

# Tools to assess gender inequalities in access to and benefits derived from the cassava seed system



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The International Institute of Tropical Agriculture (IITA) is a not-for-profit institution that generates agricultural innovations to meet Africa's most pressing challenges of hunger, malnutrition, poverty, and natural resource degradation. Working with various partners across sub-Saharan Africa, we improve livelihoods, enhance food and nutrition security, increase employment, and preserve natural resource integrity. IITA is a member of CGIAR, a global agriculture research partnership for a food secure future.

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MEDA (Mennonite Economic Development Associates) has been implementing effective market-driven programs globally since 1953. MEDA combines innovative financial and technical expertise to build and enhance sustainable agri-food systems that provide decent work for people living in poverty with a focus on systemically marginalized communities, including women and youth.

Our core expertise lies in market systems, environmental sustainability and climate action, gender equality and social inclusion, inclusive financial services, and impact investment. MEDA partners with local private, public and civil society actors, strengthening individuals, institutions, communities and ecosystems, and thereby contributing to sustainable and inclusive systemic change.

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# Tools to assess gender inequalities in access to and benefits derived from the cassava seed system

**Organizations:** MEDA (Mennonite Economic Development Associates) and IITA (International Institute of Tropical Agriculture)

**Location:** The Lake, Southern and Eastern Zones of Tanzania

**Objective:** The main objective of the research is to identify the barriers and opportunities for women's increased and advanced participation in and benefits from their work in the cassava seed system, and particularly to becoming Cassava Seed Entrepreneurs (CSEs) within the Building an Economically Sustainable Seed System in Tanzania for Cassava (BEST Cassava), but in Tanzania more broadly.

The specific objectives of the research are to:

1. Gather information on which factors contribute to the achievements of successful female and male CSEs.
2. Understand what factors might hinder or disrupt the success of female and male CSEs.
3. Understand perceptions and preferences concerning purchasing from female and male CSEs.
4. Learn more about the experiences of working with CSEs, including potential areas for improvement.

## Research target groups and tools

The target stakeholder groups for this research are:

1. Current women and men CSEs
2. Women and men who were not selected to become CSEs but who were referenced by the district council
3. Women and men cassava farmers purchasing from CSEs
4. Area field facilitators (agronomists who work with CSEs)

The research employs a mix of methods to interview these stakeholders. Three qualitative instruments and one quantitative instrument can be used to collect the data from these stakeholder groups.

The first qualitative instrument can assist the research team in conducting focus group discussions (FGDs) in the research sites with "clients" who have interacted with and purchased seed from CSEs.

The second qualitative instrument can assist the research team in conducting interviews with area field facilitators who support CSEs. The third qualitative instrument can complement the quantitative survey instrument and be used to collect information from "successful" and "not-so-successful" CSEs who were interviewed using the quantitative instrument. The quantitative instrument can be used to collect information from CSEs and those farmers who were initially identified as potential candidates for being CSEs yet did not get selected as they did not meet all the criteria for being a CSE (referred to as "non-CSEs").

The content of each instrument is indicated below.

1. Focus group discussion guide
  - a. The decision to purchase seed from CSEs
  - b. Overall experience purchasing seed from CSEs
  - c. Benefits derived from purchasing seed from CSEs
  - d. Gendered perceptions of and preferences for CSEs

2. Key informant interview guide (for interviewing area field facilitators)
  - a. Experience working with and supporting CSEs
  - b. Success factors for CSEs
  - c. Barriers or constraints for CSEs
  - d. Gendered perceptions of and preferences for CSEs
3. Quantitative survey instrument
  - a. General profile information
  - b. Access to productive resources
  - c. Access to financial resources and services
  - d. Training, skills, and experience
  - e. Time allocation and availability
  - f. Physical mobility and freedom of movement
  - g. Entrepreneurial characteristics and self-efficacy
4. Key informant interview guide (for interviewing success/not-so-successful CSEs)
  - a. Introductory and warm-up questions
  - b. Division of labor (CSE tasks)
  - c. Agency and decision making (CSE decisions and benefits)
  - d. Family and community support
  - e. Associative activities
  - f. Business practices
  - g. Awareness of rights
  - h. Interest in mentorship and recruitment activities

# Tools to assess gender inequalities in access to and benefits derived from the cassava seed system

<b>Tool 1: FGD with cassava farmers who have purchased from CSEs (CSE clients)</b>
<b>Objective:</b> To analyze barriers and success factors to women’s participation as CSEs

## **Purpose of the Focus Group Discussion**

The purpose of this FGD is to develop a better understanding of the different and specific factors that influence the overall success of women and men CSEs by speaking with the clients who work directly with them. We would like to know more about the barriers and constraints that should be addressed as well as the opportunities for success that could be leveraged to increase the number of women CSEs, to provide support to existing CSEs who may be facing challenges, and to strengthen equitable outcomes among women and men CSEs in the future.

## **Tool 1: FGD with Cassava Farmers/CSE Clients**

<b>Number of Participants</b> Suggested # of participants: 5-7 Same-sex groups suggested, where possible	<b>1. # Male</b> <b>2. # Female</b>	<b>Location/Region</b>	<b>1. Southern Zone</b> <b>2. Lake Zone</b> <b>3. Eastern Zone</b>
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### **1. Welcome/Introduction**

Welcome participants and introduce the purpose of the FGD, the researchers, and the participants. Explain that this is an open discussion and that all comments are valuable. Participants’ identities will be kept anonymous so they can feel free to express themselves. We would like to hear from everyone, even if opinions are different. Stories and examples from participants’ own experiences are very helpful.

### **2. The decision to purchase from CSEs**

- 2.1. Warm-up question: Please raise your hand if you have had any experience purchasing cassava seed from a CSE.
  - Probing questions: How long have you been purchasing seed from CSEs? How many purchases have you made during that time? (Note to enumerator: ask for a few examples to find an average).
  - Before you began purchasing cassava seed from a CSE, what are some other ways that cassava farmers normally obtained it?
- 2.2. Now, please raise your hand if you are still sometimes obtaining seed from the source you were using before you began purchasing from a CSE.
  - Probing questions: For those who are still obtaining seed from other sources, why are you doing so? For those who are no longer obtaining seed from other sources, why are you not doing so?
- 2.3. How did you first hear about the opportunity to purchase cassava seed from a CSE?
  - Probing questions: Is this the same for everyone? Are there other ways that you have heard about that opportunity?
- 2.4. Now I would like to know more about **why** you decided to purchase cassava seed from a CSE. What were some of the reasons?
  - Probing questions: What are some of the benefits you saw in purchasing cassava seed from the CSE compared with your previous method for sourcing seed?
  - What were some of the other options you were considering before you decided to buy from a CSE?

- 2.5. I would like to know about the quantities and price for cassava seed when you buy from a CSE. Do farmers pay per bundle or per cutting? If per bundle, how many stems are usually in a bundle?
  - Probing questions: How much do farmers normally pay for cassava seed from the CSE (per bundle/cutting)? What do you feel about that price—is it too low, too high, or adequate?
- 2.6. How do farmers normally finance the purchase of cassava seed? (Eg. Cash? Credit? In-kind? Other (specify)?
  - Probing questions: Do you usually pay in cash? Do you use credit? In-kind? Are there other ways?
- 2.7. Now I would like to know about the quality of the cassava seed you purchase from the CSE. Please raise your hand if you feel the seed you purchased from the CSE is **better than** the seed you sourced in the past.
  - Probing questions: Why do you like the purchased seed better? What are the traits or characteristics that make it better?
- 2.8. Please raise your hand if you feel the seed you purchased from the CSE is **not as good as** the cassava seed you sourced in the past?
  - Probing questions: What made the seed you sourced in the past better? What are the traits or characteristics about the seed you sourced in the past that make it better? What are the traits or characteristics of the seed purchased from CSEs that make it not as good?

### 3. Overall experience purchasing from women and men CSEs

- 3.1. Please tell me who from the household in your community normally purchases the cassava seed from CSEs.
  - Probing questions: Does the man of the house do the purchasing? Do women often purchase from CSEs? Do men and women purchase together? Is there someone else (Young people? Elders?) responsible for doing the purchasing?
  - Why is it the (man/women/youth/etc.) is responsible for purchasing seed?
- 3.2. For those who have directly purchased from a CSE, I would like you to tell me a bit more about your interactions/transactions with the CSE. Please raise your hand if you feel that purchasing from the CSE was generally a positive experience.
  - Probing questions: What made your experience with the CSE a positive one? What did you like or appreciate most about your interactions/transactions with the CSE? Are there any characteristics about the CSE that helped make the experience positive?
  - Was the CSE a male or female CSE, or did you have a positive experience with both male and female CSEs?
- 3.3. Now please raise your hand if you have had a negative or not-so-positive experience purchasing from a CSE.
  - Probing questions: What made your experience with the CSE a negative one? What did you not like most about your interactions/transactions with the CSE? Are there any characteristics about the CSE that you feel made the experience negative or not-so-positive?
  - Was the CSE a male or female CSE or did you have a negative or not-so-positive experience with both male and female CSEs?
- 3.4. For those of you who have been directly involved in the purchasing, has anyone purchased from both male and female CSEs?
  - Probing questions: For those who have purchased from both male and female CSEs, did you notice any differences in purchasing from a male CSE and a female CSE? If yes, what were the main differences?

- 3.5. Are there any ideas on improving farmers' experience interacting and purchasing cassava seed with the CSE?
- Probing questions: Are there CSE capacities you think could be built to improve the interactions and transactions? Are there different practices that could improve the purchasing experience?

#### 4. Benefits derived from purchasing from CSEs

- 4.1. Now I would like to know about any benefits you have enjoyed since purchasing seed from the CSEs. Please raise your hand if you feel that you have benefitted from these purchases.
- Probing questions: What are some of the benefits you have seen? What kinds of impacts have these benefits had for you?
- 4.2. I would also like to know if anyone has faced challenges because they decided to purchase from CSEs. Please raise your hand if you have faced challenges because of these purchases.
- Probing questions: What types of challenges have you faced? Have you been able to overcome them? How?
- 4.3. And now, I would like to ask for everyone's participation to stand up and form a line. One end of the line will represent "VERY LIKELY". The other (opposite) end of the line will represent "NOT LIKELY AT ALL". So, if you agree, I would like everyone to stand in line according to their response to the following question: How likely would you be to recommend purchasing cassava seeds from CSEs to family members or others in your community?
- Probing questions [ask a sample of participants at various points in the line]: Why are you standing at this point in the line? How likely do you think you would be to recommend purchasing from CSEs? Why?
  - [note to enumerator: keep participants mobilized for the following questions]

#### 5. Gendered perceptions and preferences

- 5.1. Now, while you are still standing, I would like to ask another question regarding preferences. The question is: If you had the choice, would you prefer to purchase cassava seeds from a man or a woman CSE?
- So, please stand on one side of the room if you prefer to purchase from a male CSE. And everyone who prefers to purchase from a female CSE, please stand on the other side. If you don't have a preference, or it doesn't matter, please stand in the middle of the room.
- Probing questions [ask a sample of participants from each grouping]: Do you prefer to purchase from a man/woman/doesn't matter? Why do you have that preference/no preference?
  - [note to enumerator: keep participants mobilized for the final question]
- 5.2. Now, one last question while we are here. How would you describe a successful CSE? What are the characteristics that make a CSE successful at their job? **[Wait for responses and reiterate to the group their "definition" of a successful CSE. Then ask...]** Do you think it is harder for a woman or a man to become a successful CSE?
- So, if you think it is harder for a woman to become a successful CSE, please stand on this side of the room. If you think it is harder for a man to become a successful CSE, please stand on the other side. If you think it is equally difficult for men and women to become successful as a CSE, please stand in the middle of the room.
- Probing questions [ask a sample of participants from each grouping]: Do you think it is harder for a man/woman to become a successful CSE? For what reasons make it harder for them? What additional resources or capacities do you think men/women would need to overcome those challenges to be a successful CSE?

- [To ask those in the middle group – equal difficulty for men/women]: Do you think it is equally difficult for men and women to become successful CSEs? Why?
- [note to enumerator: invite participants to retake their original seats for wrap-up]

## **6. Wrap up and Goodbye**

[Thank the participants for their active participation and for the information they shared with us. Explain the next steps of the research and how their input will help us improve programming. Ask if participants have any questions for the researchers and provide responses as necessary].

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<b>Tool 2: Interview with Area Field Facilitators (AFFs) and Zonal Managers</b>
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<b>Objective:</b> To analyze barriers and success factors to women’s participation as CSEs
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## Purpose of the Interview

The purpose of this interview is to develop a better understanding of the different and specific factors that influence the overall success of women and men CSEs by speaking with the area field facilitators and zonal managers who work directly with them. We would like to know more about the barriers and constraints that should be addressed as well as the opportunities for success that could be leveraged to increase the number of women CSEs, to provide support to existing CSEs who may be facing challenges, and to strengthen equitable outcomes among women and men CSEs in the future.

## Tool 2: Interview with Area Field Facilitators and Zonal Managers

### 1. Experience working with/supporting CSEs

1.1. How long have you been working with CSEs and in what capacity/role?

1.2. Have you worked with both female and male CSEs?

	a. Only with men CSEs
	b. Only with women CSEs
	c. With both women and men CSEs

1.3. Have you noticed any differences among current women and men CSEs in terms of how they are able to carry out their work? Please explain.

1.4. What kind of support have you provided to CSEs in your role?

1.5. Has the support you have provided to men and women CSEs been the same or different? How?

1.6. In your opinion, what additional support is needed for CSEs to strengthen their potential for success?

1.7. Are the needs for support different for women and men CSEs? If yes, how do the needs differ?

### 2. Success factors for women and men CSEs

2.1. Based on your experience working with CSEs, what are some key factors that make a successful CSE? Are these factors different for female versus male CSEs?

2.2. Can you provide an example of a woman whose involvement as a CSE has positively influenced their livelihood or status in the household or community? ***(Prompt for enumerator to be asked if more clarity is needed: For example, have you noted cases where women (or men) are increasingly consulted for advice, can contribute more meaningfully toward decision-making, or have increased mobility?)***

2.3. Can you provide an example of a woman whose involvement as a CSE has negatively influenced their livelihood or status in the household/community?

2.4. Can you provide an example of a man whose involvement as a CSE has positively influenced their livelihood or status in the household/community?

2.5. Can you provide an example of a man whose involvement as a CSE has negatively influenced their livelihood or status in the household/community?

2.6. Have you noted any cases where a woman CSE has overcome significant challenges she faced in her CSE work? If yes, what were the challenges and how did she overcome them/what was the solution?

### **3. Barriers or constraints for women and men CSEs**

- 3.1. Have you noted any specific constraints or barriers for women in becoming CSEs?
  - a. Have you noted any specific constraints or barriers for men in becoming CSEs?
- 3.2. Are there any specific social or cultural beliefs or taboos in your region that might specifically inhibit the ability of women to become a successful CSE? If yes, what are they?
- 3.3. Are there any specific social or cultural beliefs or taboos in your region that might specifically inhibit the ability of men to become a successful CSE? If yes, what are they?
- 3.4. Have you noted any negative backlash or sanctions from family, clients, or community members against women CSEs? (*For example, have you noted any criticism, jealousy, anger, or violence, or have you noted any clients that refused to work with women CSEs because of their sex?*)
- 3.5. Have you noted any negative backlash or sanctions from family, clients, or community members against men CSEs?
- 3.6. Are there certain groups of women who would face more difficulty than others if they wanted to become a CSE? (**Prompt for enumerator to be asked if more clarity is needed:** *For example, younger versus older women OR women who have less education versus those who have more formal education OR women who are more resource-poor versus those who are better-off?*)
- 3.7. In your opinion, what needs to be done to address the barriers that may prevent women who wish to become successful CSEs from doing so?
- 3.8. Are there certain groups of men who would face more difficulty than others if they wanted to become a CSE?
- 3.9. In your opinion, what needs to be done to address the barriers that may prevent men who wish to become successful CSEs from doing so?

### **4. Gendered perceptions and preferences**

- 4.1. In your opinion, what are the general perceptions of women's participation as CSEs in your community/region? Are women seen as being as capable, effective, and successful in their role as CSEs as their male counterparts?
- 4.2. In your opinion, are there any key advantages or opportunities that women CSEs can leverage in their role as a CSE? Are these advantages different from the advantages that men have as CSEs? Please explain.
- 4.3. In general, do you prefer to work with women or men CSEs, or do you not have a preference? If you have a preference, why?

## Tools to assess gender inequalities in access to and benefits derived from the cassava seed system

**Tool 3:** Quantitative survey for interviewing women and men CSEs and women and men who were referenced by the district council, but not selected to be CSEs (i.e., non-CSEs)

**Objective:** To assess the access barriers that current CSE criteria present for men and women wishing to become CSEs

### Module 1: General Profile Information

<b>M1.01. Age of Respondent</b> (age or year of birth)					
<b>M1.02. Sex of Respondent</b>	1. Male 2. Female 3. Self-describe: _____	<b>M1.03. Type of Household</b>	1. Male and Female adult 2. Female adult only 3. Male adult only 4. Other (specify): _____	<b>M1.04. Size of Household</b> (# of people living in household)	
<b>M1.05. Location/Region</b>	1. Southern Zone 2. Lake Zone 3. Eastern Zone	<b>M1.06. Ethnic Group</b>	Self-describe: _____		
<b>M1.07. Marital Status</b>	1. Single 2. Married (monogamous marriage) 3. Married (polygynous marriage) 4. Divorced 5. Separated 6. Widowed 7. Other (specify)_____	<b>M1.08. Educational Level</b>	1. None 2. Partial Primary 3. Completed Primary 4. Partial Secondary 5. Completed Secondary 6. TVET Informal 7. TVET Formal 8. Other		
<b>M2.09. CSE Status</b>	1. CSE 2. Non-CSE	<b>M2.10. Type of CSE</b>	1. QDS 2. Commercial		
<b>M1.11. Ability to be interviewed alone</b> (enumerator's observation)	1. Alone 2. With adult females present 3. With adult males present 4. With adult M/F present 5. With children present 6. With adults and children present	<b>M1.12. Outcome of Interview</b> (enumerator's observation)	1. Completed 2. Partially completed 3. Refused		

## Module 2: Access to Productive Resources

Land and Water		
Question		Response
<b>M2.01.</b>	Do you currently cultivate land for crop production?	1. Yes 2. No → <b>M2.13.</b>
<b>M2.02.</b>	Who owns the land that you cultivate?	1. Self 2. Spouse 3. Jointly with spouse 4. Other HH member 5. Non-HH member (specify) _____ 6. Other (specify) _____
<b>M2.03.</b>	What is the total size of the land you cultivate in acres?	Specify size: _____
<b>M2.04.</b>	Who generally makes decisions about what to plant on this land?	1. Self 2. Spouse 3. Jointly with spouse 4. Other HH member 5. Non-HH member (specify) _____ 6. Not applicable
<b>M2.05.</b>	Which crops do you grow on the land?	(See codes below)
<b>M2.06.</b>	Which crops mentioned are cultivated solely by you? Include all that apply.	(See codes below)
<b>M2.07.</b>	Which crops mentioned are cultivated jointly with other household members? Include all that apply.	(See codes below)
<b>M2.08.</b>	<b>[TO BE ASKED ONLY IF CASSAVA IDENTIFIED AS CULTIVATED CROP]:</b> How far is the land on which you cultivate cassava from other nearby cassava fields?	1. At least 200 m 2. At least 100 m 3. At least 50 m 4. Less than 50 m
<b>M2.09.</b>	Is the land you cultivate near to any well-trafficked roads?	1. Yes 2. No
<b>M2.10.a.</b>	Do you or anyone in your household have access to water sources for irrigation (streams, water access points, access points to wetlands, lakefronts, etc.)?	1. Yes 2. No → <b>M2.13.</b>
<b>M2.10.b.</b>	At what time of the year do you have access to these water sources?	1. Perennial access (all year round) 2. Partial year access (during dry season) 3. Partial year access (during the rainy season) 4. Other (specify) _____
<b>M2.11.a.</b>	Do you pay to rent equipment for irrigation?	1. Yes 2. No
<b>M2.11.b.</b>	Do you pay to hire labor to do manual watering?	1. Yes 2. No
<b>M2.11.c.</b>	Is there any other reason you pay for irrigation (i.e., other than hiring labor or renting equipment)? Please explain.	Specify: _____
<b>M2.12.</b>	How much in total do you pay for irrigation per year?	Specify: _____
<b>M2.13.</b>	Are you or someone in your household currently registered with TOSCI to be legally certified to produce cassava seed?	1. Yes 2. No

### CODES for Question M2.05 – 07

1. Maize	8. Yam	15. Coffee
2. Millet	9. Sugar cane	16. Cotton
3. Sorghum	10. Tobacco	17. Sisal tea
4. Rice	11. Barley	18. Cassava
5. Wheat	12. Vegetables	19. Other (specify) _____
6. Sweet Potato	13. Banana	
7. Irish Potato	14. Cashew nuts	

Equipment and technology		Does anyone in your household currently have any [ITEM]?	Who owns [ITEM]?
ITEM		M2.14.	M2.15. (see codes below)
<b>Non-mechanized farm equipment</b>			
A	Hand hoe	1. Yes 2. No	
B	Machete	1. Yes 2. No	
<b>Mechanized farm equipment</b>			
C	Spray machine	1. Yes 2. No	
D	Ridger	1. Yes 2. No	
E	Motorized Weeder	1. Yes 2. No	
<b>Irrigation equipment</b>			
F	Pump (diesel)	1. Yes 2. No	
G	Treadle pump	1. Yes 2. No	
H	Watering can	1. Yes 2. No	
<b>Non-farm business equipment</b>			
I	Mobile Phone	1. Yes 2. No	
J	Tent (for shade)	1. Yes 2. No	
K	Speaker (for marketing)	1. Yes 2. No	
<b>Means of transportation</b>			
L	Bicycle	1. Yes 2. No	
M	Motorcycle	1. Yes 2. No	
N	Truck/Car	1. Yes 2. No	
<b>Small consumer durables</b>			
O	Radio	1. Yes 2. No	
P	Cooking pot	1. Yes 2. No	
Q	Hand mixer (for kitchen/cooking)	1. Yes 2. No	
<b>Large consumer durables</b>			
R	Refrigerator	1. Yes 2. No	
S	Television	1. Yes 2. No	
T	Sofa	1. Yes 2. No	
<b>CODES for Question M2.15.</b>			
1. Self 2. Spouse 3. Jointly with spouse 4. Other HH member 5. Non-HH member			

Extension Services		
<b>M2.16.</b>	Have you ever received extension services?	1. Yes 2. No → <b>M3.01.</b>
<b>M2.17.</b>	When did you last receive extension services?	Specify: _____
<b>M2.18.</b>	From which institution have you received extension services?	Specify: _____
<b>M2.19.a</b>	Have you utilized the extension services you received?	1. Yes → <b>M2.19.B.</b> 2. No → <b>M2.19.C.</b>
<b>M2.19.b.</b>	<b>IF ANSWERED 'YES' to M2.16:</b> How have you utilized the extension services? → <b>M3.01.</b>	Specify: _____
<b>M2.19.c.</b>	<b>IF ANSWERED 'NO' to M2.16:</b> Why have you not utilized the extension services received?	Specify: _____

### Module 3: Access to Financial Resources and Services

Income Sources		
<b>M3.01.</b>	Do you generate income?	1. Yes 2. No → <b>M3.06</b>
<b>M3.02.</b>	What types of activities do you do to generate income? Please list all.	1. Specify: _____ 2. Specify: _____ 3. Specify: _____
<b>M3.03.</b>	How does the income you generate get used?	1. Personal expenses 2. Household expenses 3. Both personal and household expenses 4. Other (specify) _____
<b>M3.04.</b>	<b>FOR CURRENT CSEs ONLY (non-CSEs → M3.05):</b> Do you generate income from your work as a CSE?	1. Yes 2. No → <b>M3.06</b>
<b>M3.05.</b>	How does the income you generate from your CSE work get used?	1. Personal expenses 2. Household expenses 3. Both personal and household expenses 4. Reinvest to support/grow CSE work 5. Other (specify) _____

Access to Capital		
<b>M3.06.</b>	From the income you generate, can you invest in agriculture-based businesses requiring more than 500,000 TSh?	1. Yes → <b>M3.07.a.</b> 2. No → <b>M3.08.a.</b>
<b>M3.07.a.</b>	Who in your household would be the one to decide to invest in agriculture-based businesses requiring more than 500,000 TSh?	1. Self 2. Spouse 3. Jointly with spouse 4. Other HH member
<b>M3.07.b.</b>	Why would that person be the one to make the decision?	Specify: _____
<b>M3.08.a.</b>	Does someone in your household have a bank or savings account at a formal institution?	1. Yes → <b>M3.08.b.</b> 2. No → <b>M3.09.a.</b> 3. Unsure → <b>M3.09.a.</b>
<b>M3.08.b.</b>	Who in your household has a bank or savings account at a formal institution?	1. Self 2. Spouse 3. Jointly with spouse 4. Other HH member

Financial loan services		
<b>M3.09.a.</b>	Are you or someone in your household able to borrow funds to invest in agriculture-based businesses requiring more than 500,000 TSh?	1. Yes → <b>M3.09.b.</b> 2. No → <b>M3.10</b> 3. Unsure → <b>M3.10</b>
<b>M3.09.b.</b>	If yes, from where would you borrow funds? Include all that apply.	1. Non-governmental org 2. Formal lender (bank/FI) 3. Informal lender 4. Friends or relatives 5. Group-based microfinance or lending (ex. savings and loan group) 6. Other (specify)_____
<b>M3.10.</b>	Have you or someone in your household borrowed money over the past 12 months?	1. Yes 2. No → <b>M4.01.</b> 3. Unsure → <b>M4.01.</b>
<b>M3.11.</b>	Who in your household borrowed money over the past 12 months?	1. Self 2. Spouse 3. Jointly with spouse 4. Other HH member
<b>M3.12.</b>	From where did they borrow money? Include all that apply.	1. Non-governmental org 2. Formal lender (bank/FI) 3. Informal lender 4. Friends or relatives 5. Group-based microfinance or lending (ex. savings and loan group) 6. Other (specify)_____

## Module 4: Training, Skills, and Experience

Previous Training and Experience		
<b>M4.01.</b>	Have you received any previous training (business development, agricultural practices, etc.)?	1. Yes 2. No
<b>M4.02.</b>	In what specific area(s) have you received training? Include all that apply.	(See codes below)
<b>M4.03.</b>	From whom did you receive training in these areas?	1. Non-governmental organization 2. Government 3. Other (specify): _____
How much experience do you have practicing your skills in each area you've been trained in?		
<b>M4.04.a.</b>	AREA 1 (specify):	# months/years of experience: _____
<b>M4.04.b.</b>	AREA 2 (specify):	# months/years of experience: _____
<b>M4.04.c.</b>	AREA 3 (specify):	# months/years of experience: _____
<b>M4.04.d.</b>	AREA 4 (specify):	# months/years of experience: _____
<b>M4.04.e.</b>	AREA 5 (specify):	# months/years of experience: _____
CODES for Question M4.02.		
1. Business development 2. Accounting 3. Marketing 4. Record keeping		5. Cassava cultivation 6. Cassava seed production 7. Cassava seed sales 8. Disease and pest prevention 9. Other (specify)_____

## Module 5: Time Allocation/Availability

<b>M5.01.</b>	<b>FOR CSEs ONLY (non-CSEs →M5.02.):</b> About how many hours a day do you spend on your CSE work?	1. 1 hour 2. 2–4 hours 3. 5–7 hours 4. 8+ hours
<b>M5.02.</b>	How many hours a day do you spend on economic activities (i.e., <b>For CSEs</b> , activities outside of CSE work)?	1. 1 hour 2. 2–4 hours 3. 5–7 hours 4. 8+ hours
<b>M5.03</b>	How many hours a day do you spend on domestic work (including housework, childcare, caring for other family members, fetching water and fuel)?	1. 1 hour 2. 2–4 hours 3. 5–7 hours 4. 8+ hours
<b>M5.04.</b>	How many hours a day do you have for leisure activities?	1. 1 hour 2. 2–4 hours 3. 5–7 hours 4. 8+ hours
<b>M5.05.</b>	How many hours a day do you spend resting or sleeping?	1. 1 hour 2. 2–4 hours 3. 5–7 hours 4. 8+ hours
<b>M5.06.</b>	If you had the opportunity to attend a half-day business or agricultural management training <b>in your community/village</b> , do you feel you would be able to attend?	1. Yes 2. No 3. Unsure
<b>M5.07.</b>	If you had the opportunity to attend a 1-day business or agricultural management training <b>outside your</b> community/village, do you feel you would be able to attend?	1. Yes 2. No 3. Unsure
<b>M5.08.</b>	Do you have a child under 2 years old?	1. Yes 2. No
<b>M5.09.</b>	If you wanted to do something outside the home (income-generating activity, training, self-care, etc.) and could not take your child with you, is there someone to care for your child in your absence?	1. Yes 2. No 3. Unsure

## Module 6: Physical Mobility and Freedom of Movement

Physical Mobility/Freedom of Movement						
I would like to ask you some questions about the places you might visit.		How often do you go to [PLACE]?	Who usually decides if you can go to [PLACE]?	Does your spouse or other household member object to you going to [PLACE] alone?	Do these objections prevent you from going to [PLACE]?	Under what circumstances would this person allow you to go to [PLACE] alone?
Place		M6.01 (see codes below)	M6.02. (see codes below)	M6.03.	M6.04.	M6.05 (see codes below)
<b>A</b>	Markets to sell produce			1. Yes 2. No 3. Sometimes	1. Yes 2. No 3. Sometimes	
<b>B</b>	Meeting or training in your village/ community			1. Yes 2. No 3. Sometimes	1. Yes 2. No 3. Sometimes	
<b>C</b>	Meeting or training outside your village/ community			1. Yes 2. No 3. Sometimes	1. Yes 2. No 3. Sometimes	
<b>D</b>	Visit a friend or neighbor's house			1. Yes 2. No 3. Sometimes	1. Yes 2. No 3. Sometimes	
<b>E</b>	Bar/drinking place			1. Yes 2. No 3. Sometimes	1. Yes 2. No 3. Sometimes	

<b>CODES for Question M6.01.</b>	
1. Every day 2. Every week at least once 3. Every 2 weeks at least once	4. Every month at least once 5. Less than once a month 6. Never
<b>CODES for Question M6.02.</b>	
1. Self 2. Spouse 3. Jointly with spouse	4. Other HH member 5. Non-HH member 6. Other (specify) _____ 7. Not applicable
<b>CODES for Question M6.05</b>	
1. If I have company (relatives, children) 2. If I can arrange my own expenses (for transport) 3. If I dress acceptably	4. Other (specify) _____ 5. Under no circumstances would I be allowed 6. Not applicable

<b>Extended Absences</b>		
<b>M6.06.</b>	In the last 12 months, how many times have you been away from home for one or more nights to do business or make large purchases in a village or community outside of your own (in other words, sleeping somewhere else for the night)?	
<b>M6.07.</b>	In the last 12 months, have you been away from home to do business or make large purchases for more than one month at a time?	1. Yes 2. No

## Module 7: Entrepreneurial Characteristics and Self-Efficacy

I would like to ask you some questions about different feelings you might have about yourself. Please listen to each of the following statements and tell me how much you agree or disagree with the statement on a scale of 1 to 3, where 1 means you "disagree", 2 means you "partially agree", and 3 means you "agree".

<b>Statements</b>		<b>M7.01 see codes below</b>
<b>A</b>	I believe I can be successful as a CSE.	
<b>B</b>	When I face difficult tasks, I am certain that I will accomplish them.	
<b>C</b>	Compared to other CSEs, I can do most tasks for my job very well.	
<b>D</b>	When I encounter new technologies, I can learn and adapt to them easily.	
<b>E</b>	When I look at the unmet needs around me, I can often see opportunities for new business initiatives.	
<b>F</b>	I am capable of being in charge of property/operations/other people and playing the role of a leader.	
<b>G</b>	I am a creative person who enjoys thinking of new ideas and solutions to the problems around me.	
<b>H</b>	If I put my mind to it, I can secure the resources and support I need to succeed.	

<b>CODES for Question M7.01 (A-H)</b>	
1. Disagree 2. Partially agree 3. Agree	

# Tools to assess gender inequalities in access to and benefits derived from the cassava seed system

## Tool 4: Interview with Current CSEs (women and men)

**Objective:** To analyze CSE “typologies” and success factors in CSE performance

### Purpose of the Interview

The purpose of this interview is to develop a better understanding of the different and specific factors that influence the overall success of women and men CSEs by speaking with the CSEs themselves. We would like to know more about the characteristics and conditions that contribute to positive outcomes for women and men CSEs.

**NOTE:** Please ensure that ID numbers match those indicated for data from this same Respondent from Tool 3: Quantitative Survey. The questions in this interview are designed to complement data gathered through the Quantitative Survey and thus, the two tools should both be administered with current women and men CSEs.

### Tool 4: Interview with Current CSEs

#### 1. Introductory/Warm-up Questions

- 1.1. When did you first become a CSE/how long have you been working as a CSE?
- 1.2. Did you face any difficulties in becoming a CSE at that time? If yes, what were they?
- 1.3. What are the best parts about working as a CSE?
- 1.4. What are the most difficult parts?
- 1.5. What do you think makes a CSE successful?
- 1.6.a. Using that definition, do you feel that you have been successful so far as a CSE?
- 1.6.b. If yes, what do you think has helped to bring about your success?
- 1.6.c. If no, why do you feel you have been unsuccessful/what has limited your success?
- 1.7. Has your CSE work had an impact on the time you have available for other work? The time you spend with family? Time for rest and relaxation?
- 1.8. Has this impact on your time been overall positive or negative? Please explain.
- 1.9. Do you hope to continue your activities as a CSE?
- 1.10. What goals do you hope to achieve in your CSE work during the next 1-2 years?

#### 2. Division of Labor: CSE Tasks

- 2.1. Now, I would like to ask you about all the distinct activities/tasks involved in your work as a CSE. Please tell me about all the different tasks that are necessary to carry out this work.  
*(Prompt for enumerator, if needed: land preparation – inspection, weeding, thinning, gap filling, harvesting, processing, transporting, marketing, etc.)*
- 2.2. Out of all these tasks, can you tell me which ones you undertake by yourself?
- 2.3.a. Do you carry out any of these tasks with help from others? If yes, which ones?
- 2.3.b. Who helps you with these tasks, and how?
- 2.4.a. Are there any tasks that are carried out entirely by someone else? If yes, which ones?
- 2.4.b. Why are these tasks carried out by someone else?
- 2.5.a. Are there any tasks involved with your work as a CSE that you are uncomfortable doing?  
Please specify.

- 2.5.b. Why do you feel uncomfortable performing this task?
- 2.6. What do you do when the tasks you are uncomfortable doing have to be carried out?

**3. Agency and Decision-Making: CSE Decisions and Benefits**

- 3.1. Next, I would like to ask you about the decisions made about your work as a CSE. Going back to our list of tasks involved in your CSE work (see responses to 1.1.), what would you consider are the top three most important? [Specify TASK 1; TASK 2; TASK 3].
- 3.2.a. Beginning with [TASK 1], when a decision needs to be taken about [TASK 1], who normally takes the decision?
  - Self only
  - Spouse only
  - Jointly between self and spouse
  - Other household member
  - Non-household member
  - Other (specify)
- 3.2.b. How much input do you feel you have had so far in making decisions about [TASK 1]?
  - Little to no input in decisions
  - Input into some decisions
  - Input into most or all decisions
  - Not applicable
- 3.2.c. Do you feel you could influence decisions about [TASK 1] if you wanted to?
- 3.2.d. Do you think that you have access to the information you need to make decisions about [TASK 1]?

***[Repeat 3.1.a) – d) for TASK 2 and TASK 3]***

- 3.2.a. Have you generated income yet from your business as a CSE?
- 3.2.b. If yes, compared to other agricultural activities you do for income, would you say working as a CSE gives you more, less, or about the same income? Please explain.
- 3.3.a. What do you use the income that you generate from your CSE work for?
- 3.3.b. Why do you use the income from being a CSE for this purpose/these purposes?
- 3.4.a. How much input do you have in making decisions about using the income that you generate from your CSE work?
  - Little to no input in decisions
  - Input into some decisions
  - Input into most or all decisions
  - Other (specify) \_\_\_\_\_
- 3.4.b. Please explain why you have that level of input?
- 3.5. Concerning your overall household income (including all income generated by all household members through different activities), would you say your ability to influence decisions on how to use that income has increased/decreased/or stayed the same since you began working as a CSE?
- 3.6. Concerning the income you have generated from your CSE work only, would you say your ability to influence decisions on how to use that income has increased/decreased/or stayed the same over time (since you began working as a CSE)?

#### 4. Awareness of Rights

4. Now, I would like to read you a series of statements, and I would like you to tell me if you agree, are neutral, or disagree with each statement. You can respond that you **strongly agree/partially agree/disagree**, depending on how you feel about the statement. I would also like for you to tell me why you agree or disagree with each statement.

- 4.1. Both men and women have equally important roles to play in cultivating cassava.
- 4.2. Women can be successful as CSEs.
- 4.3. Owning land is an important right for both women and men.
- 4.4. Both men and women CSEs should be able to travel freely to carry out their economic activity.
- 4.5. It is important that both men and women own their mobile phones.
- 4.6. Both men and women should have equitable access to business training opportunities and extension services.
- 4.7. Women should participate equally with men in producer associations.
- 4.8. Women should have access to the same financial services as men.
- 4.9. Men are generally more skilled than women when it comes to managing business activities.
- 4.10. It is not acceptable for women to negotiate directly with cassava seed clients.
- 4.11. Men should be primarily responsible for transporting cassava seeds to markets.
- 4.12. Women should not be allowed to operate tractors in cassava farming and other agricultural activities.
- 4.13. Women should be able to sell their final product (cassava seeds or cassava root).
- 4.14. Men should be the ones to make decisions on how to use income generated from CSE activities.

#### 5. Family and Community Support

- 5.1. Please explain how your family/household members have responded to you working as a CSE?
- 5.2. How have the members of your community responded to you working as a CSE?
- 5.3. Do you feel that community members are supportive or unsupportive of your work as a CSE? Please explain.
- 5.4.a. Have you had any negative reactions from any family/household members, community members, or clients since you began your work as a CSE?
- 5.4.b. If yes, what were they?
- 5.4.c. Were you able to overcome or resolve those negative reactions?
- 5.4.d. If yes, how? If no, why not?
- 5.5. Since you began working as a CSE, have you noticed any other benefits or positive outcomes related to your status in the family or community? (**Prompt for enumerator, if needed:** *For example, do you find that you are asked for advice more often by other family/community members or fellow farmers?)*

#### 6. Associative Activities

- 6.1. Are you a member of any groups or associations in your community, either formal or informal? What are they?
- 6.2. Has your membership in the groups you have named helped you to identify clients for your CSE work? Please explain.

## **7. Business Practices**

- 7.1. Do you have a business plan for your CSE business?
- 7.2. Do you use market research to identify your clients? Please explain.
- 7.3. How/through which channels do you promote sales of your cassava seed?
- 7.4. How do you determine the price of the seed you sell?
- 7.5. Do you offer any discounts to select customers? Please explain.
- 7.6. Is the price point you sell at favorable to both you and the client? Please explain.
- 7.7. What measures do you take to ensure your cassava seed's quality and sufficient quantity for sale?
- 7.8. Do you feel that continued quality assurance measures are easy or difficult for you to maintain? Please explain.
- 7.9.a. How have you established relationships with input suppliers?
- 7.9.b. How have you established relationships with TOSCI?
- 7.9.c. How have you established relationships with clients?

## **8. Interest in Mentorship and Recruitment Activities**

8. As mentioned, one of the main reasons for this research is to help us to ensure that more women have the opportunity and are supported to become successful CSEs. One way that we envision doing this is to build the support of mentors and/or recruiters that can provide support to other CSEs.

- 8.1. Would you be willing and interested to participate in the future as a mentor and/or recruiter to help strengthen the participation of women in this business?
- 8.2. What other capacity building do you feel you would need to become a mentor to other CSEs?
- 8.3. Do you have any other ideas on what would be helpful to recruit more women CSEs?