# ACIAR: Home interview themes and methodology

## Thoughts and ‘to do’

* Draw together all facets of research project:
	+ Quantitative survey themes;
	+ Village leader interview themes;
	+ Cassava knowledge exchange themes;
	+ Village-scale gender sub-project.

1: Quantitative survey

2: Village leader interview: basic survey of the village characteristics

## Village description

* What commune and Province?
* Where is the village relative to nearby big cities, to the border crossing?
	+ In kilometres?
	+ In the time it takes to travel?
* How big (i.e., area in ha) is the village?
* What is the present village population?
	+ How many males/females?
	+ Are there older population data? (i.e., do we know what the population was at some point in the past?)
		- How many households are in the village?

## Village Leadership Structure

* The village leader is?
	+ Age?
	+ Gender?
	+ Occupation?
	+ Background?
* Who else is part of the village leadership?
	+ Position?
	+ Age?
	+ Gender?
	+ Occupation?
	+ Background?

## Language and Culture

* What is the primary language spoken in the village?
	+ What other languages do the villagers know/speak and with who?
* Is the village religious?
	+ Which religion?
	+ How regularly do they practice their faith?
* Are there minority groups in the village?
	+ Who and how many?

## Weather and climate

* Is there any data on the weather and climate for the village?
* What are the typical seasons in the village?
* Has the village recently experienced a flood or drought?
	+ When, for how long?
	+ What was the long-term impact?
	+ Other information about any recent disasters.

## Household characteristics

* What is the typical family size?
	+ How many children do most families have today?
	+ How many children did families tend to have 10 years ago?
* How long have most people lived in the village?
	+ To where do most people trace their ‘origins’?

## Education

* Is there a school in the village? How many?
	+ How many students attend the school?
	+ Does the school know how many school-aged students from the area do not attend the school?
	+ What is the typical/average level of completion for students at the school?
		- For girls?
		- For boys?
* Do children attend secondary school?
	+ Where?
* What are the rates of literacy in the village?
	+ For women/girls?
	+ For men/boys?

## Economics and Farming

* What is the present day-labourer wage?
	+ What was the wage last year?
* What is the primary occupation of village…
	+ Women?
	+ Men?
* What is the typical way that people supplement their income?
	+ Women?
	+ Men?
* Do villagers work ‘off farm’?
	+ Where?
	+ Doing what?
* What is the average annual income for a…
	+ Female villager?
	+ Male villager?

* What do most of the farmers currently produce?
	+ Where do they sell their products?
	+ To who do they sell their products?
* What price have cassava farmers received for their crops this year?
	+ Are yields for the village rising, sinking, flat?
* Are cassava farmers shifting to other crops?
	+ What crops and why?
* Is inter-cropping becoming more popular?
	+ Why?
* Are fruit trees becoming more popular?
	+ Why?

## Healthcare

* What do villagers tend to do when they are sick?
* What do villagers tend to do when they are injured?
* Who supports women during childbirth?
* Where do women tend to give birth?
* How far is the nearest trained doctor?
	+ In KMs?
	+ In time to travel there?
* How far is the nearest hospital?
	+ In KMs?
	+ In time to travel there?

## Infrastructure

* What type of roads connect the village to nearby cities?
	+ Dirt or Asphalt?
	+ Quality…
		- Excellent/ Good/ ok/ bad/ very bad
* Do most homes in the village have electricity?
	+ How reliable is the electricity?
	+ Do most people rely on generators or batteries?

## Assets

* Do most people have…
	+ Mobile phone?
	+ Tablet or computer?
	+ Car?
	+ Motorcycle?
	+ Tractor? (two or four wheel)

## Problem-Solution Pathways (PSPs)

* What is the most significant cost for households in the village?
* What is the most significant problem for households in the village?
	+ What does the leader think should be done to address the problem?

3: Cassava pest and disease knowledge exchange

* *Basic background information*
	+ How long have you farmed cassava?
	+ On how much land do you grow cassava?
* *Experience with pest and disease*
	+ Have you ever experienced pest and/or disease with your cassava?
		- If ‘yes’, which pest/disease?
		- How did you identify the pest/disease?
			* (i.e., what did they notice?)
			* (probe: who helped you with identification?)
	+ How did you respond to the pest/disease?
		- (probe: who helped with response?)
* *Future pest/disease*
	+ Do you think cassava pest/diseases are becoming more common?
	+ What will you do if pest/disease become more common?

4: Village-scale gender sub-project

* Debt (microfinance lending a big problem);
* Gender (differences in labour but not necessarily “inequality”);
* Politics;
* The role of the border.

**Household Interviews**

## Notes

* Should last 30-40 minutes;
* How will we identify the participants?
* How will we compensate the participants?
* How will we draw attention to the demonstration farms?

## Key themes

* Debt and indebtedness, with attention for micro-credit.
* The cassava boom and bust, with CMV and other pest and disease implications, actions, and responses.
* Information, knowledge, support: including who they trust, where they get information.
* Problems, Solutions, and Pathways for change (in livelihoods, agriculture, or any other part of their lives).

Broadly, this is all guided by…

* Analysed by gender when possible.