

# A process guide for the development of a mixed-methods research tool for measuring and understanding intra-household decision making

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Photo: Dyadic interview with a couple in Kagera Region, Tanzania. Photo credit: Devis Mwakanyamale.

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## Introduction

Numerous approaches have been developed by researchers for measuring intra-household decision-making. Most use quantitative surveys that often rely on a standard set of questions that inquire about who contributes to key household decisions or women's abilities to participate in these decisions. Such questions have been criticized for focusing too much on the identity of the decision maker and less on understanding why and how decisions get made within the household and on the multiple facets of women's roles in decision-making processes<sup>1</sup>. To address the shortcomings of current approaches, we (an interdisciplinary group of applied gender and agriculture researchers) developed a transdisciplinary and mixed-methods approach that can be adapted across livelihoods and geographies to measure intra-household decision making and shed light on the "who," "why," and "how" of important household decisions.

This guide describes the transdisciplinary process that was used to develop the mixed-methods research tool for understanding and measuring intra-household decision making. In our approach, we focus on measuring who makes which decisions, how, and why and how this influences food, nutrition, and economic security outcomes. This guide, therefore, provides a base for other researchers and development practitioners to develop a context-specific mixed-methods tool for understanding and measuring intra-household decision making. Future users of the tool will be able to explore, in particular, the following research questions:

1. Who within the household makes decisions on production, processing, trading, and expenditures?
2. Why does one spouse or the other (or another household member) make certain decisions?
3. What process(es) do couples or other dyads use to make these production-, processing-, trading- and expenditure-related decisions?
4. What types of 'mental tasks' (cognitive labor) are embedded within these decision-making processes? Who is responsible for these mental tasks? Why?
5. How do decision-making processes (who decides, how and why) influence specific food and nutrition security and economic outcomes at household level?

The tool was developed in the context of the cassava value chain in Tanzania, focusing on agricultural- and expenditure-related decisions. However, the tool and its development were designed to be flexible, and it has considerable potential to be applied to other types of livelihoods and in other geographies.

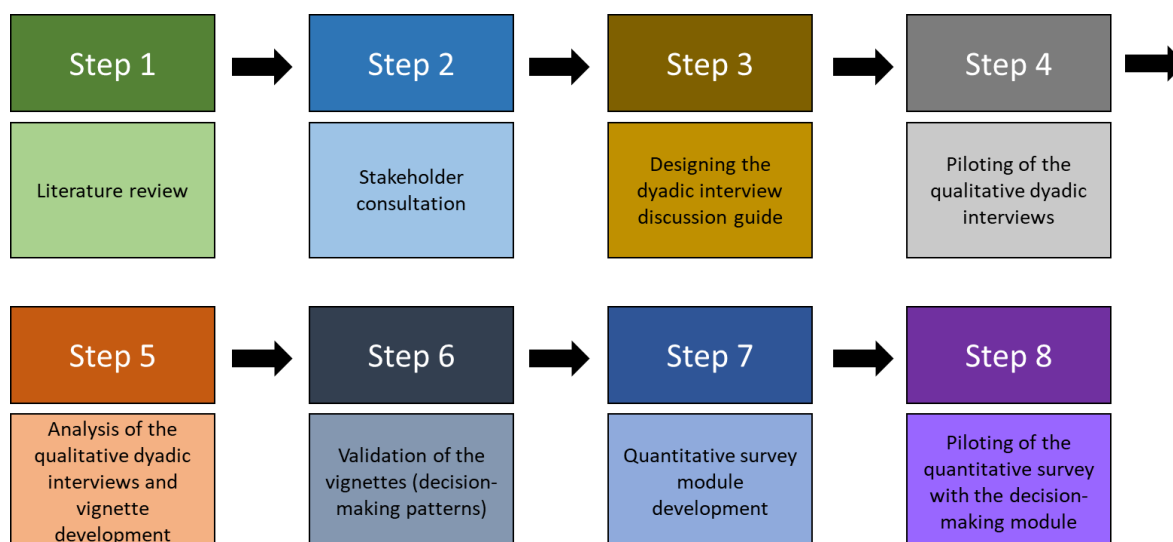
The development of this mixed-method research tool received human subjects/ethical research approval and appropriate guidelines were followed.

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<sup>1</sup> Bernard, T., Doss, C., Hidrobo, M., Hoel, J., & Kieran, C. (2020). Ask me why: Patterns of intrahousehold decision-making. *World Development*, 125. <https://doi.org/10.1016/j.worlddev.2019.104671>

## The tool development process

This section presents the step-by-step process that was used to develop the Household Mixed-Methods for the Study of decision-Making Research Tool (HOMME-SMART). In Figure 1 we summarize the eight-step process that we used.



**Figure 1:** Iterative mixed-methods research tool development process

### Breaking down the process into steps

#### Step 1: Literature review

We reviewed the literature to identify the issues and knowledge gaps concerning the measurement of intra-household decision making. The review helped to justify why there is a need to develop a mixed-methods research tool. The following are the key highlights:

- While there is wide acceptance of women’s empowerment as an important development goal, there is less consensus on how best to measure empowerment across contexts. These concerns are especially salient to quantitative approaches, which often rely on a standard set of questions that inquire about women’s abilities to participate in a range of decisions within the household (see Box 1).

#### **Box 1.** Examples of tools to measure women’s involvement in making intra-household decisions

The Demographic Health Surveys (e.g., see Tanzania DHS-MIS Report, 2016) ask women and men who usually makes decisions on major household purchases, allowing respondents to indicate that decisions are made by the respondent, the respondent’s spouse/partner, jointly with the spouse/partner, or other. The project-level Women’s Empowerment in Agriculture Index asks women and men to indicate, from among the agricultural activities they participate in, which individuals (up to three) normally make the decision on a given activity, how much input they contributed to the decision, and to what extent they could participate (if they currently do not). It does not explore further how decision-making processes unfold and why household members make certain decisions alone or jointly with other members (Malapit et al., 2019).

- Questions about women’s involvement in decision making within the household have been criticized for numerous reasons, including too much focus on the identity of the decision maker and less on understanding why and how decisions get made within the household

and on the multiple facets of women's roles in decision-making processes (Bernard et al., 2020). Asking questions beyond who makes decisions (and to what extent) is especially important given that in many rural, low-income country contexts (especially in Africa) spouses may not pool resources generated from their labor or have the same preferences for how resources get allocated. Asking why and how decisions are made can improve the measurement and understanding of intra-household power dynamics.

- Decision-making questions are formulated using outsider (or etic) perspectives on what matters regarding intra-household decision making, and more broadly, women's empowerment (Elias et al., 2021<sup>2</sup>). Yet, emic (insider) perspectives are a critical source of information and can help inform the development of questions and overall research tools.
- Other criticisms include heterogeneity in the interpretation of joint decision making (Seymour and Peterman, 2018<sup>3</sup>) and conflicting reports of decision making between partners (Ambler et al., 2017<sup>4</sup>). Past studies showing high levels of conflicting reports of decision making between spouses illustrate the need for new research tools that can explain such discord and try to reduce it by improving how we formulate decision-making questions (Ambler et al., 2017).
- Research on women's empowerment tends to not pay enough attention to links between intra-household decision making and important development outcomes, and more specifically, on whether why couples make certain decisions can explain more variation in household-level outcomes than who makes the decisions (Bernard et al., 2020).
- Few processes to develop quantitative survey instruments that include standard decision-making questions 1) use a transdisciplinary approach to design the instrument or questions, and equally important, 2) acknowledge the value of including qualitative research in the overall process (see Meinzen-Dick et al., 2019<sup>5</sup> for a good exception).
- Overcoming the shortcomings of standard decision-making questions to better inform the design and evaluation of agricultural development interventions requires new research tools.

## Step 2: Stakeholder consultation

In the early stages of developing this tool, we consulted with a diverse set of local stakeholders to inform the design of the tool and to gauge their interests in utilizing the proposed tool once developed to better understand and measure intra-household decision making for their research or development programs. We recommend that all projects intending to use this approach also consult relevant stakeholders.

Consultations were held with stakeholders in and around the study regions in Tanzania to learn from their experiences and knowledge about intra-household decision making as it relates to their programmatic work and agricultural context. The consultations also assessed the demand for such a

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<sup>2</sup> Elias, M., Cole, S.M., Quisumbing, A., Meinzen-Dick, R., Perez, A.-M., and Twyman, J. (2021). Assessing women's empowerment in agriculture. In: Pyburn, R. and A. van Eerdewijk (eds.). *Advancing gender equality through agricultural and environmental research: past, present and future*. IFPRI, Washington, DC. <https://doi.org/10.2499/9780896293915>

<sup>3</sup> Seymour, G., & Peterman, A. (2018). Context and measurement: An analysis of the relationship between intrahousehold decision making and autonomy. *World Development*, 111, 97–112. <https://doi.org/10.1016/j.worlddev.2018.06.027>

<sup>4</sup> Ambler, K., Doss, C., Kieran, C., & Passarelli, S. (2017). He says, she says: Exploring patterns of spousal agreement in Bangladesh. IFPRI Discussion Paper 01616. IFPRI: Washington DC. <http://ebrary.ifpri.org/utils/getfile/collection/p15738coll2/id/131097/filename/131308.pdf>

<sup>5</sup> Meinzen-Dick, R., Rubin, D., Elias, M., Mulema, A.A., & Myers, E. (2019). Women's empowerment in agriculture: Lessons from qualitative research. IFPRI Discussion Paper 01797. Washington DC: IFPRI. <https://ebrary.ifpri.org/digital/collection/p15738coll2/id/133060>

tool to understand and measure intra-household decision making. A brief guide was developed to facilitate the discussions with the stakeholders (Annex 1) and was deployed with researchers from the national program who are involved in social and gender research, and practitioners from development organizations.

The consultation with stakeholders enabled the research team to identify priority topics for developing the qualitative tool. For example, information from stakeholder consultations enabled the research team to identify the types of interview questions to ask, how to consider other household members in addition to couples, and type of crops to consider (food versus cash crops). The stakeholder interviews also helped us consider important issues, such as the importance of the identity of the decision-maker and the beneficiaries of the decisions. Their recommendations also included the need to address issues of financial accessibility and type of marital relationships and how to handle interviews with polygynous households, for instance. This was specifically taken into consideration during the study where the decision on which of the wives should participate in the study with the husband was left for such households to decide on their own.

### Step 3: Designing the dyadic interview discussion guide

The literature review and stakeholder consultations informed the development of the qualitative discussion guide, which was used when jointly interviewing dyads on intra-household decision making. The process of developing the dyadic interview guide involved back-and-forth discussions among research team members while keeping the key research questions in mind. The first section of the discussion guide seeks to explore “who does what and why” and “who decides and why” with regards to different agricultural tasks within the (in our case) cassava value chain, and the second part covers the “how couples make decisions,” “why,” and “cognitive labor” questions. The questions on the use of cognitive labor were developed based on the framework by Daminger (2019<sup>6</sup>). According to this framework, cognitive labor may entail:

1. Anticipating the need to do something
2. Identifying options to completing it
3. Making decisions to pursue it
4. Monitoring the results from making the decision

In addition, at the start of the discussion guide there is a section inquiring about basic demographic information and the household’s involvement in cassava value chain activities. A couple of other questions inquire about subjective and relative livelihood status.

The semi-structured interviews were designed in a format that allowed the same issues to be discussed with multiple decision-making dyads (e.g., married couple or a woman heading her household who resides with an adult daughter or son). The open-ended questions allowed participants to respond in their own words, and the interviewer could frame follow-up questions as necessary based on responses.

To aid comprehension and improve response quality, the discussion guide also allowed participants to demonstrate their answers with beans in questions requiring estimates of proportions or percentages. Also, cards with images that depicted specific cassava production, processing, and trading tasks associated with decision-making questions were developed and included in the guide (see in Annex 2). The purpose of developing these cards and including them into the tool was to enable dyads to visualize specific activities they engage in and help trigger discussions with them

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<sup>6</sup> Daminger, A. (2019). The cognitive dimension of household labor. *American Sociological Review*, 84(4): 609-633. <https://www.jstor.org/stable/pdf/48595780.pdf>

while providing the opportunity for the research team to better understand who within the household carries out the different cassava value chain tasks, who makes final decisions on such tasks, and why.

#### *Developing the study protocol*

Once the discussion guide was finalized, it was piloted. A research protocol that describes all aspects of study procedures and research plan was developed. The protocol highlights the research objectives, main research questions, specifies study area and describes the approach to participant selection as described in Step 4 below. It also explains the composition of the field research team and how team members are to be trained. In addition, the protocol describes how data will be handled and analyzed and lists expected study outputs.

### **Step 4: Piloting of the qualitative dyadic interviews**

#### *Research team training and dyadic interview pre-testing*

Prior to piloting the qualitative dyadic interviews, the field team was trained on the discussion guide and study protocol. The field team was responsible for translating the discussion guides and consent forms into *Kiswahili* (the language in which the interviews were conducted). They also developed a qualitative data entry/note taking sheet and practiced administering the interviews.

Once the training was completed, the discussion guide was pretested with a few dyads to assess it for clarity and relevance prior to conducting the pilot. The assessment also entailed checking for length of interview (time needed to complete the interview) and ease of asking questions. The feedback from the pretest helped in modifying the final version.

#### *Data collection using the qualitative dyadic interview tool*

We conducted in-depth interviews with 40 married/cohabiting couples and other dyads (20 interviews in each of the two study regions). Before the research team travelled to the pilot study area, respective local governments at regional and district levels were informed about the study through official letters. Upon arrival, the research team paid courtesy calls, and, in each district, an extension officer was designated to work with the research team during the entire period of data collection. The extension officer served as both local contact and liaison between the research team and study participants.

The protocol for conducting interviews with couples and other dyads entailed first an introduction by the research team (1 woman and 1 man who took turns interviewing and taking notes) and second obtaining the informed consent of both study participants. All the interviews were audio recorded. The target couples and dyads for the study were those who lived together and who participated in cassava value chain activities, and therefore, made cassava production, processing, and/or trading decisions along with key expenditure-related decisions together or separately within their households. The couples and other dyads who comprised the qualitative study sample included:

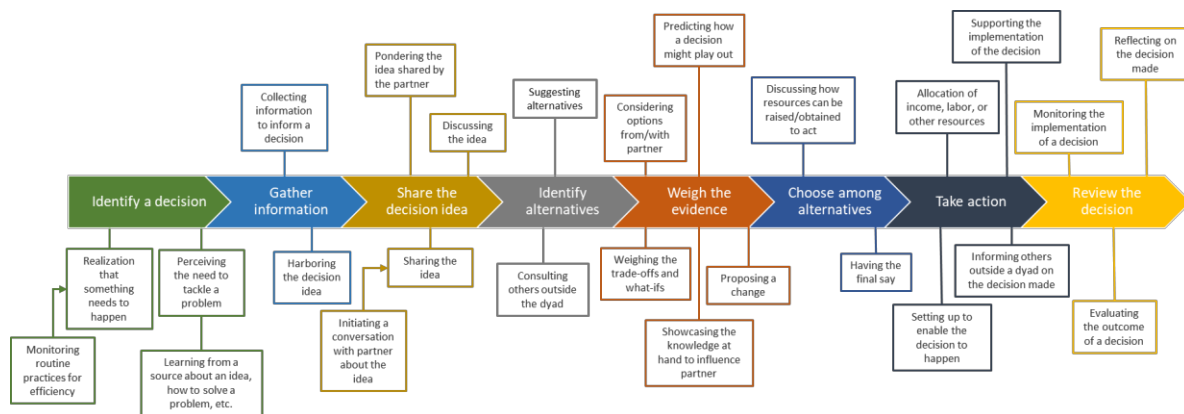
1. Married/cohabiting couples (often, men as heads of households but not always, and including monogamous and polygynous couples)
2. Women as heads of households, not married but living with their adult female or male child(ren)/dependents (> 18 years or older)

In polygynous households, the research team did not ask to speak with multiple wives and their husband, but rather, they were asked to organize themselves according to how they wish to present themselves. In most cases, the husband decided who among his wives would participate in the interview.

Concerning the latter dyad type, very few dyads who met this profile were identified during the study. In many cases, a woman heading her household and not married was living with a child or children under the age of 18, which were unable to be interviewed given the human subjects requirements, and importantly were likely not responsible for making significant decisions in the household.

### Step 5: Analysis of the qualitative dyadic interviews and vignette development

Once the qualitative dyadic interviews were completed, the recordings of the interviews were transcribed and translated into English and then were added into the ATLAS.ti software for analysis. Prior to the analysis, a coding structure (Figure 2), which included inductive and deductive codes, was developed by conducting a preliminary analysis of select transcripts. The coding structure is based on a process framework for decision making and potential inputs into that process.



**Figure 2.** Coding structure for qualitative data analysis

The analysis resulted in 80 individual decision-making patterns, two each from the 40 interviewed couples and other dyads. That is, for each interview, two different patterns in terms of visualizations (see Figure 3 as an example) were developed to represent agriculture- and expenditure-related decisions, respectively. Thereafter, research team members (2 women, 2 men) came together for an analysis workshop to analyze the different patterns/visualizations. During the workshop, the visualizations were printed and similar decision-making patterns were grouped together. This process resulted in the identification of seven main decision-making patterns, which informed the development of seven vignettes<sup>7</sup> (see in Annex 3) on how agriculture- and expenditure-related decisions are made amongst married/cohabiting couples, each stemming from a decision-making pattern. The short stories for each of the decision-making patterns were developed using the content contained in the visualizations of the individual patterns within the seven decision-making pattern groupings. Thereafter, the patterns were ready for validation in the study regions.

<sup>7</sup> A vignette is a short story lasting one to two minutes that is verbally presented during a qualitative or quantitative interview to illustrate a difficult concept or process and enable interviewees to respond in a more precise and comfortable manner, especially when the topic under study is relatively sensitive (e.g., decision making within the household). Thus, a vignette serves as both a stimulus and aid to encourage respondents to discuss their thoughts more openly.





**Figure 3.** An example of a decision-making pattern

Additionally, it is worth noting that although there were a few other types of dyads (mother-son/mother-daughter dyads) apart from couples, for this study we did not focus on their decision-making patterns, because they comprised only a small portion of the sample. Thus, the patterns reflect those of married/cohabiting couples only.

### Step 6: Validation of the vignettes (decision-making patterns)

Once the vignettes were developed, we validated them in the two study regions using drama skits and Focus Group Discussion (FGDs). Doing so allowed us to consult people within a select number of communities on whether the vignettes represent real-life scenarios of couples making agriculture- and expenditure-related decisions. First, scripts for the drama skits were developed by a local script writer and reviewed by the research team (see Annex 4). Then, a drama group was identified, and the scripts were provided to the group for rehearsing.

The drama skits were performed in the study districts where qualitative data collection was conducted. The skits were followed by FGDs. This took place in two study areas (where qualitative data were collected) and one in a non-study area. In total, nine FGDs were conducted, each comprising six participants. In each of the three districts, there was one mixed-sex FGD, and two separate-sex FGDs (1 women only, 1 men only). The participants of the FGDs comprised representatives of married/cohabiting women and men, including those in monogamous and polygynous relationships. In each case the drama group acted out the different drama skits while FGD participants watched. During the FGDs, a guide was used to facilitate the discussion and the research team took notes using a prepared data collection sheet.



**Photo 1:** Validating the vignettes using drama and focus group discussions in Kagera and Kigoma regions, Tanzania. Photo credit: Gloriana Ndibalema.

In addition to FGDs, a brief key informant interview, with a researcher based in the region at the Tanzania Agricultural Research Institute who is considered an expert on the topic of intra-household decision making, was conducted to receive feedback on the vignettes. The printed and laminated vignette description cards were presented to the key informant who read and provided their comments based on guiding questions.

The validation process indicated that all the seven vignettes represented the decision-making scenarios in the study area, although certain patterns were found to be more/less dominant across the study communities.

After the validation process, the seven vignettes were ready to be embedded into the household survey.

### Step 7: Quantitative survey module development

In this step we developed a module that was designed to be embedded in a multi-topic household survey. The decision-making module was, to a great extent, informed by findings from the qualitative study.

Two main decision-making modules were developed. The first module was on who makes decisions within the household, how and why. Following a discussion (and analysis) it was determined that eight questions on decision-making topics related to production, processing, marketing, and expenditure would be asked. These topics were selected based on decisions perceived by couples and other dyads to be important during the qualitative study and allowed us to focus on matters that are important and have meaning to individuals/couples. The vignettes on the decision-making patterns were included in this first decision-making module. Questions were developed around the vignettes. Illustrations for each decision-making pattern were developed and printed on cards to help with understanding the vignettes during implementation of this module.

The research team also had to decide which potential response options to include to address the “why” questions in this module. The responses on why decisions are made by one individual or

jointly were grouped based on their similarities. The groupings for why decisions get made by one spouse or the other included:

1. Contributes the most resources, income, or labor to the activity
2. Is the head of household
3. Introduced the idea
4. Makes decisions about this and I make decisions about other things
5. Is the most knowledgeable about this activity

The groupings for why decisions get made jointly included:

1. Both agree on/support the decision
2. Both contribute resources, income, or labor to the activity
3. All decisions on the topic are made together

The research team also had to decide which questions to include in this first decision-making module on cognitive labor. These included questions on monitoring and evaluation of the outcome(s) from household's decisions about different agriculture- and expenditure-related topics. Other aspects of cognitive labor like anticipation of the need to do something and identifying options or making sole or joint decisions were embedded in the vignettes that were part of the module.

The second decision-making module was developed to collect data on participation in specific activities related to the decision-making questions asked in the other module.

In addition to the two decision-making modules we developed, several other modules were developed or pulled from existing resources. Modules on background characteristics covered household characteristics, asset ownership, group participation, and access to extension services and finance. We also included modules on the key outcomes that we expected to be associated with different decision-making patterns. These included dietary diversity, food security, and cassava production and productivity and sales.

See Annex 5 for the quantitative tool.

### Step 8: Piloting of the quantitative survey with the decision-making module

Prior to the commencement of quantitative data collection, an enumerator training was organized. The training comprised different activities including review and digitization of the quantitative tool. The enumerators also practiced administering the survey in preparation for the pretest, which was conducted after the training. After receiving data from the pretest, the tool was refined, and a few modifications were made to it as necessary.



**Photo 2:** Survey practice during training in Kagera Region, Tanzania. Photo credit: Devis Mwakanyamale.

After the revision of the quantitative household survey, including the decision-making module, it was administered in a large household survey. It was administered to a total of 1352 randomly selected households (or couples). In half of the sample (joint interview sample), spouses were interviewed together for all the modules except for the one on dietary diversity. For this module, only the wife was interviewed. In the other half of the sample (separate interview sample), spouses were interviewed together from the beginning of the survey, but then were interviewed separately for the two decision-making modules. Again, only the wife was interviewed for the module on minimum dietary diversity.



**Photo 3:** Using visual aids during survey interviews in Kagera and Kigoma regions, Tanzania. Photo credit: Devis Mwakanyamale.

The decision to conduct the interviews using these two approaches aimed at assisting the research team to examine the issue of heterogeneity in the interpretation of who makes decision within the household as identified in the literature review. For example, studies show the need for new research tools that can reduce differences in reporting of decision making between spouses by improving how decision-making questions are formulated and asked (Ambler et al., 2017).

## Annex: Mixed-methods research tool for measuring and understanding intra-household decision making

Annex 1: Stakeholder Consultation Guide

Annex 2: Dyadic Interview Discussion Guide with Visual Aids

Annex 3: Vignettes and Illustrations

Annex 4: Drama Skits

Annex 5: Quantitative Survey

## Annex 1: Stakeholder Consultation Guide

### Stakeholder

Organization	Contact person	Justification for inclusion of stakeholder

### Purpose of Stakeholder Consultation

The purpose of stakeholder consultation is to inform the design of the tool and to gauge the interests of local stakeholders in utilizing the proposed tool once developed to better understand and measure intra-household decision making for their research or development programs.

### Stakeholders' experiences and assessment of demand

1. Looking at your target communities/project participants, what are the main agricultural crops that they grow? (Establish a cassava or other crop focus based on information provided)
2. We would now like to focus on how husbands and wives take decisions on agricultural matters in your target communities: Are these kinds of decisions part of the work at your organization? Why have you decided to make household decision-making part of your work? What is problematic about household-decision making in your eyes?
3. Are you aware of any successful strategies to transform household decision-making towards more equity? In the stakeholder's own organization? Observed in other organizations' work?
4. What are the challenges you have encountered in your work on household decision-making? How could these be coped with?
5. What is your demand in terms of tools for understanding, measuring, and transforming household decision-making?
6. Do you conduct surveys to understand agricultural and social development challenges that your organization can address? How? What are your experiences?
7. Do you consult the literature for the design of an intervention? How? How useful is that?
8. Do you use behavior change communication in your work? How? Why? Examples
9. What should we consider when developing the vignettes? Is it a good strategy to validate the vignettes through drama skits? Would you be interested in learning about the process? What would make the vignettes/skits suitable to your needs?
10. What should we consider when developing the survey tool? What would make it suitable to your needs?
11. Would you like to be kept informed about our work including outputs?

## Annex 2: Dyadic Interview Discussion Guide with Visual Aids Interview information

Region, district, ward, village	
Interview date (d/m/y)	
Interview start/end time	
Name of interviewer	
Name of note taker	

### Demographic characteristics of both participants in the dyad

#### 1. Individual-level information

	Sex (F/M)	Age (years or year born)	Education level <sup>§</sup>	Ethnicity (ethnic group)	Religion <sup>^</sup>	Marital status <sup>†</sup>	Main occupation*	Second occupation*
<b>Person 1</b>								
<b>Person 2</b>								

<sup>§</sup>0=No formal; 1=Primary (Standard 1-6/7 or Grade 1-6); 2=Secondary (Form 1-4); 3=Advanced Secondary (Form 5-6); 4=Vocational training; 5=Certificate; 6=Diploma; 7=Degree; 8=Post-graduate (MSc, PhD); 9=Other (specify)

<sup>^</sup> 1=Muslim; 2=Christian; 3=Other (specify)

<sup>†</sup> 1=Married (monogamous); 2=Married (polygynous); 3=Cohabiting; 4=Divorced or Separated; 5=Widowed; 6=Single

\*0=None; 1=Farming; 2=Salaried employment off-farm; 3=Salaried employment on-farm; 4=Casual labor on-farm; 5=Casual labor off-farm; 6=Self-employed off-farm; 7=Housekeeping; 8=Student; 9=Other (specify)

#### 2. Headship status

Head of household	Person 1	Person 2	Dual headed (both)

#### 3. Household information

If married or cohabiting...

<b>Number of years (or months) together</b>				
<b>Household size</b> <i>Include all members</i>				
<b>If polygynous marriage</b> <i>Indicate number of wives and what number the wife is (e.g., 1<sup>st</sup> wife, 2<sup>nd</sup>, etc.) being interviewed</i>				
<b>Children</b> (sex and ages)	Sex	Age	Sex	Age

If the dyad comprises two people who are NOT married or cohabiting\*...

\* Describe their relationship within the household (e.g., mother-son dyad, uncle-niece/nephew dyad, mother-daughter in law dyad, etc.) and indicate the household size and number of children (and their sex and ages).

### Participation in cassava value chain activities and to what extent

The purpose of this section is to understand broadly what nodes of the value chain the household participates in and to what extent to understand better whether the household produces cassava primarily as a food or cash crop (or both), processes cassava only for food or for sale (or both), trades cassava in small or larger quantities or not at all. In addition, we are interested in understanding if the household diet is cassava based or cassava is consumed together with other staples or not at all (e.g., only grown as a cash crop). In this section, we are not interested in learning about all the production-, processing-, or trading-related tasks the household (or its members) engage in, and who does which tasks, but rather trying to understand which nodes the household participates in and the purpose of engaging in each node for food or cash (or both) reasons.

**1.a. Ask the dyad,**

*“Does your household [produce/cultivate OR process OR trade] cassava?”*

**Document whether the household produces and/or processes and/or trades cassava.**

**2.a. Then provide the dyad with ten beans and ask the dyad,**

*“If your involvement in any of the cassava activities is 10 beans [give the dyad 10 beans], how many beans represent your involvement in production versus processing versus trading?”*

**2.b. For production, ask the dyad,**

*“Does your household produce cassava as a food crop?”*

*“Does your household produce cassava as a cash crop?”*

**If the dyad responds YES to both questions above, then ask the dyad,**

*“If your last harvest was 10 beans [give the dyad 10 beans], how many beans did you consume and how many beans did you sell?”*

**2.c. If the dyad mentioned that they produce cassava only as a food crop OR both as a food and cash crop, ask the dyad,**

*“Does your household process\* the cassava you produce for food? If yes, ask the dyad,*

*“How do you process the cassava for food?”*



\*The household could consume fresh cassava (after cooking) and thus not **process** the cassava into dried chips or flour.

**2.d. If the dyad mentioned that they produce cassava only as a cash crop OR both as a food and cash crop, ask the dyad,**

*“Does your household process\* the cassava you produce for sale?” If yes, ask the dyad,*

*“How do you process the cassava before trading/selling/marketing?”*

\*Versus not processing the cassava for sale and selling the fresh roots after harvesting.

**2.e. If the dyad mentioned that they produce cassava only as a cash crop OR both as a food and cash crop, ask the dyad,**

*“What quantities does your household trade/sell/market?”*

*“Where does your household trade/sell/market cassava?”*

**2.f. If the dyad mentioned that they produce cassava only as a food crop OR both as a food and cash crop, ask the dyad,**

*“If 10 beans is all the staple foods you consume [give the dyad 10 beans], how much cassava do you consume on a typical day compared to other staple foods?? If the dyad consumes other staple foods, ask the dyad,*

*“Which other staple foods do you consume?”*

## Livelihood status

1. Does the income you generate meet your household needs? How would you assess your income level compared to others living in your community? And why?
2. Does your household have enough food throughout the year? How does that compare to others living in your community? And why?
3. Are you satisfied with your overall living conditions? How would you assess your overall living conditions compared to others living in your community? And why?

**\*Note: for the comparison parts of the questions, responses could include 'lower level' or 'medium level' or 'higher level' or other equivalents ('poorer', 'richer', etc.).**

## Part A. Intra-household decision making (who and why)

1. Determining who within the household carries out cassava value chain activities, who makes the decisions on cassava value chain related matters and why

In this section, we will draw on the responses above in the section entitled, 'Participation in cassava value chain activities and to what extent'. We will use their responses in this section to determine the setup of the participatory exercise with the dyad.

*Based on your responses above on the types of activities your household participates in and the extent of this participation, we would like to take you through an exercise to help us better understand who within the household carries out specific cassava production, processing, and trading/marketing tasks, and who makes the decisions on these matters and why. We will follow several steps to help you both respond to the questions we ask during the exercise. Please work together to respond to these questions. Please feel free to discuss while answering the questions, there are no right or wrong answers.*

**Steps in the exercise to follow by asking specific questions or guiding the dyad through the process.**

**1.a. Organize the different production-related cards\* in a pile. Organize the different processing-related cards in a pile. Organize the trading/marketing-related cards in a pile.**

**1.b. Ask the dyad,**

*"Which [production OR processing OR trading] tasks do you perform within this household?"*

**Instruct the dyad to look at/hold each card and discuss.**

**1.c. After discussing, ask the dyad,**

*“Can you please place the cards that represent the tasks you perform within your household into separate [production OR processing OR trading] piles?”*

**Those tasks they do not perform should be removed from the exercise.**

**2.a. With all the tasks they perform in their respective [production OR processing OR trading] piles, ask the dyad,**

*“How important are these [production OR processing OR trading] tasks for bringing about food or income within your household? A higher level of importance or a lower level of importance?”*

**Note: Instruct the dyad to look at/hold each card and discuss.**

**2.b. After discussing, ask the dyad,**

*“Can you please put each card into a [higher importance OR lower importance] pile within each [production OR processing OR trading] pile?”*

**3.a. After putting each task card in a [high OR low] pile within each [production OR processing OR trading] pile, instruct the dyad to pick up all cards in the [high OR low] pile one by one.**

**3.b. For each card/task, ask the dyad,**

*“Why is [XXXX task] considered being of [high OR low] importance within your household?”*

**Note: Document the reasons why for each card/task.**

**4.a. For each [production OR processing OR trading] task that the dyad indicated was of high level of importance within the household, ask the dyad,**

*“Can you please choose the five<sup>†</sup> most important tasks you identified as being of a high level of importance within your household?”*

**Note: Document the five tasks they chose.**

**4.b. For each of the five tasks, ask the dyad,**

*“Who is responsible for carrying out [XXXX task]?”*

*“Who makes the final decisions on matters related to [XXXX task]?”*

*“Why is this person in charge of making [XXXX decision] or why does [XXXX decision] get made jointly together?”*

\*See draft cards in Annex A.

<sup>^</sup>Note, the dyad could identify all tasks as being ‘higher’ or all tasks as being ‘lower’ level of importance. This would influence how the process flows from then on.

<sup>†</sup>Note, in some cases there will be < 5 tasks, and thus proceed with asking the three questions (in 4.b) for all tasks. In other cases, the dyad only engages in activities in the production node and then proceed to 4.b for those five tasks that are most important. But in other cases, there will be very few tasks regarded as higher-level of importance and then proceed to 4.b for those tasks. Finally, if the dyad engages in all nodes of the value chain and in many/all tasks, ask them to choose 3, 1, and 1 tasks in the production, processing, and trading nodes, respectively OR if the dyad engages in two nodes (e.g., production and processing/trading), then ask them to choose 4 and 1 tasks in the production and processing/trading nodes, respectively.

2. Expenditure-related roles, responsibilities, and decision making within the household

<b>1. Who is responsible for holding the income after you sell your cassava products?</b>	
Who makes the final decision on how the income is used from your cassava sales?	
Why is this person in charge of making this decision or why does this decision get made jointly together?	
<b>2. Who is primarily responsible for purchasing food for the household?</b>	
Who makes the final decision on which foods to purchase?	
Why is this person in charge of making this decision or why does this decision get made jointly together?	
<b>3. Who is primarily responsible for distributing food amongst different household members?</b>	
Who makes the final decision on how much food is distributed to different household members?	
Why is this person in charge of making this decision or why does this decision get made jointly together?	
<b>4. Who is primarily responsible for purchasing the farming inputs needed to produce cassava (e.g., fertilizer or tools and equipment)?</b>	
Who makes the final decision on whether to purchase farming inputs to produce cassava?	
Why is this person in charge of making this decision or why does this decision get made jointly together?	
<b>5. Who is primarily responsible for purchasing household items of larger value (e.g., mattress, sofa, bicycle or motorcycle, television, etc.)</b>	
Who makes the final decision on what larger household items get purchased?	
Why is this person in charge of making this decision or why does this decision get made jointly together?	
<b>6. Who is primarily responsible for accessing financial loans and services? Determine if formal or informal loans are typically obtained (e.g., from a bank versus VICOBA)</b>	
Who makes the final decision on whether to access financial loans and services?	
Why is this person in charge of making this decision or why does this decision get made jointly together?	

## Part B. Intra-household decision making (the process and the use of cognitive labor)

1. The process dyads use to make important decisions on cassava production and post-harvest related matters and the cognitive labor they use<sup>8</sup>

*Based on your responses above on who makes decisions on matters related to cassava production, processing, and trading/marketing, can you please identify an important decision that was made during the [indicate the most recent] agricultural season. Please let me know what the decision is.*

*Now, this decision on [XXXX], I'm going to ask a set of questions for you to respond to together. Please feel free to discuss while answering the questions, there are no right or wrong answers, but rather I am trying to understand how you went about making the decision on [XXXX].*

**Document the decision they agreed to discuss on and use in place of [XXXX] below**

<b>Decision:</b>
<p><b>1.a.</b> Who first anticipated there was a need (or desire) to carry out the task related to decision [XXXX]?</p> <p><b>1.b.</b> Why did [person X or Y] anticipate there was a need to carry out the task related to decision [XXXX]?</p> <p><b>1.c.</b> Describe when [person X or Y] anticipated the need<sup>^</sup> and how*.</p>
<p><sup>^</sup> For example, alone while person X or Y was walking to a meeting.</p> <p>* For example, friends were discussing about their desire to purchase large quantities of cassava and sell to traders who export to Burundi and this made person X or Y think of how they could go into this type of business as well.</p>
<p><b>2.a.</b> What happened next? Who started identifying the different options to carry out the task related to decision [XXXX] and how were these options considered<sup>^</sup>?</p> <p><b>2.b.</b> Why did [person X or Y] start identifying the different options?</p>
<p><sup>^</sup> For example, did they think about these on their own or together with someone else?</p>
<p><b>3.a.</b> Did you discuss together about these different options before making decision [XXXX]?</p> <p><b>3.b.</b> If no, why not? [then skip to Question 8.a]</p>

<sup>8</sup> Following Daminger (2019), the use of cognitive labor (mental or 'under the radar' tasks) could entail to:

- a) **anticipate the need** to do something (e.g., the need to plant cassava as the rainy season approaches)
- b) **identify options** to complete it (e.g., mental notes on the different sources to obtain the cuttings from)
- c) **make decisions** to pursue it (e.g., decide alone or with spouse to obtain from X source)
- d) **monitor the results** from making the decision (e.g., wondering how the cassava variety from X source is growing, has it resulted in a good yield, was this a good decision, will the family have enough food, etc.).

<p><b>3.c.</b> If yes, who initiated the discussion about these different options before making decision [XXXX]?</p>
<p><b>4.a.</b> What prompted [person X or Y] to initiate the discussion with [person Y or X] about the different options before making decision [XXXX]? Please explain.</p> <p><b>4.b.</b> At what point did these discussions take place? (Probe: early on, mid-point, late or just before making a final decision)</p>
<p><b>5.a.</b> How did [person X or Y] go about talking about the different options before making decision [XXXX]?</p> <p><b>5.b.</b> How did [person Y or X] respond to [person X or Y] concerning the different options presented?</p>
<p><b>6.a.</b> Whose ideas were mostly taken into consideration when discussing about the different options before making decision [XXXX]?</p> <p><b>6.b.</b> What were the reasons why [person X's or Y's] ideas were mostly taken into consideration?</p>
<p><b>7.a.</b> Did [the person whose ideas were NOT mostly taken into consideration] feel you had an opportunity to influence [person X or Y] before making decision [XXXX]?</p> <p><b>7.b.</b> If yes, please explain.</p> <p><b>7.c.</b> If no, would you have liked to have been more involved in the discussion before the decision was made? Please explain.</p>
<p><b>8.a.</b> How was a final decision on [XXXX] made?</p>
<p><b>9.a.</b> Who made the final decision on [XXXX]?</p> <p><b>9.b.</b> Why did [person X or Y] have the final say?</p>
<p><b>10.a.</b> Did you disagree on certain topics when making decision [XXXX]?</p> <p><b>10.b.</b> If yes, how was the disagreement resolved when making decision [XXXX]?</p>
<p><b>11.a.</b> Did you consult/inform other people inside or outside the family before/after deciding on [XXXX]? (Probe: especially on whether youth members of the household were consulted/informed)</p> <p><b>11.b.</b> How did this work? Please explain (the process).</p> <p><b>11.c.</b> What were the reasons for consulting or informing this/these person/people?</p>
<p><b>12.a.</b> Were you satisfied with the overall outcome from making decision [XXXX]?</p> <p><b>12.b.</b> Please explain why you were satisfied or not. (Make sure to ask both people) If satisfied, skip to 13.a.</p> <p><b>12.c.</b> If either of you were not satisfied, did you talk about this dissatisfaction together?</p> <p><b>12.d.</b> If yes, please explain.</p> <p><b>12.e.</b> If yes, in the future, what would you do differently to achieve a satisfactory result with the overall outcome from making decision [XXXX]?</p>
<p><b>13.a.</b> Who monitored whether decision [XXXX] was carried out and addressed the anticipated need?</p> <p><b>13.b.</b> How were the outcome(s) of decision [XXXX] monitored?</p> <p><b>13.c.</b> For how long after the decision were the outcomes monitored?</p>

**13.d.** Why did [person X or Y or the dyad jointly) monitor these outcomes?

2. The process dyads use to make important decisions on expenditure of cash/income from cassava sales OR decisions on other types of expenditure-related matters and the cognitive labor they use

Based on your responses above on who makes decisions on expenditure-related matters, can you please identify an important decision that was made during the [indicate the most recent] agricultural season. Please let me know what the decision is.

Now, this decision on [XXXX], I'm going to ask a set of questions for you to respond to together. Please feel free to discuss while answering the questions, there are no right or wrong answers, but rather I am trying to understand how you went about making the decision on [XXXX].

**Document the decision they agreed to discuss on and use in place of [XXXX] below**

<b>Decision:</b>
<p><b>1.a.</b> Who first anticipated there was a need (or desire) to carry out the task related to decision [XXXX]?</p> <p><b>1.b.</b> Why did [person X or Y] anticipate there was a need to carry out the task related to decision [XXXX]?</p> <p><b>1.c.</b> Describe when [person X or Y] anticipated the need^ and how*.</p> <p>^ For example, alone while person X or Y was walking to a meeting.</p> <p>* For example, a sister was describing how she purchased a new water pump to irrigate her cassava field/garden and this made person X or Y think of how such a technology would assist them in increasing production and sales of cassava/vegetables.</p>
<p><b>2.a.</b> What happened next? Who started identifying the different options to carry out the task related to decision [XXXX] and how were these options considered^?</p> <p><b>2.b.</b> Why did [person X or Y] start identifying the different options?</p> <p>^ For example, did they think about these on their own or together with someone else?</p>
<p><b>3.a.</b> Did you discuss together about these different options before making decision [XXXX]?</p> <p><b>3.b.</b> If no, why not? [then skip to Question 8.a]</p> <p><b>3.c.</b> If yes, who initiated the discussion about these different options before making decision [XXXX]?</p>
<p><b>4.a.</b> What prompted [person X or Y] to initiate the discussion with [person Y or X] about the different options before making decision [XXXX]? Please explain.</p>

<p><b>4.b.</b> At what point did these discussions take place? (Probe: early on, mid-point, late or just before making a final decision)</p>
<p><b>5.a.</b> How did [person X or Y] go about talking about the different options before making decision [XXXX]?</p> <p><b>5.b.</b> How did [person Y or X] respond to [person X or Y] concerning the different options presented?</p>
<p><b>6.a.</b> Whose ideas were mostly taken into consideration when discussing about the different options before making decision [XXXX]?</p> <p><b>6.b.</b> What were the reasons why [person X's or Y's] ideas were mostly taken into consideration?</p>
<p><b>7.a.</b> Did [the person whose ideas were NOT mostly taken into consideration] feel you had an opportunity to influence [person X or Y] before making decision [XXXX]?</p> <p><b>7.b.</b> If yes, please explain.</p> <p><b>7.c.</b> If no, would you have liked to have been more involved in the discussion before the decision was made? Please explain.</p>
<p><b>8.a.</b> How was a final decision on [XXXX] made?</p>
<p><b>9.a.</b> Who made the final decision on [XXXX]?</p> <p><b>9.b.</b> Why did [person X or Y] have the final say?</p>
<p><b>10.a.</b> Did you disagree on certain topics when making decision [XXXX]?</p> <p><b>10.b.</b> If yes, how was the disagreement resolved when making decision [XXXX]?</p>
<p><b>11.a.</b> Did you consult/inform other people inside or outside the family before/after deciding on [XXXX]? (Probe: especially on whether youth members of the household were consulted/informed)</p> <p><b>11.b.</b> How did this work? Please explain (the process).</p> <p><b>11.c.</b> What were the reasons for consulting or informing this/these person/people?</p>
<p><b>12.a.</b> Were you satisfied with the overall outcome from making decision [XXXX]?</p> <p><b>12.b.</b> Please explain why you were satisfied or not. (Make sure to ask both people) If satisfied, skip to 13.a.</p> <p><b>12.c.</b> If either of you were not satisfied, did you talk about this dissatisfaction together?</p> <p><b>12.d.</b> If yes, please explain.</p> <p><b>12.e.</b> If yes, in the future, what would you do differently to achieve a satisfactory result with the overall outcome from making decision [XXXX]?</p>
<p><b>13.a.</b> Who monitored whether decision [XXXX] was carried out and addressed the anticipated need?</p>



**13.b.** How were the outcome(s) of decision [XXXX] monitored?

**13.c.** For how long after the decision were the outcomes monitored?

**13.d.** Why did [person X or Y or the dyad jointly) monitor these outcomes?

#### Post-interview questions

1. Had you ever given much thought to the issues we discussed today?
2. Did anything you discussed here with your [name other person] surprise you?
3. What and why?
4. Were there any concerns or issues that arose during this interview concerning the topics we brought up and their relevance? Where there any specific issues that made you uncomfortable or that could help us improve the questionnaire?
5. Do you think it is preferable to make decisions together or alone? Which types of decisions and why?
6. How do you feel now that you had these discussions?

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Thank the dyad for participating in the interview. Ask each person how they are feeling after participating in the interview. Remind each person that if they wish to contact anyone on the research team, that the contact information is available in the informed consent form that was provided to them.

## Visual Aids: Task cards and associated decision-making questions

### Production-related task cards and associated decision-making questions

Draw on the above responses in the guide on household participation in cassava value chain activities to specify food versus cash crop OR both.



**Task:** Obtaining seed (cuttings) for planting cassava

**Associated decision-making question:** Who makes the final decision on which variety of cassava seed you will grow?



**Task:** Preparing the land for planting cassava

**Associated decision-making question:** Who makes the final decision on how much land is allocated to planting cassava?



**Task:** Planting cassava cuttings

**Associated decision-making question:** Who makes the final decision on when to plant cassava cuttings?



**Task:** Managing pests and diseases during cassava production

**Associated decision-making question:** Who makes the final decision on how to manage cassava pests and diseases?



**Task:** Weeding in the cassava field

**Associated decision-making question:** Who makes the final decision on when weeding should occur in the cassava field?



**Task:** Harvesting the cassava

**Associated decision-making question:** Who makes the final decision on when to harvest cassava?

#### 4. Processing and storage-related task cards and associated decision-making questions



**Task:** Processing cassava into different products

**Associated decision-making question:** Who makes the final decision on whether to process cassava for food or for sale?



**Task:** Storing cassava after processing

**Associated decision-making question:** Who makes the final decision on how cassava gets stored as food or before selling?

## 5. Transportation and marketing-related task cards and associated decision-making questions



**Task:** Transporting cassava for sale in markets outside your community

**Associated decision-making question:** Who makes the final decision on how cassava is transported to markets outside your community?



**Task:** Trading or marketing cassava products\*

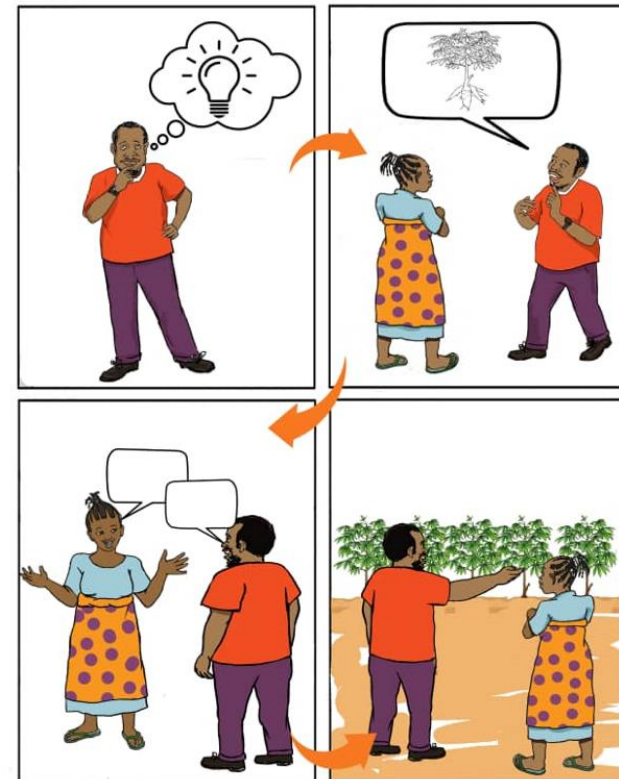
**Associated decision-making question:** Who makes the final decision on how much cassava is sold?

\*Products could include fresh roots, cassava flour or dried cassava chips. To be determined when asking about this task.

## Annex 3: Vignettes and illustrations

### **Vignette A: Husband shares idea, discusses with wife, and husband makes the final decision**

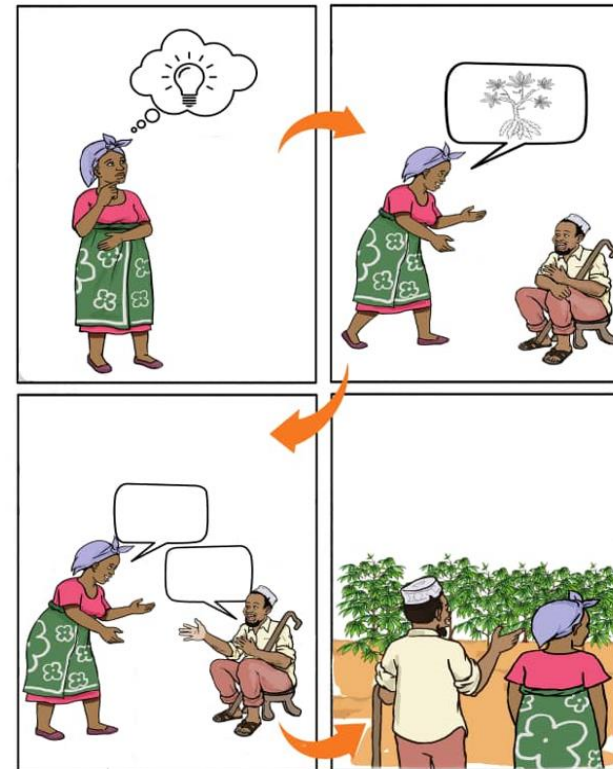
The husband realizes something needs to happen or a decision needs to be made regarding [X]. The husband shares his idea with his wife, and they discuss jointly about the idea. After discussing, the wife confirms she is supportive of the idea and/or suggests an alternative option that the husband considers before he makes the final decision.





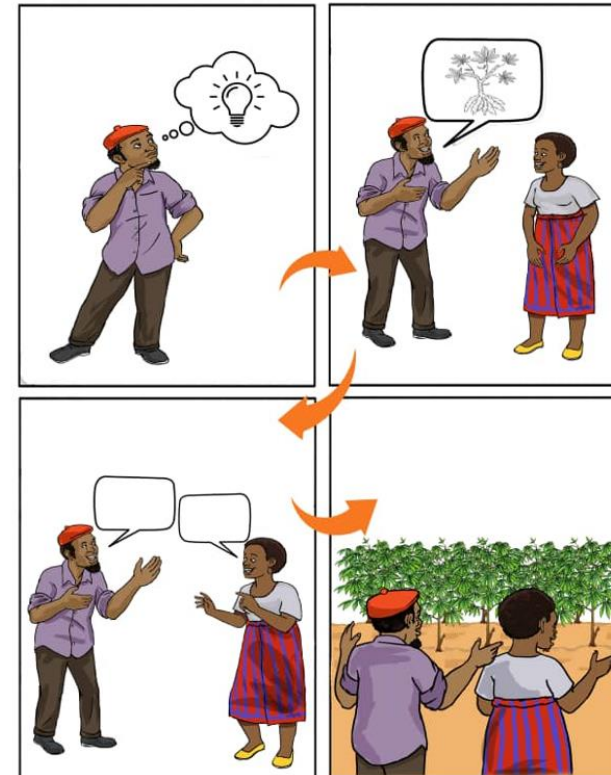
**Vignette B: Wife shares idea, discusses with husband, and the husband makes the final decision**

The wife realizes something needs to happen or a decision needs to be made. The wife shares her idea with her husband, and they discuss jointly about the idea. After discussing, the husband confirms he is supportive of the idea and/or alternative options from either the husband or wife are considered before the husband makes the final decision.



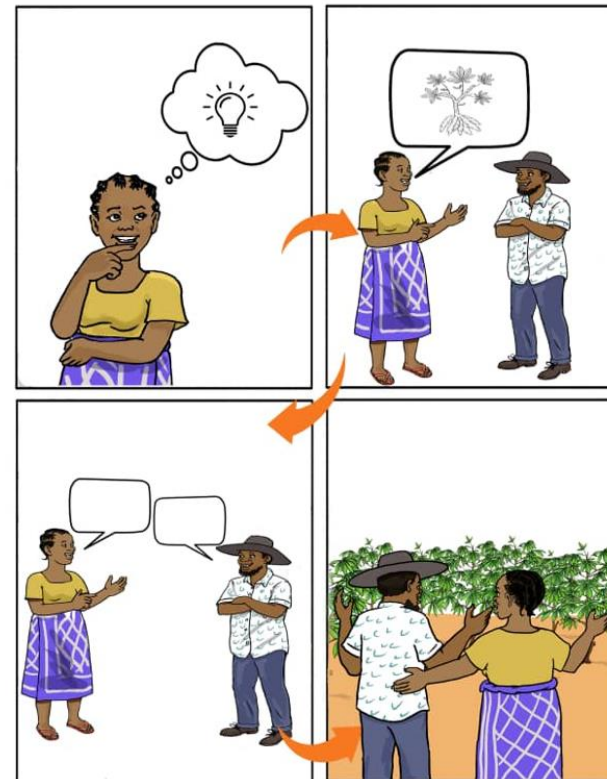
**Vignette C: Husband shares idea, discusses with wife, and they make a joint final decision**

The husband realizes something needs to happen or a decision needs to be made. The husband shares his idea with his wife, and they discuss jointly about the idea. After discussing, the wife confirms she is supportive of the idea and/or suggests an alternative option that the husband considers before the husband and wife make a joint final decision.



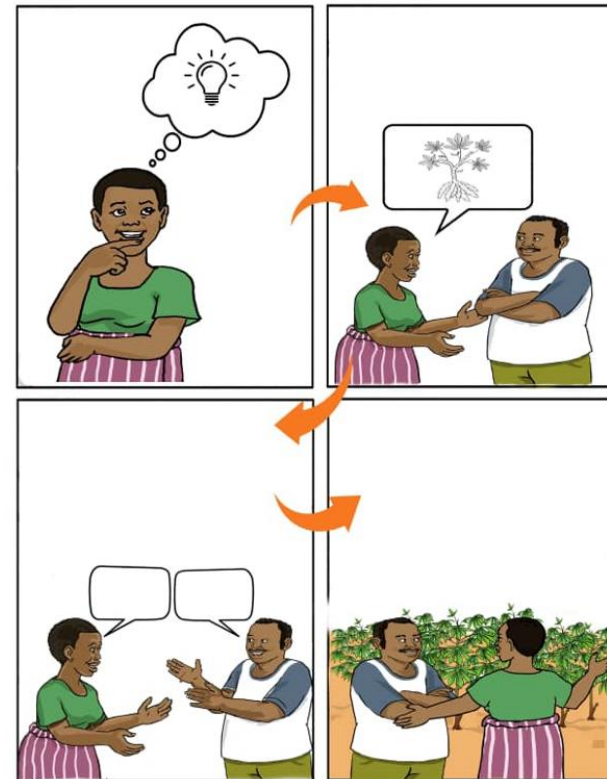
**Vignette D: Wife shares idea, discusses with husband, and they make a joint final decision**

The wife realizes something needs to happen or a decision needs to be made. The wife shares her idea with her husband, and they discuss jointly about the idea. After discussing, the husband confirms he is supportive of the idea and/or suggests an alternative option that the wife considers before the wife and husband make a joint final decision.



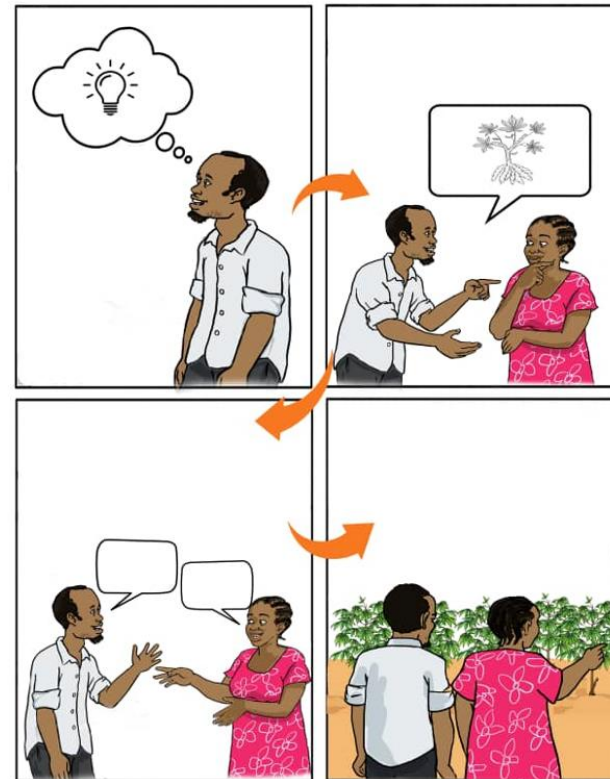
**Vignette E: Wife shares idea, discusses with husband, and wife makes the final decision**

The wife realizes something needs to happen or a decision needs to be made. The wife shares her idea with her husband, and they discuss jointly about the idea. After discussing, the husband confirms he is supportive of the idea and/or the wife considers an alternative option from her husband before she makes the final decision.



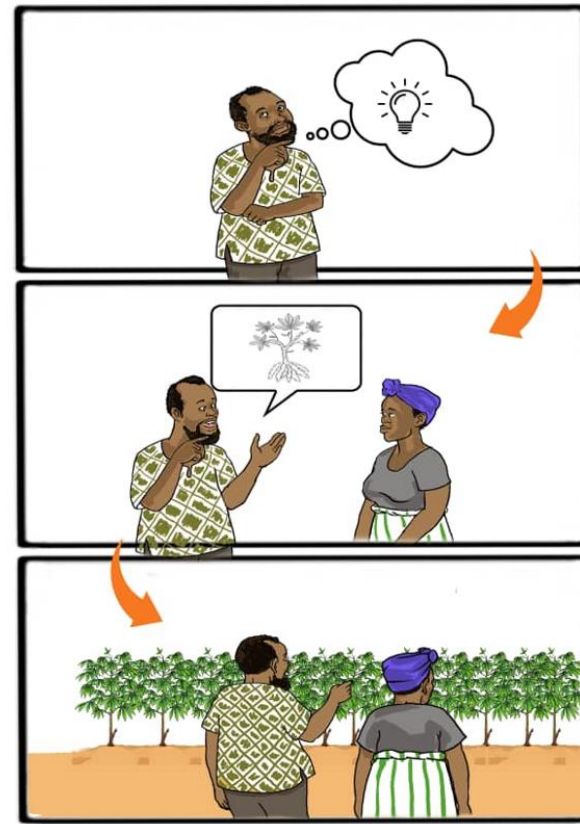
**Vignette F: Husband shares idea, discusses with wife, and wife makes the final decision**

The husband realizes something needs to happen or a decision needs to be made. The husband shares his idea with his wife and they discuss jointly about the idea. After discussing, the wife confirms she is supportive of the idea and/or suggests an alternative option that the husband considers before the wife makes the final decision.



**Vignette G: Husband shares idea with his wife before he makes the final decision**

The husband realizes something needs to happen or a decision needs to be made. After sharing his idea with his wife, he makes the final decision.



## Annex 4: Drama skits on how agriculture- and expenditure-related decisions get made amongst married/cohabiting couples

### SKIT ONE

**(Husband shares idea, discusses with wife, and husband makes the final decision)**

*Mr. Nyamwale arrives home from a walk and shares with his wife the idea of deciding to cultivate cassava.*

Mr. NYAMWALA: Hey, is anyone in this house?

Mrs. NYAMWALA: Yes, welcome home my husband. How was your day out there?

Mr. NYAMWALA: It is quite alright dear. I was with Mr. Tumbo and Tunenge discussing a couple of things

Mrs. NYAMWALA: Okay, hope you had a great moment.

Mr. NYAMWALA: Yeah....By the way, there is something I want to share with you.

Mrs. NYAMWALA: Ooh, what is that my husband?

Mr. NYAMWALA: It is about the weather. The rains are erratic, and I think we should consider growing cassava in addition to the other crops because it is a drought tolerant crop. What do you think?

Mrs. NYAMWALA: It is a very good idea my husband. We should think of using improved varieties which matures early and are also tolerant to pests and diseases. What are your thoughts?

Mr. NYAMWALA: That's what I like about you! You always have very nice ideas.

Mrs. NYAMWALA: Thanks my husband.

Mr. NYAMWALA: Alright! Now, as soon as the rains begins, we will start farming. We will use the two acres of land that are close to our maize field. I will follow up with our extension officer about where to get clean seeds of improved cassava varieties. So, get prepared for the work, okay?

Mrs. It's okay my husband

(Mr. NYAMWALA and his wife, agree to start cassava cultivation from next spring to address the effects of climate change).

## SKIT TWO

**(Wife shares idea, discusses with husband, and the husband makes the final decision)**

*After the harvest season, one day Mrs. Tumbo meets Mrs. Nyamwala at the well and asks her how it is they do not complain about hunger in the village when the situation is bad for most people.*

Mrs. TUMBO: My husband, I have something that troubles me. In my home the situation is dire, and hunger has gripped every corner. But why doesn't your family complain, and you never go to ask for free corn from the local government?

Mrs. NYAMWALA: My husband and I decided to focus on cassava farming and now things are not so bad. We get enough food and a little surplus that we sell other people to earn additional income.

Mrs. TUMBO: Wow! I didn't know that secret. So, when I get home, the first thing I do is share it with my husband.

*(They said goodbye to one another and returned home while Mrs. TUMBO intending to share with her husband about expanding cassava cultivation)*

Mrs. TUMBO: My husband! Where are you?

Mr. TUMBO: I'm in the kitchen madam! Why are you calling out so loud?

Mrs. TUMBO: My husband, there is something I want to share with you.

Mr. TUMBO: What is that thing that drives you crazy this evening?

Mrs. TUMBO: You know what, our friends Mr. and Mrs. Nyamwala are not hungry this year.

Mr. TUMBO: Let me come closer!

Mrs. TUMBO: I asked his wife, she said they worked hard on cassava, and they now have sufficient food. In fact, my husband, I wish we could also expand our cassava farm this coming season.

Mr. TUMBO: My wife, you told me something very important today. This idea was brought by Mr. Samanga but I ignored it. I didn't know Mr. Nyamwala took it seriously.

Mrs. TUMBO: Yes, my husband. They decided to act on the idea and have reaped the benefits of their decision. Why can't we also expand cassava production? We haven't used that other farm for the past three years. Its soil is suitable for cassava production.

Mr. TUMBO: *(After pondering for a while)* I see! It's true my wife. There is a need for us to increase the size of cassava farm and use improved seed. That way, we will harvest more and curb the problem of food shortage.

Mrs. TUMBO: Sure!

Mr. TUMBO: So, I have decided that this coming season, we will expand our cassava field.



### SKIT THREE

#### (Husband shares idea, discusses with wife, and they make a joint final decision)

*After three years, Kazamoyo villagers had already succeeded in improving cassava production. Some families produced it in excess and earned extra income. Here is Mr. Othman's family which is one of the families that benefited from cassava production. Here is their conversation in one of the evenings.*

Mr. OTHMAN: My wife, I have called you here to share one thing with you.

Mrs. OTHMAN: What is that my husband?

Mr. OTHMAN: Cassava production has been very profitable to us. Remember that we sold our cassava to that Indian businessman?

Mrs. OTHMAN: Yes, I remember my husband. We had a bumper harvest this season.

Mr. OTHMAN: You are right. We got a lot of money and I thought we should buy a car so I can be recognized in this village. But also, I want our family to be considered rich when people look at us. What is your take?

Mrs. OTHMAN: Your idea is very good my husband, but we still have kids who are still schooling. Let's educate these kids first, while we continue to raise more money. I see the car as not a priority now and ....

Mr. OTHMAN: ...And what? You want to oppose me? I am the man in this house, and I have decided that!

Mrs. OTHMAN: No, my husband. I did not object you. Since we still have the responsibility to take our children to school, I suggest we buy a motorcycle first so that we can spend the rest of the money on fees.

Mr. OTHMAN: *(After meditating for a while)* What you said makes sense! We will postpone buying a car. I think if we buy a motorcycle as you suggested, we will also be able to pay our children's fees.

Mrs. OTHMAN: That's right my husband! We will buy a car next year while the children are attending to good schools and will have furnished our house.

Mr. OTHMAN: All right! So, we have agreed that this year we will buy a motorcycle and then next year God willing we will buy a car.

Mrs. OTHMAN: Yes, my husband, I think we should do that.

Mr. OTHMAN: Okay

## SKIT FOUR

### Wife shares idea, discusses with husband, and they make a joint final decision

*After three years of great success in cassava cultivation, Mrs. Nyamwala sees a need to expand their cassava cultivation. One evening she faces her husband, Mr. Nyamwala.*

Mrs. NYAMWALA: How was your day my husband!

Mr. NYAMWALA: Aah, I had a very difficult day today.

Mrs. NYAMWALA: Ooh, very sorry!

Mr. NYAMWALA: I was just finishing clearing that cassava field.

Mrs. NYAMWALA: That's kind of you! My husband, I have an idea.

Mr. NYAMWALA: What do you want to say again my wife? I want to sleep, I'm tired.

Mrs. NYAMWALA: Sorry my husband, but as you know, this is the third year since we started growing cassava and we are reaping lots of benefits.

Mr. NYAMWALA: Yes, so what!

Mrs. NYAMWALA: But I find this field is small. I wish we could increase the size of the farm.

Mr. NYAMWALA: That is a brilliant idea my wife!

Mrs. NYAMWALA: Thanks! I suggest we use that field in a nearby village. It will boost our production and we will get enough food and get more money.

Mr. NYAMWALA: I agree. We should consult the extension officer so that she can advise us on the varieties as well as good agronomic practices.

Mrs. NYAMWALA: Yes! It's important to see our village extension officer for more guidance. Will you see her?

Mr. NYAMWALA: Why not? I will do it the first thing tomorrow

Mrs. NYAMWALA: Thank you for accepting my idea. You men are very difficult to convince (*Jokingly*). I will go to inspect that field as you go to see the extension officer. Hopefully, we will have bumper harvest next year.

## SKIT FIVE

**(Wife shares idea, discusses with husband, and wife makes the final decision))**

*It has been five years since the people of Kazamoyo became involved in cassava farming. Cassava production benefits them greatly and some villagers decide to get involved in livestock keeping. On the way to the farm, Mrs. MASAPA shares something with her husband.*

Mrs. MASAPA: My husband!

Mr. MASAPA: Yes, my wife, what do you want to say?

Mrs. MASAPA: You know we have been farming all these years and made a lot of money. I was thinking we should start raising goats now. How do you feel about that, my dear?

Mr. MASAPA: I am sure you are aware that I don't like to get involved with the livestock. Your idea is good, but if you want to start that project be certain that you will be responsible of taking care of the goats, not me!

Mrs. MASAPA: Don't worry, I will take charge of the project dear. But if I may ask, are you afraid of animals or it is just a disgust?

Mr. MASAPA: Oh my gosh! Everyone has their own preferences. You go do some research and consult a vet officer then you will let me know how much it costs. I will support you with the start-up cost, including the cost of the shed.

Mrs. MASAPA: I have done some research on the costs and other requirements related to goat farming already.

Mr. MASAPA: Oooh, you had gone that far already

Mrs. MASAPA: Yes, my husband. I went to Mrs. Othman and found out they have many goats and shared with me the costs of how to start goat farming. Here is the breakdown.

Mr. MASAPA: Mh! So, you are this serious! Okay, tell me, what is your though now?

Mrs. MASAPA: I have decided we will raise the goats. The cost is not high as you have seen. So, I will manage them well and you will see the results.

*(Mrs. Masapa concludes the discussion by deciding to manage the entire project and her husband trusted her and supported her financially and with ideas).*

## SKIT SIX

### (Husband shares idea, discusses with wife, and wife makes the final decision)

*Mr. Kifaru is a beneficiary of cassava production. He started farming in the area four years ago, in Kazamoyo village. After harvesting and earning enough money, he decides to install solar panel on his house and one night shares the idea with his wife.*

Mr. KIFARU: My wife, I have something to share with you.

Mrs. KIFARU: Go ahead my husband, I am listening.

Mr. KIFARU: My wife, the farming has been beneficial to us.

Mrs. KIFARU: You are right my husband

Mr. KIFARU: In this season, we got very encouraging harvest.

Mrs. KIFARU: Exactly! We don't have shortage of food

Mr. KIFARU: Yeah, we have enough to eat, and we are also able to sell our surplus and earn some money

Mrs. KIFARU: Sure!

Mr. KIFARU: Now I have an idea.

Mrs. KIFARU: What is that idea my husband?

Mr. KIFARU: You see, we don't have electricity here. I have thought of selling some of our crops and purchase a new lantern. What do you think?

Mrs. KIFARU: Thank you for that idea my husband. It's a very good idea, and I support it. But instead of buying the lantern I suggest we for solar panels.

Mr. KIFARU: Thanks for your suggestion my wife. But solar panels are expensive compared to lanterns.

Mrs. KIFARU: I know, we can budget well what we have and manage to purchase the solar panels.

Mr. KIFARU: Okay, I give you time to think critically on whether we should buy the lantern or solar panel. Prepare all the plans and tomorrow, you will let me know of your final decision  
*(After one day Mrs. Kifaru decides that they should purchase the solar panel based on her analysis)*

## SKIT SEVEN

### (Husband shares idea with his wife before he makes the final decision)

*Mr. Kipwipwi and his family have been engaged in cassava cultivation for a long time even before cassava experts arrived in Kazamoyo village. Currently, he is not satisfied with the production of the crop despite the field being large.*

Mr. KIPWIPWI: *(Leaning down, thinking deeply)* All this big field I harvest only a handful, why should we waste our energy on this big farm? I think something must change.

*(Mr. Kipwipwi shares his thoughts with his wife)*

Mr. Kipwipwi: My wife

Mrs. KIPWIPWI: Yes, my husband.

Mr. KIPWIPWI: Our cassava harvest is not proportional to the size of the farm. I have made up my mind that next season we will grow cassava on two acres only instead of the five

Mrs. KIPWIPWI: Okay

Mr. KIPWIPWI: So, we will use the remaining 3 acres for other crops like beans and maize

Mrs. KIPWIPWI: Okay

*(Mr. Kipwipwi decides to reduce the size of cassava farm).*

## Annex 5: Quantitative Survey Instrument

### INSTRUCTIONS

For the joint interview you will be interviewing the couple for module A through K and interviewing only the wife for module L.

For the joint + separate interview you will be interviewing the couple for module A through I, and then interview each spouse separately. You will be interviewing the husband separately for module J and K and the wife separately for module J and K and module L.

JOINT INTERVIEW	Who?
A. Introduction/Household Identification B. Member Roster C. Housing Characteristics D. Access to Productive Assets E. Group Membership F. Access to Credit & Finance G. Food Insecurity Experience Scale (FIES) H. Cassave Production & Processing I. Access to Extension Services J. Who Makes Decisions Within the Household, How, and Why K. Participation in Activities Related to the Decision-Making Questions	Couple
L. Minimum Dietary Diversity	Wife only

JOINT + SEPARATE INTERVIEW	Who?
A. Introduction/Household Identification B. Member Roster C. Housing Characteristics D. Access to Productive Assets E. Group Membership F. Access to Credit & Finance G. Food Insecurity Experience Scale (FIES) H. Cassave Production & Processing I. Access to Extension Services	Couple
J. Who Makes Decisions Within the Household, How, and Why K. Participation in Activities Related to the Decision Making Questions	Each spouse separately
L. Minimum Dietary Diversity	Wife only

**SECTION A: INTRODUCTION**

1. REGION:..... 2. DISTRICT:..... 3. WARD:.....  
 4. PLACE/VILLAGE NAME:..... 5. HOUSEHOLD ID (FROM LIST):.....  
 6. NAME OF HOUSEHOLD HEAD:.....  
 7. ENUMERATOR NAME/CODE:.....   
 8. SUPERVISOR NAME/CODE:.....

INTERVIEW DATE AND TIME:

	DATE	START		END	
Attempt 1					
Attempt 2					
Attempt 3					

INTERVIEW FILTERS

9. Is it possible to start the interview? NO...1  
 YES...2 ► Q11

10. Reason why the household cannot be interviewed.

- REFUSED.....1  
 NO COMPETENT RESPONDENT AT TIME OF THE VISIT.....2  
 NONE AT HOME FOR AN EXTENDED AMOUNT OF TIME.....3  
 HOUSEHOLD MOVED TO ANOTHER VILLAGE/TOWN/DISTRICT....4  
 HOUSEHOLD MOVED TO A DIFFERENT COUNTRY.....5  
 HOUSEHOLD MOVED TO UNKNOWN LOCATION.....6  
 HOUSEHOLD NOT FOUND.....7  
 DWELLING DESTROYED.....8  
 OTHER (SPECIFY).....9

► **END OF INTERVIEW**

11. Were you or any member of your household involved in the cultivation and processing of cassava during the 2020/2021 season? NO...1 ► END OF INTERVIEW  
 YES..2

12. Do you or any member of the household intend to cultivate and process cassava in the next agricultural season? NO...1  
 YES..2

13. Which type of interview is being conducted?

Joint

Joint + Separate

## SECTION B: HOUSEHOLD ROSTER

IN ORDER TO MAKE A COMPREHENSIVE LIST OF INDIVIDUALS CONNECTED TO THE HOUSEHOLD, USE THE FOLLOWING PROBE QUESTIONS:

First, give me the names of all the members of your immediate family who normally live and eat their meals together here.

**ENUMERATOR:** WRITE DOWN NAMES, SEX, AND RELATIONSHIP TO HH HEAD. LIST HOUSEHOLD HEAD ON LINE 1.

Then, give me the names of any other persons related to you or other household members who normally live and eat their meals together here.

Are there any other persons not here now who normally live and eat their meals here? For example, household members studying elsewhere or traveling.

Then, give me the names of any other persons not related to you or other household members, but who normally live and eat their meals together here, such as servants, lodgers, or other who are not relatives.

DO NOT LIST SERVANTS WHO HAVE A HOUSEHOLD ELSEWHERE, AND GUESTS WHO ARE VISITING TEMPORARILY AND HAVE A HOUSEHOLD ELSEWHERE. DO NOT LIST THOSE WHO LEFT THE HOUSEHOLD MORE THAN 3 MONTHS AGO.

0.		1.	2.	3.	4.	5.	6.	7.
How many households members who normally live and eat their meals together here?	ID CODE	NAME  MAKE A COMPLETE LIST OF ALL INDIVIDUALS (TOTAL HOUSEHOLD MEMBERS) WHO <u>NORMALLY LIVE AND EAT THEIR MEALS TOGETHER IN THIS HOUSEHOLD,</u> STARTING WITH THE HEAD OF HOUSEHOLD.  (CONFIRM THAT HOUSEHOLD HEAD HERE IS SAME AS HOUSEHOLD HEAD LISTED ON COVER.)	What is the sex of [NAME]?	What is [NAME]'s relationship to the head of household?	How old is [NAME]?	If less than five years, when is [NAME]'s birthdate?	What is [NAME]'s present marital status?	Is the spouse / partner of [NAME] living in the household? If so, write the ID Code of the spouse.
			MALE...1 FEMALE..2	HEAD.....1 WIFE/HUSBAND.....2 CHILD/ADOPTED CHILD.....3 GRANDCHILD.....4 NIECE/NEPHEW.....5 FATHER/MOTHER.....6 SISTER/BROTHER.....7 SON/DAUGHTER-IN-LAW.....8 BROTHER/SISTER-IN-LAW.....9 GRANDFATHER/MOTHER.....10 FATHER/MOTHER-IN-LAW.....11 OTHER RELATIVE.....12 SERVANT OR SERVANT'S RELATIVE.....13 LODGER/LODGER'S RELATIVE.....14 OTHER NON-RELATIVE.....15 OTHER (SPECIFY).....16	IF 5 YEARS OR OLDER, GIVE YEARS ONLY. ► Q6  IF LESS THAN 5 YEARS IN AGE, GIVE YEARS ONLY. ► Q5		MONOGAMOUS MARRIED.....1 MONOGAMOUS NON-FORMAL UNION.....2 POLYGAMOUS MARRIED.....3 POLYGAMOUS NON-FORMAL UNION.....4 SEPARATED.....5 ► Q8 DIVORCED.....6 ► Q8 WIDOWED.....7 ► Q8 NEVER MARRIED.....8 ► Q8	



	8.	9.	10.	11.	12.	13.	14.	15.	16.	17.
<b>ID CODE</b>	ENUMERATOR: IS THIS PERSON 18 YEARS OLD OR OLDER?	Is the father of [NAME] living in the household? If so, write the ID Code of the father.	Is the mother of [NAME] living in the household? If so, write the ID Code of the mother.	ENUMERATOR: IS THIS PERSON 5 YEARS OLD OR OLDER?	Can [NAME] read and write in any language?	What is the highest educational level [NAME] has completed?	ENUMERATOR: IS THIS PERSON BETWEEN 6 AND 18 YEARS OLD?	Is [NAME] currently attending school or, if school is not now in session, did he/she attend school in the session just completed?	ENUMERATOR: IS THIS PERSON 15 YEARS OLD OR OLDER?	What is [NAME]'s primary occupation?
	NO...1 YES..2 ►Q11			NO...1 ►NEXT PERSON YES..2	NO...1 YES..2	NO SCHOOL.....1 SOME PRIMARY.....2 COMPLETED PRIMARY.....3 SOME SECONDARY.....4 COMPLETED SECONDARY...5 MORE THAN SECONDARY...6 DON'T KNOW.....98	NO...1 ►Q16 YES..2	NO...1 YES..2	NO...1 ►NEXT PERSON YES..2	NONE.....0 FARMING.....1 SALARIED EMPLOYMENT OFF-FARM...2 SALARIED EMPLOYMENT ON-FARM...3 CASUAL LABOR ON FARM.....4 CASUAL LABOR OFF- FARM.....5 SELF-EMPLOYED OFF- FARM.....6 HOUSEKEEPING .....7 STUDENT.....8 FISHING.....9 OTHER (SPECIFY).....10

## SECTION C: HOUSING CHARACTERISTICS

1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
ENUMERATOR: What is the main building material used for the walls of the main dwelling?	ENUMERATOR: What is the main building material used for the roof of the main dwelling?	ENUMERATOR: What is the main building material used for the floor of the main dwelling?	How many rooms are there in this dwelling?	How does the household dispose of its garbage?	What kind of toilet facility do members of your household generally use?	What is the main fuel used for cooking?	What is the main fuel used for lighting?	What is the household's main source of drinking water?	Is this same source used for general purposes, such as cooking and handwashing?	What is the main source of water used by your household for general purposes, such as cooking and handwashing?
POLES (INCL. BAMBOO), BRANCHES, GRASS.....1 POLES & MUD/MUD & STONES...2 MUD ONLY.....3 MUD BRICKS...4 BAKED/BURN T BRICKS.....5 CONCRETE, CEMENT, STONES....6 OTHER (SPECIFY)..7	GRASS, LEAVES, BAMBOO.....1 MUD AND GRASS.....2 CONCRETE, CEMENT...3 METAL SHEETS (GCI).....4 ASBESTOS SHEETS.....5 TILES.....6 OTHER (SPECIFY)..7	EARTH.....1 CONCRETE, CEMENT...2 TILES.....3 TIMBER....4 OTHER (SPECIFY)..5	DO NOT COUNT HALLWAYS, BATHROOMS, TOILETS, STOREROOMS, OR GARAGE  <i>DO NOT COUNT HALLWAYS, BATHROOMS, TOILETS, STOREROOMS, OR GARAGE</i>  <b>ROOMS</b>	COLLECTED BY GOV/MUNICIPALITY ...1 COLLECTED BY PRIVATE COMPANY.....2 TAKEN TO GOV/ MUNICIPAL BIN...3 BURIED IN COMPOUND...4 BURNT IN COMPOUND...5 HEAPED IN COMPOUND...6 BURIED ELSEWHERE....7 BURNT ELSEWHERE....8 HEAPED ELSEWHERE....9 OTHER (SPECIFY).....10	NO TOILET.....1 PIT LATRINE WITHOUT SLAB/OPEN PIT.....2 T LATRINE WITH SLAB (NOT WASHABLE) ...3 PIT LATRINE WITH SLAB (WASHABLE) ...4 VIP.....5 POUR FLUSH.....6 FLUSH TOILET.....7 ECOSAN...8 OTHER (SPECIFY)..9	FIREWOOD...1 PARAFFIN....2 ELECTRICITY..3 GAS .....4 CHARCOAL.....5 ANIMAL RESIDUAL...6 GAS (BIOGAS).....7 OTHER (SPECIFY)...8	ELECTRICITY...1 SOLAR.....2 GAS.....3 GAS(BIOGAS).....4 LAMP OIL.....5 CANDLE.....6 FIREWOOD.....7 PRIVATE GENERATOR...8 TORCH.....9 OTHER (SPECIFY)...10	PIPED WATER.....1 TUBEWELL/BOREHOLE...2 PROTECTED DUG WELL....3 UNPROTECTED DUGWELL...4 PROTECTED SPRING.....5 UNPROTECTED SPRING.....6 RAINWATER COLLECTION...7 BOTTLED WATER.....8 CART WITH SMALL TANK/DRUM.....9 TANKER-TRUCK.....10 SURFACE WATER.....11 RIVER.....12 LAKE.....13 OTHER (SPECIFY).....14	NO...1 YES...2 ▶ NEXT MODULE	PIPED WATER.....1 TUBEWELL/BOREHOLE...2 PROTECTED DUG WELL....3 UNPROTECTED DUGWELL...4 PROTECTED SPRING.....5 UNPROTECTED SPRING.....6 RAINWATER COLLECTION...7 BOTTLED WATER.....8 CART WITH SMALL TANK/DRUM.....9 TANKER-TRUCK.....10 SURFACE WATER.....11 RIVER.....12 LAKE.....13 OTHER (SPECIFY).....14

**SECTION D: ACCESS TO PRODUCTIVE ASSETS**

ITEM		1. Do you or any member of your household have any [ASSET]?
<b>A</b>	Hand hoe	NO.....1 YES.....2
<b>B</b>	Machete	
<b>C</b>	Spray machine	
<b>D</b>	Plough	
<b>E</b>	Motorized Weeder	
<b>F</b>	Pump (diesel)	
<b>G</b>	Treadle pump	
<b>H</b>	Watering can	
<b>I</b>	Mobile phone	
<b>J</b>	Tent (for shade)	
<b>K</b>	Bicycle	
<b>L</b>	Motorcycle	
<b>M</b>	Bajaj/Tricycle	
<b>N</b>	Truck/Car	
<b>O</b>	Radio	
<b>P</b>	Cooking pot	
<b>Q</b>	Blender	
<b>R</b>	Refrigerator	
<b>S</b>	Television	
<b>T</b>	Sofa	
<b>U</b>	Matress	
<b>V</b>	Bajaji/tricycle	
<b>W</b>	Rice cooker	
<b>X</b>	Hot pot	

## SECTION E: GROUP MEMBERSHIP

GROUP		1. Are you or any member of your household an active member of [GROUP]?	2. Who in your household is an active member of [GROUP]?		
			ID	ID	ID
<b>A</b>	Agricultural / livestock / fisheries producer or marketing group	NO...1 ► NEXT GROUP YES...2			
<b>B</b>	Water users' group				
<b>C</b>	Forest users' group				
<b>D</b>	Credit or microfinance group (including SACCOs / merry-go-rounds / VSLAs/VICOBA)				
<b>E</b>	Mutual help or insurance group (including burial societies)				
<b>F</b>	Non-agricultural trade and business association group				
<b>G</b>	Civic group (improving community) or charitable group (helping others)				
<b>H</b>	Religious group				
<b>I</b>	Other (specify)				

## SECTION F: ACCESS TO CREDIT AND FINANCE

1.	2.			3.	4.			5.	6.			7.	8.			9.	10.		
During the last 12 months did you or any member of your household borrow money from someone outside the household or from an institution?	Who in your household borrowed money from someone outside the household or from an institution?			During the last 12 months, did you or any member of your household try to borrow money from someone outside the household or from an institution and was turned down?	Who in your household tried to borrow money from someone outside the household or from an institution and was turned down?			During the last 12 months, did you or any member of your household save or set aside any money by using an account at a bank, a credit union, savings and credit co-operative, or another type of formal financial institution?	Who in your household saved or set aside any money by using an account at a bank, a credit union, savings and credit co-operative, or another type of formal financial institution?			During the last 12 months, did you or any member of your household save or set aside any money by using an informal savings club (e.g., VICOBA), or a person outside the family?	Who in your household saved or set aside any money by using an informal savings club (e.g., VICOBA), or a person outside the family?			Do you or any member of your household have a mobile money account (e.g., M-Pesa, Tigo Pesa, Airtel Money, or Halopesa)?	Who in your household has a mobile money account?		
NO...1 ► Q3 YES..2	ID	ID	ID	NO...1 ► Q5 YES..2	ID	ID	ID	NO...1 ► Q7 YES..2	ID	ID	ID	NO...1 ► Q9 YES..2	ID	ID	ID	NO...1 ► NEXT MODULE YES..2	ID	ID	ID

**SECTION G: FOOD INSECURITY EXPERIENCE SCALE**

1.	2.	3.	4.	5.	6.	7.	8.	9.
During the past 30 days, was there a time when you or others in your household worried about not having enough food to eat because of a lack of money or other resources?	During the past 30 days, was there a time when you or others in your household were unable to eat healthy and nutritious food because of a lack of money or other resources?	During the past 30 days, was there a time when you or others in your household ate only a few kinds of foods because of a lack of money or other resources?	During the past 30 days, was there a time when you or others in your household had to skip a meal because there was not enough money or other resources to get food?	During the past 30 days, was there a time when you or others in your household ate less than you thought you should because of a lack of money or other resources?	During the past 30 days, was there a time when your household ran out of food because of a lack of money or other resources?	During the past 30 days, was there a time when you or others in your household were hungry but did not eat because there was not enough money or other resources for food?	During the past 30 days, was there a time when you or others in your household went without eating for a whole day because of a lack of money or other resources?	During the past 30 days, was there a time when you or others in your household did not have sufficient quantities of drinking water when needed?
NO.....1 YES.....2 DON'T KNOW...98 REFUSED.....99	NO.....1 YES.....2 DON'T KNOW...98 REFUSED.....99	NO.....1 YES.....2 DON'T KNOW...98 REFUSED.....99	NO.....1 YES.....2 DON'T KNOW...98 REFUSED.....99	NO.....1 YES.....2 DON'T KNOW...98 REFUSED.....99	NO.....1 YES.....2 DON'T KNOW...98 REFUSED.....99	NO.....1 YES.....2 DON'T KNOW...98 REFUSED.....99	NO.....1 YES.....2 DON'T KNOW...98 REFUSED.....99	NO.....1 YES.....2 DON'T KNOW...98 REFUSED.....99

**SECTION H: CASSAVA PRODUCTION AND PROCESSING**

0.		1.	2.	3.	4.	5.	6.	7.	8.			
How many cassava plots did your household cultivate during the 2020/2021 season?	<b>ID CODE</b>	What is the name of this [X] plot?  <i>LIST ALL PLOT NAMES (e.g., MAIN PLOT, PLOT 2, etc.)</i>	Is this plot [X] your main plot?	Who owns [X] plot?	What is the total size of [X] plot (in acres)?	Which was the main variety, local or improved, that was planted on [X] plot during the 2020/2021 season?  <i>IF THEY SAY "BOTH" THEN ASK WHICH VARIETY THEY PLANTED ON THE BIGGEST PORTION OF THE PLOT</i>	If local what was the main local cassava variety that was planted on the [X] plot during the 2020/2021 season?	If improved what was the main improved cassava variety that was planted on the [X] plot during the 2020/2021 season?	How much fresh cassava roots in total did your household harvest (in KG) from [X] plot during the 2020/2021 season?			
			Yes..1 No...2	<b>ENTER UP TO THREE (3) MEMBER IDs</b>  OTHER CODES: NON-HH MEMBER..94		LOCAL VARIETY.....1 IMPROVED VARIETY.....2	INDICATE VARIETY.....► Q8					
<b># Of Plots</b>	<b>#</b>	<b>Plot Name</b>	<b>Plot Name</b>	<b>ID</b>	<b>ID</b>	<b>ID</b>	<b>ACRES</b>	<b>VARIETY TYPE</b>	<b>VARIETY</b>	<b>VARIETY</b>	<b>QTY</b>	<b>UNIT</b>

9.	10.	11.	12.	13.	14.	15.	16.	17.	18.	19.
How long does it typically take you to travel from [X] plot to your main source of cassava cuttings using the form of transportation you most often use?	Did you or any member of your household use any agrochemical inputs (e.g., fertilizer/pesticide) for cassava production on [X] plot during the 2020/2021 season?	How long does it typically take you to travel from [X] plot to your main source of agrochemical inputs using the form of transportation you most often use?	<b>[GIVE RESPONDENT 10 BEANS]</b>  Assume these 10 beans constitute your total cassava harvest from [X] plot during the 2020/2021 season.  How many beans represent the fresh cassava roots your household sold or gave away/shared from your total harvest?	This means that [remaining number of beans/10] represents the total cassava harvest that your household processed from [X] plot during the 2020/2021 season.  Is this correct?	So let us assume again these 10 beans represent the total amount of cassava you processed from [X] plot.  How many beans represent the processed cassava that was sold?	This means that [remaining number of beans/10] represents the total processed cassava that was consumed as food (e.g., boiled, fried, cassava flour) or given away/shared from [X] plot during the 2020/2021 season.  Is this correct?	<b>SKIP IF Q12 = 0 ► Q18</b>  What was the total value of all fresh cassava root sales from [X] plot during the 2020/2021 season?  <i>ESTIMATE THE VALUE OF IN-KIND PAYMENTS</i>	Where did your household mainly trade/sell/market fresh cassava roots from [X] plot during the 2020/2021 season?	<b>SKIP IF Q14 = 0 ► NEXT MODULE</b>  What was the total value of all processed cassava sales from [X] plot during the 2020/2021 season?  <i>ESTIMATE THE VALUE OF IN-KIND PAYMENTS</i>	Where did your household mainly trade/sell/market processed cassava [X] plot during the 2020/2021 season?
	NO...1 ► Q12 YES..2			If NO... ► <b>REDO Q12</b>  If YES... <b>ENTER # OF REMAINING BEANS</b>		If NO... ► <b>REDO Q14</b>  If YES... <b>ENTER # OF REMAINING BEANS</b>	<i>IF GAVE AWAY/SHARED, INDICATE "O".... ► Q18</i>	FARM GATE.....1 LOCAL MARKET...2 DISTANT MARKET (WITHIN DISTRICT)...3 DISTANT MARKET (OUTSIDE DISTRICT)...4		FARM GATE.....1 LOCAL MARKET.....2 DISTANT MARKET (WITHIN DISTRICT)...3 DISTANT MARKET (OUTSIDE DISTRICT)..4
<b>MIN</b>	<b>CODE</b>	<b>MIN</b>	<b># OF BEANS</b>	<b># OF BEANS</b>	<b># OF BEANS</b>	<b># OF BEANS</b>	<b>TZS</b>	<b>CODE</b>	<b>TZS</b>	<b>CODE</b>



**SECTION I: ACCESS TO EXTENSION SERVICES**

		1.	2.			3.	4
		During the last 12 months, did you or anyone in your household receive any advice or training related to [TOPIC]?	Who in your household received advice or training related to [TOPIC]?			What was the source(s) of the advice or training related to [TOPIC]?	Did your household act upon or implement the advice/training related to [TOPIC]?
<b>TOPIC</b>			ID	ID	ID		
<b>A</b>	Cassava production activities	NO...1 ►NEXT ROW YES..2				GOVERNMENT EXTENSION...1 NGO.....2 COOPERATIVE/FARMER'S ASSOCIATION.....3 LARGE-SCALE FARMER.....4 RADIO/TELEVISION.....5 PUBLICATION.....6 NEIGHBOR.....7 VBA.....8 AGRICULTURAL SHOW.....9 MOBILE PHONE APP.....10	NO...1 YES..2
<b>B</b>	Post-harvest processing of cassava, such as drying, making flour, packaging, fermentation						
<b>C</b>	Cassava sales/trading activities						

## SECTION J: WHO MAKES DECISIONS WITHIN THE HOUSEHOLD, HOW, AND WHY

Questions 1 - 9 should be asked about each of the following 8 topics:

Production - (1) which variety to plant in your main cassava plot; (2) Which area of land should be devoted to the main cassava production; (3) when to harvest cassava from your main plot

Processing - (4) how to process the cassava from your main plot

Trading - (5) where to sell cassava from your main plot; (6) how much cassava to sell from your main plot

Expenditure - (7) building/refurbishing a house; (8) paying school fees

SKIP DECISION TOPIC J4 IF H13 = 0 &... ► NEXT TOPIC

SKIP DECISION TOPIC J5 AND J6 IF H12 = 0 & H14 = 0... ► NEXT TOPIC

1.
ENUMERATOR: For topics 1-8, ask each in the following manner: (1) Who in your household generally makes the final decisions about which variety to plant in your main cassava plot? (2) Who in your household generally makes the final decisions about which area of land should be devoted to the main cassava production? (3) Who in your household generally makes the final decisions about when to harvest cassava from your main plot? (4) Who in your household generally makes the final decisions about how to process the cassava from your main plot? (5) Who in your household generally makes the final decisions about where to sell cassava from your main plot? (6) Who in your household generally makes the final decisions about how much cassava to sell from your main plot? (7) Who in your household generally makes the final decisions about building/refurbishing a house? (8) Who in your household generally makes the final decisions about paying school fees?
HUSBAND ONLY.....1 WIFE ONLY.....2 JOINTLY.....3 OTHER HOUSEHOLD MEMBER ONLY (SPECIFY MEMBER ID).....4 ► NEXT TOPIC HUSBAND & OTHER HOUSEHOLD MEMBER JOINTLY (SPECIFY MEMBER ID).....5 ► NEXT TOPIC WIFE & OTHER HOUSEHOLD MEMBER JOINTLY (SPECIFY MEMBER ID).....6 ► NEXT TOPIC NON-HOUSEHOLD MEMBER ONLY.....7 ► NEXT TOPIC HUSBAND & NON-HOUSEHOLD MEMBER JOINTLY...8 ► NEXT TOPIC WIFE & NON-HOUSEHOLD MEMBER JOINTLY.....9 ► NEXT TOPIC NOT APPLICABLE / NO DECISION MADE....99 ► NEXT TOPIC

<p>Now we will read some stories about how couples make a decision on this topic.</p> <p>We will also show you pictures that illustrate how couples make a decision on this topic.</p> <p>After hearing these stories and looking at the pictures, we will ask you which couple is the most similar in how you make decisions.</p>	<p>2.</p> <p>Among the couples that you resemble, which is the MOST similar to your couple?</p>	<p>3.</p> <p><b>SKIP IF Q1 = REPORTED MORE THAN ONE RESPONDENT ► Q4</b></p> <p>What is the MOST important reason why [YOU/YOUR HUSBAND/YOUR WIFE] generally make the final decisions about [X]?</p> <p><b>MULTIPLE RESPONSES ALLOWED</b></p>	<p>4.</p> <p><b>SKIP IF Q1 = REPORTED ONLY ONE RESPONDENT ► Q5</b></p> <p>What is the MOST important reason why you and your husband/wife make the final decisions about [X] jointly together?</p> <p><b>MULTIPLE RESPONSES ALLOWED</b></p>		
<p><b>THE SPECIFIC VIGNETTES TO BE READ SHOULD BE DETERMINED BY THE CONDITIONS BELOW (BASED ON RESPONSE TO Q1).</b></p> <p>HUSBAND ONLY REPORTED IN Q1 ► VIGNETTES A/B/G  WIFE ONLY REPORTED IN Q1 ► VIGNETTES E/F  BOTH HUSBAND AND WIFE REPORTED IN Q1 ► VIGNETTES C/D</p>	<p>VIGNETTE A...1  VIGNETTE B...2  VIGNETTE C...3 ► Q4  VIGNETTE D...4 ► Q4  VIGNETTE E...5  VIGNETTE F...6  VIGNETTE G...7</p>	<p>[PERSON] contributes the most resources, income, or labor to [x].....1  [PERSON] is the head of household.....2  [PERSON] introduced the idea.....3  [PERSON] makes decisions about this and I make decisions about other things .....4  [PERSON] is the most knowledgeable about this activity.....5  Other(specify) ...6</p>	<p>We both agree/support the decision.....1  We both contribute resources, income, or labor to this activity.....2  We make all decisions about [x] together.....3  Other(specify) .....4</p>		
	<p><b>DESCRIPTION</b></p>	<p><b>VIGNETTE</b></p>			
<p><b>A</b></p>	<p><b>Husband shares idea, discusses with wife, and husband makes the final decision</b></p>	<p>The husband realizes something needs to happen or a decision needs to be made regarding [X] decision topic. The husband shares his idea with his wife and they discuss jointly about the idea. After discussing, the wife confirms she is supportive of the idea and/or suggests an alternative option that the husband considers before he makes the final decision.</p>			
<p><b>B</b></p>	<p><b>Wife shares idea, discusses with husband, and the husband makes the final decision</b></p>	<p>The wife realizes something needs to happen or a decision needs to be made regarding [X] decision topic. The wife shares her idea with her husband and they discuss jointly about the idea. After discussing, the husband confirms he is supportive of the idea and/or</p>			

		alternative options from either the husband or wife are considered before the husband makes the final decision.			
<b>C</b>	<b>Husband shares idea, discusses with wife, and they make a joint final decision</b>	The husband realizes something needs to happen or a decision needs to be made regarding [X] decision topic. The husband shares his idea with his wife and they discuss jointly about the idea. After discussing, the wife confirms she is supportive of the idea and/or suggests an alternative option that the husband considers before the husband and wife make a joint final decision.			
<b>D</b>	<b>Wife shares idea, discusses with husband, and they make a joint final decision</b>	The wife realizes something needs to happen or a decision needs to be made regarding [X] decision topic. The wife shares her idea with her husband and they discuss jointly about the idea. After discussing, the husband confirms he is supportive of the idea and/or suggests an alternative option that the wife considers before the wife and husband make a joint final decision.			
<b>E</b>	<b>Wife shares idea, discusses with husband, and wife makes the final decision</b>	The wife realizes something needs to happen or a decision needs to be made regarding [X] decision topic. The wife shares her idea with her husband and they discuss jointly about the idea. After discussing, the husband confirms he is supportive of the idea and/or the wife considers an alternative option from her husband before she makes the final decision.			
<b>F</b>	<b>Husband shares idea, discusses with wife, and wife makes the final decision</b>	The husband realizes something needs to happen or a decision needs to be made regarding [X] decision topic. The husband shares his idea with his wife and they discuss jointly about the idea. After discussing, the wife confirms she is supportive of the idea and/or suggests an alternative option that the husband considers before the wife makes the final decision.			
<b>G</b>	<b>Husband shares idea with his wife before he makes the final decision</b>	The husband realizes something needs to happen or a decision needs to be made regarding [X] decision topic. After sharing his idea with his wife, he makes the final decision.			

5.	6.	7.	8.	9.
How frequently do you generally disagree with your husband/wife on decisions about [X]?	How frequently do you generally consult people other than your spouse/partner before final decisions are made about [X]?	How frequently do you generally inform people other than your spouse/partner after final decisions are made about [X]?	How frequently do you generally monitor the outcome(s) from your household's decisions about [X]?	How satisfied are you, in general, with the overall outcome(s) from your household's decisions about [X]?
Never.....1 Sometimes...2 Always.....3	Never.....1 Sometimes...2 Always.....3	Never.....1 Sometimes...2 Always.....3	Never.....1 Sometimes...2 Always.....3	Not at all satisfied...1 Somewhat satisfied...2 Completely satisfied...3

## SECTION K: PARTICIPATION IN ACTIVITIES RELATED TO DECISION-MAKING QUESTIONS

Production - (1) which variety to plant in your main cassava plot; (2) Which area of land should be devoted to the main cassava production; (3) when to harvest cassava from your main plot

Processing - (4) how to process the cassava from your main plot

Trading - (5) where to sell cassava from your main plot or how much cassava to sell from your main plot

Expenditure - (6) building/refurbishing a house; (7) paying school fees

1.	2.	3.	4.	5.	6.	7.
<p>During the 2020/2021 season, who did any work to obtain the cassava variety grown by your household?</p> <p><b>MULTIPLE IDs ALLOWED</b></p>	<p>During the 2020/2021 season, who did any work preparing the plot/field on which your household grew cassava?</p> <p><b>MULTIPLE IDs ALLOWED</b></p>	<p>During the 2020/2021 season, who did any work harvesting the cassava?</p> <p><b>MULTIPLE IDs ALLOWED</b></p>	<p><b>SKIP ACTIVITY TOPIC K4 IF H13 = 0... ► K5</b></p> <p>During the 2020/2021 season, who did any work processing cassava into different products?</p> <p><b>MULTIPLE IDs ALLOWED</b></p>	<p><b>SKIP ACTIVITY TOPIC K5 IF H12 = 0 &amp; H14 = 0... ► K6</b></p> <p>During the 2020/2021 season, who did any work trading or marketing cassava products?</p> <p><b>MULTIPLE IDs ALLOWED</b></p>	<p><b>SKIP ACTIVITY TOPIC K6 IF DECISION TOPIC J7 = "NOT APPLICABLE"... ► K7</b></p> <p>During the 2020/2021 season, who did any work when building or refurbishing your house?</p> <p><b>MULTIPLE IDs ALLOWED</b></p>	<p><b>SKIP ACTIVITY TOPIC K7 IF DECISION TOPIC J8 = "NOT APPLICABLE"... ► NEXT MODULE</b></p> <p>During the 2020/2021 season, who did any work to raise income to pay school fees for your child(ren)?</p> <p><b>MULTIPLE IDs ALLOWED</b></p>
<b>ID</b>	<b>ID</b>	<b>ID</b>	<b>ID</b>	<b>ID</b>	<b>ID</b>	<b>ID</b>

## SECTION L: MINIMUM DIETARY DIVERSITY

<p><b>READ:</b> Now I'd like to ask you about foods and drinks that you ate or drank <u>yesterday</u> during the day or night, whether you ate it at home or anywhere else.</p> <p>I am interested in whether you had the food items I will mention even if they were combined with other foods. For example, if you had a soup made with carrots, potatoes and meat, you should reply "yes" for each of these ingredients when I read you the list. However, if you consumed only the broth of a soup, but not the meat or vegetable, do not say "yes" for the meat or vegetable.</p> <p>As I ask you about foods and drinks, please think of foods and drinks you had as snacks or small meals as well as during any main meals. Please also remember foods you may have eaten while preparing meals or preparing food for others. Please do not include any food used in a small amount for seasoning or condiments (like chillies, spices, herbs or fish powder).</p>			<p>Yesterday during the day or at night, did you eat or drink any...?</p> <p>NO....1 YES...2</p>
CODE	FOOD CATEGORIES	EXAMPLES	
A	Foods made from grains, like:	Porridge, bread, rice, pasta/noodles or other foods made from grains	
B	Vegetables or roots that are orange coloured inside, like:	Pumpkin, carrots, squash or sweet potatoes that are yellow or orange inside	
C	White roots and tubers or plantains, such as:	White potatoes, white yams, manioc/cassava/yucca, cocoyam, taro or any other foods made from white-fleshed roots or tubers, or plantains	
D	Dark green leafy vegetables, such as:	Chinese cabbage, Amaranthas leaf, ipomea leaf, Ethiopian mustard leaf ( <i>sukuma wiki</i> ), nightshade leaf, cassava leaf, cowpea leaf, squash leaf, spiderflower leaf, bitter lettuce ( <i>mchungu</i> ), Jute mallow ( <i>mlenda</i> )	
E	Fruits that are dark yellow or orange inside, like:	Ripe mango, ripe papaya	
F	Other fruits	Orange, tangerine, ripe banana, pineapple, watermelon, apple, cucumber, guava, custard-apple ( <i>topetope</i> )	
G	Other vegetables	Okra ( <i>lady's finger</i> ), egg plant ( <i>bilanganya</i> ), African eggplant ( <i>ngogwe/nyanya chungu</i> ), cabbage,	
H	Meat made from animal organs, such as:	Liver, kidney, heart or other organ meats or blood-based foods, including from wild game	
I	Other types of meat or poultry, like:	Beef, pork, lamb, goat, rabbit, wild game meat, chicken, duck, other birds	
J	Eggs	Eggs from poultry or any other bird	
K	Fish or seafood, whether fresh or dried	Fresh or dried fish, shellfish or seafood	
L	Beans or peas, such as:	Mature beans or peas (fresh or dried seed), lentils or bean/pea products, including hummus, tofu and tempeh	
M	Nuts or seeds, like:	Any tree nut, groundnut/peanut, or certain seeds or nut/seed "butters" or pastes	
N	Milk or milk products, such as:	Milk, cheese, yoghurt or other milk products, but NOT including butter, ice cream, cream or sour cream	