</b>	<b>6</b>	<b>13</b>
<b>Percentage</b>		<b>46%*</b>	<b>100%*</b>

\*for those who keep records only

### 3.4 Recording system and layout of the farm recording book

One purpose of the baseline surveys was to gauge the methods the farmers currently use for farm recording (if any), and what approaches they would prefer to use when farm recording in future: Of the 13 households who practice farm recording, 12 households use written text and numbers and only one uses tally charts.

Regarding the farm recording system to be used in this project, 24 out of the 32 households interviewed individually (75%) think a combination of tally charts, symbols, text and numbers would be their preferred method of recording, indicating that they feel confident working with numbers/text to some degree, but not entirely. The remaining households either preferred tally charts/symbols or text/numbers alone or were unsure.

**Table 10: Preferred methods of recording**

Group	Total who answered	Preferred method of recording			
		Tally charts /symbols	Written text/ numbers	Combination	Not sure
EtiyataKaapei	5	2	1	2	
Betelemu	7			7	
Apule	7			5	2
Etop	6			6	
OmoraKaapei	7		3	4	
<b>Total</b>	<b>32</b>	<b>2</b>	<b>4</b>	<b>24</b>	<b>2</b>
<b>Percentage</b>		<b>6%</b>	<b>13%</b>	<b>75%</b>	<b>%</b>

Regarding the layout of the farm recording books, 15 out of the 25 (47%) households indicated they would prefer a blank book, where they could list their activities as they wished. 14 households (44%) preferred a more structured approach, with rows, columns and divided into months. Three households were unsure (12%). The younger age groups were generally in favour of structured record books, which probably reflects their generally better understanding of farm recording than the over 35's.

**Table 11: Preferred layout for farm recording book**

Group	Total who answered	Preferred layout of farm recording book		
		Blank	Structured	Not sure
EtiyataKaapei	5	1	3	1
Betelemu	7	4	3	
Apule	7	4	1	2
Etop	6	3	3	
OmoraKaapei	7	3	4	
<b>Total</b>	<b>32</b>	<b>15</b>	<b>14</b>	<b>3</b>
<b>Percentage</b>		<b>47%</b>	<b>44%</b>	<b>9%</b>

### 3.5 Attitudes towards Farm Recording amongst the participants

During the group survey, the participants' views about farm recording were shared and discussed. An example of farm recording was also demonstrated. The level of engagement of the participants was noted and is summarised below, as well as observations regarding how women responded compared to men; or youth compared to older age groups. Generally, all group members responded well to questions asked about different types of cost or output; and the use of farm record information, though for the Apule group it was men who appeared to be most actively engaged.

**Table 12: Attitudes towards farm recording and the costs and outputs involved**

Group	General Level of response	Recognising different types of costs		Different types of agricultural output		How to use cost/income information	
		Gender	Age	Gender	Age	Gender	Age
Etiyata Kaapei	Good	Men & Women	All age groups	Men & Women	All age groups	Men & Women	Mainly Youth
Betelemu	Good	Men & Women	All age groups	Men & Women	All age groups	Mainly men	All age groups
Apule	Good	Mainly Men	Mainly youth	Mainly Men	Mainly youth	Mainly men	Mainly youth
Etop	Good	Men & Women	Mainly youth	Men & Women	Mainly youth	Mainly men	Mainly youth
OmoraKaapei	No group survey conducted						

### 3.6 Financial Literacy levels

In order to gauge the ability of the participants to carry out the calculations required to work out monthly totals, profits and losses, all of the hh's were asked about their confidence to carry out calculations.

The majority of the hh's, including those who had not previously carried out farm recording, had one member who felt they would be confident to add up monthly totals (72%); and multiply unit price with quantities in order to calculate total amounts spent/earned (68%). In a few of the households it was noted that the women said they would struggle with the calculations but that the husband would be able to do them. The Apule group appeared to have less confidence in their numeracy skills, reflecting their lower education levels.

78% of households interviewed owned a phone with a calculator. However, several reported that they did not know how to use the calculator so this will be an important consideration for the training.

**Table 13: Confidence levels in financial literacy**

Group	Total who answered	Number confident in carrying out calculations:		Number owning a phone with a calculator
		Adding up totals	Multiplying quantities x unit price	
EtiyataKaapei	5	4	3	3
Betelemu	7	7	7	7
Apule	7	2	2	3
Etop	6	5	5	6
OmoraKaapei	7	5	5	6
<b>Total</b>	<b>32</b>	<b>23</b>	<b>22</b>	<b>25</b>
<b>Percentage</b>		<b>72%</b>	<b>68%</b>	<b>78%</b>

Another approach to gauging the groups' functional literacy levels was, during the demonstration of the farmer's second year of records (in the group survey), to ask the groups to contribute and share answers in how to lay-out and carry out calculations. The levels of responses amongst the groups (and by age/gender) are shown below:

**Table 14: Responses to calculating costs, income and profit and loss**

Group	General Level of response	Calculating costs/income (multiplication)		Calculating totals (addition)		General understanding of how to calculate Profit/loss (subtraction)	
		Gender	Age	Gender	Age	Gender	Age
EtiyataKaapei	Good	Men & women	Mainly youth	Men & women	Mainly youth	Men & women	Mainly youth
Betelemu	Good	Mainly men	All age groups	Men & women	All age groups	Men & women	All age groups
Apule	Good	Mainly men	Mainly youth	Mainly men	Mainly youth	Mainly men	Mainly youth
Etop	Moderate	Men & women	Mainly youth	Mainly men	Mainly youth	Mainly men	Mainly youth
OmoraKaapei	No group survey conducted						

Some additional comments received from the ATTA Field Team were that although levels of interaction were generally good, those who had reported better education levels were generally faster to respond and “provide the answers” than those who were less educated. It was also noted that men were generally faster in answering questions than the women. In some instances, the younger men responded more quickly than those who were older, reflecting their generally higher education levels (for example, Etiyata Kaapei).

### 3.7 Daily routines

Understanding the daily routines of the groups is important, to avoid training sessions that clash with other commitments; and to provide recording systems that are not overly demanding in terms of time. All the participants reported that (subject to their health) they could foresee no time limitations with regards to attending training and carrying out farm recording. Their on-going daily commitments varies and includes: cultivation; cooking; cleaning; herding; vegetable growing and selling of produce; herding livestock; shopping; daily jobs (such as primary school teacher, village health team worker, charcoal production, stone quarrying); preaching; selling beer; gold mining.

### 3.8 Proposed content of the listening sessions/podcasts

In the individual household baseline (32 households), the participants were asked what they hoped to get out the training and the listening sessions. Half of the households reported that they wish to extend their knowledge of expenses and income, with gaining or extending knowledge of farm recording also cited as a key expectation of the course. Some of the households were interested in profits and losses (31%) and using farm recording in planning (22%). One household also added that they were interested in calculating yield.

**Table 15: Expectations of the training**

Group	Further knowledge of profit and loss	Further knowledge of expenses and income	Will provide useful for planning and loans	Calculating yield	Business skills
EtiyataKaapei	3	3	2		1
Betelemu	3	6	1	1	
Apule		3	3		1
Etop	1	4	1		
OmoraKaapei	3				
<b>Total</b>	<b>10</b>	<b>16</b>	<b>7</b>	<b>1</b>	<b>2</b>
<b>Percentage</b>	<b>31%</b>	<b>50%</b>	<b>22%</b>	<b>3%</b>	<b>6%</b>

During the individual hh survey, a list of topics that could be included within the training was presented, for their consideration. This is shown below. All the households agreed that they would like every topic to be included:

- Advice on which costs to include in farm records
- Advice on which outputs to include in farm records
- How often to record

- Advice on recording units and total amounts
- Calculating profits and losses.

### 3.9 Radio listening habits

The group survey indicated that 25 out of the 28 hh's (89%) listen to the radio, generally via a mobile phone, which is done at their home, or at a friend's or trading centre. Access of the Etiyata Kaapei group members to radios (four out of seven hh's) appeared to be worse than the other groups, whose hh's all reported that they have direct access to radios. Most of the women reported that they listen to the radio (23/28), though several reported that their listening time is limited by fact that their husbands own the phones, which they often take out with them.

Data on radio listening for the individual hh surveys are shown below:

**Table 16: Radio listening habits of the householders**

Group	Total who answered	Listen to the radio	Listen with others	Listen at least weekly	Listen to agricultural Programmes	Have changed farming practices as a result of learning from radio programmes	Would like to listen to the radio more
EtiyataKaapei	5	5	5	2	5	5	5
Betelemu	7	7	4	5	7	7	5
Apule	7	7	7	5	7	6	6
Etop	6	6	6	6	6	6	5
OmoraKaapei	7	7	7	7	7	7	7
<b>Total</b>	<b>32</b>	<b>32</b>	<b>29</b>	<b>25</b>	<b>32</b>	<b>31</b>	<b>28</b>
<b>Percentage</b>		<b>100%</b>	<b>91%</b>	<b>78%</b>	<b>100%</b>	<b>97%</b>	<b>88%</b>

The types of programmes listened to include: news; security (including cattle rustling and disarmament); weather forecasts; health and education programmes; religious programmes; farming programmes; politics; talk shows and music. Of the households interviewed, 25 (78%) listen to the radio at least weekly. Most hh's (88%) reported that they would like to listen to the radio more, but that limited options for phone recharging often reduce their listening time.

All the surveyed households listen to agricultural programmes. As a result of these programmes, 97% of the hh's (31 out of the 32 interviewed individually) have changed some form of agricultural practice. These changes included planting crops in rows; spraying; mulching; timings of plantings; and establishing nursery beds. Many report that they time their crop planting activities around weather forecasts that they hear on the radio.

### 3.10 Podcast listening

Data from the group survey indicated that 17 out of 28 hh's (61%) had ever listened to a podcast, and that these were mainly listened to by men (only eight out of the 28 women had heard a podcast). All

had enjoyed the podcasts, not just the content but also the ability to play/replay them at convenient times, as well as to take copies for sharing with others.

Of the 32 households interviewed individually, 16 (50%) indicated that they had heard of podcasts. Only one household said they listened to podcasts often, with the remaining having listened to podcasts some years ago. These included podcasts by Radio Proclaimer (religious programmes) and Mercy Corps (vegetable growing with videos). However, the comment that the Mercy Corps podcasts included video content does raise the question of whether they were actually podcasts in the technical sense.

The podcasts were listened to in a variety of ways, including being played from memory cards inserted into radios or phones.

Nine out of the 16 households who had listened to podcasts (56%) said these were agricultural programmes. All hh's reported they changed some form of agricultural practice as a result. These changes included: planting times; the adoption of kitchen gardens; increased knowledge of cropping; planting in rows; seeds and diet. Given that some of these changes are similar to those given for the radio it may well be that the definition between podcasts and radio is a grey area and the two are not always clearly defined, particularly as some radio programmes can be downloaded to phones.

**Table 17: Familiarity with podcasts**

Group	Total who answered	Have heard of/listened to podcasts	Listen to podcasts regularly (more than monthly)	Have listened to agricultural advice podcasts	Have changed farming practices as a result of learning from agricultural podcasts*
EtiyataKaapei	5	4	0	2	2
Betelemu	7	5	1	1	1
Apule	7	2	0	2	2
Etop	6	5	0	4	4
OmoraKaapei	7	0	0	0	0
<b>Total</b>	<b>32</b>	<b>16</b>	<b>1</b>	<b>9</b>	<b>9</b>
<b>Percentage</b>		<b>50%</b>	<b>3%</b>	<b>56%</b>	<b>100%*</b>

\* of those who listen to agricultural podcasts only

Suggestions regarding ways in which podcasts could be improved included: adding video content for demonstration purposes (e.g. the Mercy Corps videos referred to below, which were considered very effective in demonstrating practices to the farmers); inclusion of musical/drama interludes or content that has more “charm”; and key messages for children. The importance of a reliable power source was also noted.

#### **4.0 REPEAT VISITS TO THE FIRST FOUR GROUPS, TO EXPLORE EXISTING LEVELS OF RECORD KEEPING**

On May 23<sup>rd</sup>, two ATTA field officers met the first four groups individually, in order to better understand the existing systems of farm recording which several members had reported in the baseline, most notably in Betelemu:



**Table 18: Existing practices of farm recording amongst the first 4 groups only**

Group	Group Surveys: have farm records kept for their farm (number / total number who responded)		Individual hh surveys: Have farm records kept for their farms and do this themselves (number out of total who responded)	
	Total number hh's who responded	Total number hh's who said records are kept for their farms	Total number hh's who responded	Total number hh's who said records are kept for their farms
EtiyataKaapei	7	5	5	3
Betelemu	7	7	7	6
Apule	7	2	7	2
Etop	7	7	6	2
<b>Total</b>	<b>28</b>	<b>21</b>	<b>25</b>	<b>13</b>
<b>Percentage</b>		<b>75%</b>		<b>52%</b>

The officers requested permission from the farmers to view their records (where available), and to share these observations with ATTI for follow up. All farmers consented to this in writing. The officers summarised their findings in a short survey form, provided in Annex 5. The findings of these visits and surveys are summarised below:

All four hh's in the Apule and Etop groups who had reported keeping their own farm records were met. However, they all said that their current records were not available for review, as they tend to discard them at the end of every season. These records were reported to be fairly simple, but it was difficult to get clarity on what they actually included or how they were used. One of the key reasons for record keeping is to be able to monitor and compare performance over time, so this suggests considerable opportunity to support and improve the existing record keeping activities of these hh's. As Apule and Etop are part of the Apolou programme, these groups reported that fairly detailed records relating to some aspects of their farming activities are kept by their respective VSLA's, but that these are kept by the group secretary, and do not examine the performance of individual enterprises of member hh's. These records were also not available for inspection.

The Betelemu group was the one that had reported most extensive farm recording activities. The six hh's were met with, and their record books reviewed. In all cases, these were kept by the male hh heads. At first glance these appeared to be relatively thorough and were generally neat and well laid out. However, on closer inspection it was apparent that, although detailed records of farm inputs were kept (eg unit prices and quantities of all materials/labour purchased/hired in; as well as the value of the hhs' time in managing each enterprise), these were not used to calculate total input costs. Furthermore, there were no records of the value of the output produced, or money made from the sale of these outputs. As a result, calculations of profit/loss were not made by any of the hh's (contrary to them having reported in the baseline that they calculate profit and loss). During the visit, it became apparent that these hh heads had learned some record keeping practices during the DFMS project, became interested in the practice and, as a result, had commenced and continued to maintain some types of record. When asked why they do not record the value of output, the reply was that these are easy to remember so do not need writing down. As profit/loss can only be found from the value of inputs and

outputs, this indicates that the hh's would greatly benefit from improved recording systems in the future.

Only three of the four hh's from the Etiyata Kaapei group who had reported that they keep farm records were available during the follow-up visit. Of these, only one (a male hh head) was still keeping records, and (as for Apule and Etop) reported that he had destroyed records from previous years.

## 5.0 CONCLUSIONS

The first four baseline sessions and subsequent follow-up visits indicated that, due to their contact with DFMS and Apolou, several members of the first four groups had a relatively high awareness of the value of record keeping, if not the ability to practice it effectively. As a result, ATTI requested ATTA to locate and create a fifth farmer group, comprising farming hh's who had not had recent contact with another development project/programme, particularly one which included any farm recording activities. This fifth group will enable the behaviour change of farming hh's with little or no prior awareness of farm recording to be monitored, improving this pilot project's ability to impartially test the effectiveness of collaborative learning from podcasts in bringing about the behaviour change of improved record keeping by smallholder farmers.

The baseline surveys and visits described in this report indicate a generally high level of perception amongst the farming hh's that farm record keeping is a "desirable practice". Although the group surveys indicated that a fairly high proportion (75%) of the hh's in four of the groups have farm records, closer investigation revealed that a) many were animal identification records, and that none of them were actually used for performance planning/monitoring via calculations of profit/loss and b) only 43% were kept by the households themselves.

Although 100% of the 13 hh's (who reported that they have farm records) had said that they are used to calculate profit/loss, this would not have been feasible from the records that were shared with the field team. For example, the records kept by some Betelemu members, although neat and somewhat over detailed, were incomplete. This is despite the fact that the men within this group had reported calculating profit/loss from their records in the baseline.

Although this project focuses on learning by couples together at a hh level, differences in learning between men and women will also need to be studied. Only 5 women in the Etiyata Kaapei group reported having kept farm records before, though individual hh surveys indicated that this was not in fact the case, and that any existing farm recording was, in fact, performed by men alone, probably also due to the men's generally higher education levels. However, the women generally engaged well in the baseline demonstrations about farm recording, suggesting that they would also engage well in appropriate farm recording systems in future. Similarly, it was often the younger males who demonstrated better understanding of and abilities in farm recording than the older men.

Overall, a relatively high proportion of hh's reported that they would be confident in carrying out addition/subtraction/multiplication calculations as part of record keeping activities, often with the help of a phone calculator. However, care needs to be taken that the greater abilities/confidence of many of the males does not dominate the abilities and needs of others, particularly the women. For example,

during the baseline, it was often apparent that the women were slower to respond to questions relating to calculations than the men.

In terms of radio listening habits, most participants do like to listen to agricultural programmes, and most reported that they had changed some agricultural practice/s as a result of advice they had heard on the radio. However, the women reported that their listening is often limited by their husbands going out with their radios/phones. When questioned about podcasts, many of those within the Apolou programme had seen agricultural education video clips and liked the fact that they can be shared, paused and repeated. Although not technically podcasts, the features they have in common with audio podcasts, suggest that they would be enjoyed by the participants.

The findings of the baselines and follow-up visits indicate that all groups would greatly benefit from listening to podcasts that introduce a simple system of record keeping (less detailed than those currently in use by Betelemu groups), which enables costs and the value of output to be recorded, culminating in either an estimate of the scale of profit/loss or, for members with greater financial literacy, actual calculations of profit/loss. Because of the educational and financial dominance of men within hh's, particular focus needs to be given on supporting women through their learning.

The challenge for this project will be to develop one-size-fits-all podcasts and other training resources, which can support and engage those of mixed abilities. The development of an appropriate learning plan, which enables the field officer to provide tailored and empathetic support to learners of all genders, ages and abilities, will be particularly important in this regard.

# ANNEX 1: GROUP SURVEY WITH DEMONSTRATION HANDOUT



**SC-IDEAL-MG-RFA-2019-01: “Using podcasts as part of a collaborative learning approach to bring about social behaviour change within the farming communities of Karamoja - a pilot study”**

## GROUP BASELINE ASSESSMENT, April 2021

### **Purpose:**

- a) To demonstrate and assess existing experience/understanding of farm recording amongst the farming hh's, as well as to gauge attitudes towards it;
- b) To broadly gauge existing numeracy/literacy levels and to identify the most appropriate farm recording systems to be covered in the training content;
- c) To assess the farming hhs' experience of and attitudes towards learning from radio programmes and podcasts.

Two field staff are required: One (the facilitator) to act as the key presenter; the other (the supporter) to support, observe and score/record the group's responses for this baseline.

### **This session will be split into 5 stages:**

- 1. INTRODUCTION**
- 2. EXISTING PRACTICE OF FARM RECORDING AMONGST THE FARMERS**
- 3. EXISTING LEARNING FROM RADIO AND OR PODCASTS**
- 4. DEMONSTRATION OF FARM RECORDING AND HOW IT CAN BE OF BENEFIT**
- 5. DISCUSSION**

Data are collected for Stages 2 onwards. Many answers will be written lists; but many will be quantified or categorised:

For Stages 2 and 3, responses which can be quantified (eg a show of hands) should be recorded as:

- a) the total number of hh's (because there are 2 individuals per hh attending) who say yes;
- b) the number of individuals who say yes;
- c) the number of women who say yes (the number of men can be calculated by subtraction later);
- d) the number < 35 years (youths) who say yes (the number of people > 35 can be calculated by subtraction later).

For Stage 4, responses are harder to count. These are instead recorded as the general level of response being good/moderate or poor. This is recorded for the whole group, and by age and gender

Stage 5 is a mix of both scoring systems.

## STAGE 1.INTRODUCTION (no scoring required) AND FARM GROUP INFORMATION

- The facilitator presents the project – to introduce the practice of farm recording to the farming households, and that this will be done using podcasts as the main means of delivering the training on how this is done. By learning in groups with another family member, the project also aims to improve learning, so that all participants can learn together and provide support to each other.
- Farm recording involves keeping records over time, of what is bought (costs) and what is produced (income) by a farm. This allows farmers to keep track of what they have done each year, and what farming practices and decisions have paid off. For example, if a farmer chooses to sow cheap, poor quality seed that produced a poor crop – might he/she have been better off buying more expensive seed that produced a higher yield? Farm records can help the farmer make sense of different farming decisions
- Farm recording does take time and needs some level of knowledge and skill. However, even simple farm records can provide useful insight for farmers. *Show two examples of some farm records – one very simple and one more complicated.*
- That there are 4 groups in Moroto.
- Each group comprises 2 people from 7 hh’s – to see if learning in pairs makes it easier to understand and learn.
- That they will each be asked to attend 4 training sessions, one every 2 weeks over the following 4 weeks. These training sessions will use podcasts – that is learning from audio recordings which can be paused and replayed.
- Because the project wishes to consult with the farmers on what they want to be included, before developing the training materials, this takes time. So the training only starts from Month 6.
- Because the crop season starts in before this time – that is when farmers carry out a lot of activity on the farm and buy inputs like seed etc – they will be given a basic blank notebook to write down/list a) the time they or others spend on different activities on the farm b) the amount of money that is spent in growing their crops, during the early months. This shall include all payments for labour, seed etc.
- Once they have received training, they should transfer this information and record all future information into the farm recording notebooks that will be developed specially for them later in the project (these are not prepared earlier because their format will depend on what the farmers want).
- The officer will make regular visits to the communities, to see how the learners are getting on, and to provide support.
- The learners will have different skills. The records they keep will match their abilities. Some may choose to keep written records (show example); while others may prefer to keep simple charts using symbols and tally charts (show example).

<b>GROUPNAME</b>	
<b>GROUP LOCATION</b>	
<b>TOTAL NUMBER OF PARTICIPANTS IN THE GROUP</b>	
<b>NUMBER OF PARTICIPANTS ATTENDING BASELINE EVENT</b>	
<b>DATE OF BASELINE EVENT</b>	

## STAGE 2. EXISTING PRACTICE OF FARM RECORDING

The facilitator will ask for a show of hands (and the supporter counts and records the answers for the number of hh's and the number of individuals, by gender and age group) :

### QUESTIONS

1. Who is familiar with farm records?

For each group, count and enter the number who said yes			
No. individuals	No. hh's	No. women	No. youth

2. Does your farm/garden/herd have records kept for it?

For each group, count and enter the number who said yes			
No. individuals	No. hh's	No. women	No. youth

**For those whose farms/herds DO have farm records:**

3. Are these records for:

Option	For each group, count and enter the number who said yes			
	No. individuals	No. hh's	No. women	No. youth
Your farmer group				
Yourown herd/farm alone				

4. Who keeps the records?

Option	For each group, count and enter the number who said yes			
	No. individuals	No. hh's	No. women	No. youth
You				
Another family member				
A friend				
A farm officer				
A farmer group member				

5. What made you decide to start record keeping?


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Group name and location \_\_\_\_\_

6. What types of records do you keep?


**For those whose farms/herds do NOT have farm records:**

7. For those that do not keep records, why not?


### STAGE 3. EXISTING LEARNING FROM RADIO AND OR PODCASTS (see scoring table)

The facilitator will ask for a show of hands (and the supporter counts and records the answers for the number of hh's and the number of individuals, by gender and age group) for:

#### SECTION A: Radio

A1. Who listens to the radio?

<b>For each group, count and enter the number who said yes</b>			
<b>No. individuals</b>	<b>No. hh's</b>	<b>No. women</b>	<b>No. youth</b>

**For those who DO listen to the radio:**

A2. Where do you listen to the radio? At your own home, at a friend's home, or elsewhere?

	<b>For each group, count and enter the number who said yes</b>			
<b>Option</b>	<b>No. individuals</b>	<b>No. hh's</b>	<b>No. women</b>	<b>No. youth</b>
At home				
At a friend's home				
Elsewhere				
If elsewhere, where?				

Group name and location \_\_\_\_\_

A3. Who do you listen to the radio with? Alone, with your family, with friends, or others?

	<b>For each group, count and enter the number who said yes</b>			
<b>Option</b>	<b>No. individuals</b>	<b>No. hh's</b>	<b>No. women</b>	<b>No. youth</b>
Alone				
With family				
With friends				
With others				
If with others, who?				

A4. Which particular programmes are of more interest to you?


A5. Do you listen to farming information/advice programmes?

<b>For each group, count and enter the number who said yes</b>			
<b>No. individuals</b>	<b>No. hh's</b>	<b>No. women</b>	<b>No. youth</b>

**For those who DO NOT listen to farming information/advice programmes:**

A6. Why don't you listen to these programmes?


**For those who DO listen to farming information/advice programmes:**

A7. Do you find these informative/useful?

<b>For each group, count and enter the number who said yes</b>			
<b>No. individuals</b>	<b>No. hh's</b>	<b>No. women</b>	<b>No. youth</b>

A8. Do you enjoy learning in this way?

<b>For each group, count and enter the number who said yes</b>



No. individuals	No. hh's	No. women	No. youth

Group name and location \_\_\_\_\_

**For those who DO NOT listen to the radio:**

A9. Why don't you listen to the radio?

	For each group, count and enter the number who said yes			
Option	No. individuals	No. hh's	No. women	No. youth
Don't own /have access to one				
I don't like the radio				
Other reason				
If other reasons, what are these?				

**SECTION B: Podcasts**

B1. Have you ever listened to a **podcast**?

For each group, count and enter the number who said yes			
No. individuals	No. hh's	No. women	No. youth

**For those who have listened to a podcast:**

B2. When and where?


B3. Were the podcasts useful?

For each group, count and enter the number who said yes			
No. individuals	No. hh's	No. women	No. youth

B4. Did you enjoy listening to the podcasts?

For each group, count and enter the number who said yes			
No. individuals	No. hh's	No. women	No. youth

B5. What was most interesting/useful?


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Group name and location \_\_\_\_\_

B6. What do you think should be improved?


## **STAGE 4. DEMONSTRATION OF FARM RECORDING AND HOW IT CAN BE OF BENEFIT**

### **PURPOSE**

The exercise will:

- Demonstrate a simple practical example of how farm recording can help farm decision making to small farmer groups.
- Gauge the understanding of what is presented – this is done by observing and qualitatively scoring the level of response and engagement.
- Gauge the numeracy/literacy skills of these individuals and, as a result, to identify the most appropriate systems of farm recording to be covered during the training phase – this is done by observing and qualitatively scoring the level of response and engagement.

### **RESOURCES REQUIRED**

A flipchart and markers of different colours, to demonstrate the farm recording examples.

Paper and pencils for each farming couple to conduct calculations if they wish.

### **OUTLINE OF DEMONSTRATION**

The facilitator demonstrates a farm recording scenario onto a flipchart. This presents farm outgoings (costs) and income (output) data for a fictional farmer (Alice) over 2 years. It shows how farm recording helped Alice assess the results of different farming decisions: In this case, whether her decision to incur higher costs (by spending more on quality seed, cultivation and grain storage) and, as a result, increase her sales (earning more from larger amounts of high quality grain) – resulted in her being better off overall (having higher profits).

The facilitator needs to work through these examples, step-by-step, clearly and slowly.

**It is very important that the audience is invited to participate and provide answers through every stage of the process:** This is so that the observer can watch the audience and gauge existing knowledge and understanding. The facilitator should try to direct some questions to the group, especially those who are very quiet. This is a very qualitative assessment but we do not think that formal tests are appropriate and would be off-putting.

**The observer also takes this opportunity to inform the groups about the individual questionnaires.**

## **DEMONSTRATION CONTENT:**

Every item should be written onto a clearly laid out flip chart as it is covered (see tables below). Explain that they could use symbols and tallies, or written text and numbers. The example below uses symbols and numbers.

Group name and location \_\_\_\_\_

### **INTRODUCTION**

The flipchart table should be drawn out before data entry starts.

#### **QUESTIONS:**

1. What are the different types of cost you face? *The group is asked to provide examples of different types of cost a farmer might face – eg seed, labour etc. EXPLANATION: These are called inputs. They make up the costs.*

<b>General level of response (good, moderate or poor)</b>	<b>Mainly men answering</b>	<b>Mainly women answering</b>	<b>Men &amp; women answering</b>	<b>Mainly older people answering</b>	<b>Mainly youths answering</b>	<b>All, age groups answering</b>

2. What do you do with your output? *The group is asked what they do with what they produce eg sell, store, eat, give away. EXPLANATION: This is called output. It brings in an income to the farmer.*

<b>General level of response (good, moderate or poor)</b>	<b>Mainly men answering</b>	<b>Mainly women answering</b>	<b>Men &amp; women answering</b>	<b>Mainly older people answering</b>	<b>Mainly youths answering</b>	<b>All, age groups answering</b>

3. How can the farmer use the cost and income information to work out how much money has been made or lost? *EXPLANATION: The facilitator explains that the difference between income and costs provides total profit or total loss. If costs are greater than income then a loss is made. If income is greater than cost, a profit is made.*

<b>General level of response (good, moderate or poor)</b>	<b>Mainly men answering</b>	<b>Mainly women answering</b>	<b>Men &amp; women answering</b>	<b>Mainly older people answering</b>	<b>Mainly youths answering</b>	<b>All, age groups answering</b>

### **YEAR 1, FARMER ALICE:**

- Bought 5 cups of seed from a neighbour to sow her maize field at 2,000 shillings per cup. The weather was good but the seed did not grow so well.
- She paid someone to weed her fields for 10 days. They charged 3,000 UGX per day.
- She harvested and threshed 3½ sacks of grain. She stored the grain in an old grain store near her homestead, losing a lot of grain to rodents and rot. She was left with 3 sacks of grain. The grain was not of good quality.

- Alice kept 2 sacks of grain for eating. The grain in each sack was worth about 80,000 UGX.
- Alice sold the grain from the last sack. She sold it in cans. She sold 30 cans from the sack for 3,000 UGX per can.

Group name and location \_\_\_\_\_

**ALICE'S COMPLETED DATA TABLE YEAR 1**

Costs				Income			
	COST PER UNIT	NUMBER UNITS	TOTAL		VALUE PER UNIT	NUMBER UNITS	TOTAL
Seed	2,000	5	10,000	Eaten	80,000	2	160,000
Weeding	3,000	10	30,000	Sold	3,000	30	90,000
TOTAL			<b>40,000</b>	TOTAL			<b>250,000</b>

**YEAR 2, FARMER ALICE:**

- She bought 5 cups of seed from a local merchant at 5,000 UGX per cup – the weather was good and the seed grew well. **QUESTION 4:** What was the amount she spent on seed? (answer  $5 \times 5,000 = 25,000$  UGX).

General level of response (good, moderate or poor)	Mainly men answering	Mainly women answering	Men & women answering	Mainly older people answering	Mainly youths answering	All, age groups answering

- She paid two people to cultivate and weed her fields this year, for 20 days. They charged 3,500 UGX per day.

**QUESTION 5:** What was the amount she spent on labour? (answer  $20 \times 3,500 = 70,000$  UGX).

General level of response (good, moderate or poor)	Mainly men answering	Mainly women answering	Men & women answering	Mainly older people answering	Mainly youths answering	All, age groups answering

- She also purchased 5 strong new sacks for her grain at 1,000 per sack. **QUESTION 6:** What was the amount she spent on sacks? (answer  $5 \times 1,000 = 5,000$  UGX).

General level of response (good, moderate or poor)	Mainly men answering	Mainly women answering	Men & women answering	Mainly older people answering	Mainly youths answering	All, age groups answering

**QUESTION 7:** What were her total costs? (answer  $25,000 + 70,000 + 5,000 = 100,000$  UGX).

General level of response (good, moderate or poor)	Mainly men answering	Mainly women answering	Men & women answering	Mainly older people answering	Mainly youths answering	All, age groups answering

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Group name and location \_\_\_\_\_

- She harvested and threshed 4 sacks of grain. She kept the sacks of grain dry, in covered shed. She lost almost no grain and it kept its quality. Alice kept 2 sacks of grain for eating. The grain in each sack was worth about 100,000 UGX. **QUESTION 8:** What was the value of the grain Alice kept for eating? (answer  $2 \times 100,000 = 200,000$  UGX).

General level of response (good, moderate or poor)	Mainly men answering	Mainly women answering	Men & women answering	Mainly older people answering	Mainly youths answering	All, age groups answering

- Alice sold the grain from the other 2 sacks. She sold it in cans. She sold 60 cans for 4,000 UGX per can. **QUESTION 9:** How much did Alice earn from the grain she sold? (answer  $60 \times 4,000 = 240,000$  UGX).

General level of response (good, moderate or poor)	Mainly men answering	Mainly women answering	Men & women answering	Mainly older people answering	Mainly youths answering	All, age groups answering

**QUESTION 10:** What was the total value of Alice's output in year 2? (answer  $200,000 + 240,000 = 440,000$  UGX).

General level of response (good, moderate or poor)	Mainly men answering	Mainly women answering	Men & women answering	Mainly older people answering	Mainly youths answering	All, age groups answering

#### **ALICE'S COMPLETED DATA TABLE, YEAR 2**

	Costs			Income			
	COST PER UNIT	NUMBER UNITS	TOTAL		VALUE PER UNIT	NUMBER UNITS	TOTAL
Seed	5,000	5	25,000	Eaten	100,000	2	200,000
Weeding	3,500	20	70,000	Sold	4,000	60	240,000
Sacks	1,000	5	5,000				
<b>TOTAL</b>			<b>100,000</b>	<b>TOTAL</b>			<b>440,000</b>

#### **COMPARING LAST YEAR WITH THIS YEAR:**

Last year the costs for Alice to produce her maize were only 40,000 UGX. This year she spent a lot more, 100,000 UGX, because she purchased better quality seed; paid for extra labour to weed the crop; and bought new sacks.

She knows she harvested and sold more grain this year, and that it reached a higher price because of its better quality. She made 440,000 UGX compared to 250,000 last year.

But was she better off overall?

Group name and location \_\_\_\_\_

**QUESTION 11:** How can she work out which year made her better off? Ask the group to describe how this might be done. (answer:

Last year she made: 250,000 minus 40,000 = 210,000 UGX profit on her maize.

This year she made: 440,000 minus 100,000 = 340,000 UGX profit on her maize)

General level of response (good, moderate or poor)	Mainly men answering	Mainly women answering	Men & women answering	Mainly older people answering	Mainly youths answering	All, age groups answering

### **THE FARMER WHO KEPT NO RECORDS**

Alice’s neighbour, Samuel, keeps no records. All he remembers is that he spent 4,000 UGX on seed and produced 3 sacks of grain. He has kept no records of labour costs at all. He has no idea about how well his crop performed.

### **CLOSING REMARKS**

The exercise demonstrates how farm recording can be of benefit to a small farmer and help/him understand what decisions are best financially.

Alice can see how she was better in year 2, when she spent more on caring for her crop, but benefited from a higher yield. She also knows just how much she benefited by.

Her neighbour Samuel, who kept no records had no idea of what money he had made or lost in growing his crop.

The example involved a full calculation of costs and income but much simpler systems can be used (show previous example using symbols again).

### **STAGE 5.DISCUSSION (see scoring table)**

The group should now have a clear understanding of what farm recording involves; and that these may involve simple symbols and tally charts, or more complex calculations and tables.

The facilitator should now ask and discuss with the group (and the observer records – households, individuals, by age group and gender):

### **QUESTIONS:**

1. Can you see the benefits of farm recording for your farms (ask them to recap what the benefits of farm recording are)?

General level of response (good, moderate or poor)	Mainly men answering	Mainly women answering	Men & women answering	Mainly older people answering	Mainly youths answering	All, age groups answering

Group name and location \_\_\_\_\_

2. If you received training in farm recording, could you see yourself doing this in the future?

For each group, count and enter the number who said yes			
No. individuals	No. hh's	No. women	No. youth

3. What do you think the limitations might be to adopting farm recording?

Option	For each group, count and enter the number who said yes			
	No. individuals	No. hh's	No. women	No. youth
Time				
Ability				
Other reasons				
If other reasons, what?				

4. If you do start to practice farm recording, how often do you think you would do this? And what time of day?




## ηibeyon

## ηisilinga ηulu ariamun



Ekopo angikinyom

### Etyae

Aenet (Atoyat)



ηikan

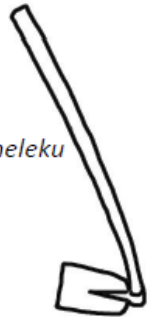
### Egyelit daadan ηiyai

ηaeneta (ηatoyata) ηarei



= 10,000 ugx

ηisilinga ηalipio ηatomon



Emeleku



= 10

ηarwa ηatomon

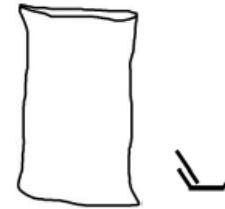


= 30,000 ugx

ηisilinga ηalipio ηatomoniuni

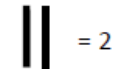
ηisilinga daadan alotoma ekaru = 40,000 ugx

ηisilinga ηalipio ηatomoniomwon



Ecwe anjomomwa angulu imujitae

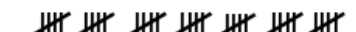
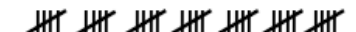
### Etyae



ηiarei

### Egyelit daadan

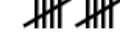
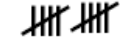
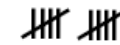
ηaeneta ηatomoniuni kaηarei



= 160,000 ugx

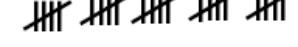
ηisilinga ηalipio amiat kaηatomoni kanikapei

ηaeneta (ηatoyeta)  
ηakanikapei



= 30

ηatomoniuni



= 90,000 ugx

ηisilinga ηalipio amiat kaηatomoni kanikomwon

ηisilinga ηulu ariamun daadan alotoma ekaru = 250,000 ugx

alotoma ekaru

ηisilinga ηalipio ηamiyae ηarei kaηatomonikan

Akisiom kapei ηuna etapito ngimanikorin



## COSTS

<b>MARCH</b>			
<u>Type</u>	<u>Quantity</u>	<u>Cost per unit (ugx)</u>	<u>Total cost (ugx)</u>
<i>seed</i>	<i>5 cups</i>	<i>5,000</i>	<i>25,000</i>
<i>cultivation &amp; weeding</i>	<i>20 days</i>	<i>3,500</i>	<i>70,000</i>

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<b>JUNE</b>			
<u>Type</u>	<u>Quantity</u>	<u>Cost per unit (ugx)</u>	<u>Total cost (ugx)</u>
<i>sacks</i>	<i>5</i>	<i>1,000</i>	<i>5,000</i>

**TOTAL COST FOR YEAR = 100,000 ugx**

## INCOME

<b>JUNE</b>			
<u>Type</u>	<u>Quantity</u>	<u>Value per unit (ugx)</u>	<u>Total value (ugx)</u>
<i>grain for eating</i>	<i>2 sacks</i>	<i>100,000</i>	<i>200,000</i>

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<b>AUGUST</b>			
<u>Type</u>	<u>Quantity</u>	<u>Value per unit (ugx)</u>	<u>Total value (ugx)</u>
<i>grain for selling</i>	<i>60 cans</i>	<i>4,000</i>	<i>240,000</i>

**TOTAL INCOME FOR YEAR = 440,000 ugx**



LEARNING TOGETHER ABOUT FARM RECORDING

## ANNEX 2: INDIVIDUAL BASELINE SURVEY



**SC-IDEAL-MG-RFA-2019-01: “Using podcasts as part of a collaborative learning approach to bring about social behaviour change within the farming communities of Karamoja - a pilot study”**

### **BASELINE ASSESSMENT FOR INDIVIDUAL HOUSEHOLDS, April 2021**

**Purpose:** To further understand the attitudes and understanding the households and its individual members (those included in the project) have around farm recording.

To be completed once the group baseline has taken place. The group baseline also serves as an introduction to the project.

One field staff member per household.

The questions will be split into the following sections:

- **Recap on the project**
- **Questions re the family structure and the likely impact these will have on farm recording. To include daily routines and time limitations.**
- **Content of the podcasts and approach to training**
- **Attitudes towards, and use of, radio and podcasts**

**INDIVIDUALS NAMES & GROUP NAME:**

#### **SECTION 1 – RECAP ON THE PROJECT (no scoring required)**

Brief recap of the project and what will be expected of the household.

The officer should note whether they think the household fully understand the project.

#### **SECTION 2: FAMILY STRUCTURE**

Interviewee 1: Name, Age, Gender			
Interviewee 2: Name, Age, Gender			
Are either of you the head of your hh? If so, who?			
Relationship to each other (eg husband/wife or mother/daughter etc)			
How many members in your household?			
Ages of household members (eg 38, 36, 17, 15, 10)			
Gender of household members (eg 3 x M; 2 x F)			
Daily routines which would need to be considered with regard to training			

Time limitations with regard to training and to farm recording	
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**INDIVIDUALS NAMES & GROUP NAME:**

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**SECTION 3: CONTENT OF THE PODCASTS AND APPROACH TO TRAINING**

**1. What do you hope to get out of the training/how do you think keeping farm records will help you?**

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**2. Knowledge of farm recording**

Have you used farm recording before?	Yes	No
If not why not?		

If you have used farm recording before then:

Do you record your farm activities yourself?	Yes	No		
If not who did?				
Do you record using (tick whatever applies):	written text	symbols	tally charts	numbers
Do you write down all cost/income figures together; or keep them separate?				
Do you calculate total amounts used/spent yourself?	Yes	No		
If no does somebody else (who)?				
Do you still keep records?	Yes	No		
If no why not?				
Did you calculate profits and losses from your farm records?	Yes	No	Not sure	
Do you know anyone else who uses farm recording?	Yes	No		
If yes, are they a friend, living in the village etc.				

**3. Would you like the following to be in the training:(please tick if yes)**

Advice on which costs to record
Advice on which outputs to record
Advice on how often to record
Advice on how to record units (eg. sacks/bags) as well as total amounts
Information on what profits and losses are and how to calculate them

**4. What would your preferred methods of recording be:(please tick if yes)**

Tally charts	Numerals
Symbols	A combination of the above
Writing	

**5. What sort of record book would you prefer:(please tick if yes)**

Blank so you can fill it in when you complete an activity
Structured so it is divided into months with columns and rows
Not sure

**INDIVIDUALS NAMES & GROUP NAME:**

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**6. Basic numeracy skills – would you be confident to: (please tick if yes)**

Add up monthly totals of your outputs or costs
Multiply units and costs per unit to find totals Eg. 10 bags x 3,000 = 30,000 UGX
Do you have a phone with a calculator?

**SECTION 4 – ATTITUDES TOWARDS, AND USE OF, RADIO AND PODCASTS**

**1. Does your household own/have access to a radio? Yes No**

If yes

How do you listen to the radio? Eg. phone, radio
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**2. Do you ever listen to the radio? Yes No**

If yes

Where do you listen to the radio?
Do you listen to the radio with other people? Yes No If yes with who?
What types of programmes do you listen to?
How often do you listen? Daily weekly monthly not very often
Do you listen to agricultural advice programmes? Yes No
Have you changed any of your farming practices or other aspects of your farm as a result of what you have learned from the radio? Yes No If yes what have you changed?
Would you like to listen to the radio more? Yes No

**3. Has your household heard of podcasts? Yes No**

If yes

How often do you listen to podcasts? Daily weekly monthly not very often
How did you listen to the podcasts? Eg. on a phone
Have you listened to farming advice programmes via podcasts? Yes No If yes did you find them informative? Yes No
Did you change any of your practices as a result of what you have learnt from these podcasts? Yes No If yes How?
What other types of programmes have you listened to as podcasts?

## ANNEX 3: FOLLOW UP VISIT FORM



### SC-IDEAL-MG-RFA-2019-01: “Using podcasts as part of a collaborative learning approach to bring about social behaviour change within the farming communities of Karamoja - a pilot study”

**Purpose:** To evidence the actual record keeping practices of farming hh’s who reported that they keep farm records in the baseline surveys

**Group Name/Farmer ID:** \_\_\_\_\_

Item	Observations
Type of record kep (animal identification; stock supplies; financial)	
Brief description of the records kept	
How long have these records been kept?	
How often are the records updated?	
Who enters the record data eg hh head (include gender and if <35 yrs or >35 yrs)	

If the records are financial, please tick which of the below apply:	Tick for yes
Records are kept on a whole farm basis	
Records are kept separately for each enterprise (eg animals separate to crops; maize separate to sorghum). If so, please describe.	
Records include costs as totals only	
Records include output as total value of crop produced (or stock owned)	
Records include output as value of what is sold, eaten, stored and given away	
Records include outputs as value of what is sold only	

Each costs is itemised (listed separately)	
Each sale is itemised	

The cost of hired labour is included	
Value of family labour is included	
Records include calculations of profit/loss	
Profit/loss calculations are separated by enterprise (this should tie in with X above)	

**Other Notes**

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