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IMPACT EVALUATION OF SUPPORTING TRADITIONAL LEADERS AND LOCAL STRUCTURES TO MITIGATE COMMUNITY-LEVEL CONFLICT IN ZIMBABWE

Final Report

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This publication was produced by Kate Baldwin and Shylock Muyengwa for review by the United States Agency for International Development.

Impact Evaluation of Supporting Traditional Leaders and Local Structures to Mitigate Community-level Conflict in Zimbabwe

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ACRONYMS

CL	Community Leader
CMM	USAID Office of Conflict Management and Mitigation
DA	District Authority
DFID	Department for International Development (UK)
EGAP	Experiments in Governance and Politics Network
ELF	Ethno-Linguistic Fractionalization
HH	Household
IE	Impact Evaluation
IRB	Institutional Review Board
IRC	International Rescue Committee
LRF	Legal Resources Foundation
MDES	Minimum Detectable Effect Size
MP	Member of Parliament
MPOI	Mass Public Opinion Institute
NGO	Non-Governmental Organization
RCT	Randomized Control Trial
SI	Social Impact, Inc.
VH	Village Head
ZJC	Zimbabwe Junior Certificate
UNDP	United Nations Development Programme
UNICEF	United Nations Children's Fund
USAID	U.S. Agency for International Development

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EXECUTIVE SUMMARY

1. BACKGROUND & PURPOSE

This report presents results from the follow-up survey carried out as part of an impact evaluation of the Supporting Traditional Leaders and Local Structures to Mitigate Community-level Conflict in Zimbabwe project. The evaluation is part of the Center of Excellence on Democracy, Human Rights, and Governance’s impact evaluation initiative and was co-funded with the USAID/Zimbabwe Mission. The project itself was jointly funded by USAID/Zimbabwe and USAID’s Office of Conflict Management and Mitigation (CMM) and implemented by the International Rescue Committee (IRC)/Zimbabwe. The project is a capacity building initiative targeting all traditional leaders at all levels of the traditional chieftaincy system (chiefs, headmen, and village heads) in two rural districts, Mutare and Mutasa, in Manicaland Province.

A rigorous impact evaluation was designed to provide evidence on the following policy questions:

- 1) Can training programs for traditional leaders improve their governance and reduce conflict?
- 2) What is the best way to implement training programs to reduce conflict and to promote positive relationships at the community-level? Specifically, are training programs more effective when other community leaders are also included?

This study addresses these questions focusing at the village level, the lowest level of traditional governance. The study uses a randomized control trial (RCT) design, in which villages are randomly assigned to receive project activities, which are rolled-out in two waves (year 1 and year 2). The study also examines whether training is more effective if structured in a way that creates social pressure on traditional leaders to change their behavior. This is done by randomizing villages in year 1 into either a “training only” group or “training plus horizontal pressure” group in which other community leaders, such as teachers, religious leaders, and women’s group leaders, have been invited to the training. This design allows us to compare the outcomes between the two groups and attribute the changes to the key components of the project.

2. MAIN FINDINGS

We find that training traditional leaders alone does not have the expected positive effects on traditional governance and conflict management. Village heads who received the “training only” variant did not improve their knowledge of the law or attitudes toward human rights as a result of the training, and they did not become less partial or increase their legitimacy in the eyes of the community members

In contrast, we find positive governance effects of the “training plus horizontal pressure” variant in which community leaders were trained on the responsibilities of traditional leaders alongside the village heads. Villages in which community leaders were trained alongside village heads had significantly better governance indicators than villages in which village heads were trained alone; in particular, they became more knowledgeable. Village heads

exposed to this training variant also became more consultative. Qualitative research suggests that community leaders who were trained alongside village heads were both able to “remind” village heads of the legal framework after the training session, thereby checking abuses, and to disseminate information on the rule of law to other members of the community.

Yet, the positive effects of the “training plus horizontal pressure” variant on governance by village heads must be weighed against some unintended negative consequences of this training variant. This training variant did not substantially decrease the total number of disputes in communities, and it potentially increased some types of social tensions. Specifically, the “training plus horizontal pressure” variant corresponded with increased respondents’ knowledge of threats of political violence and with decreased social trust. Qualitative follow-up research suggests this is probably due to citizens’ increased willingness to express dissenting and critical views in these communities, rather than being due to greater latent divisions.

3. CONCLUSION

These results have important implications far beyond the Zimbabwean case. Donors and governments around the world often try to regulate the operation of traditional institutions. This study indicates two things. First, the effectiveness of these efforts depends on how the regulation is structured; training sessions for village heads by themselves are likely to have little impact, but they have greater impact when other community leaders are involved. In short, efforts to build the capacity of governing officials should also include mechanisms to strengthen accountability. Second, programs that are effective in changing the activities of traditional institutions may have divergent effects in different areas. On the one hand, if appropriately structured, these programs may be able to improve traditional leaders’ knowledge and consultation if other community leaders; however, at the same time, these changes may increase inter-group conflict and reduce social trust in communities. In other words, there may be trade-offs between consultation and maintaining social cohesion.

I. INTRODUCTION

This report presents results from the follow-up survey carried out as part of an impact evaluation of the Supporting Traditional Leaders and Local Structures to Mitigate Community-level Conflict in Zimbabwe project. The evaluation is part of the Center of Excellence on Democracy, Human Rights, and Governance's impact evaluation initiative and was co-funded with the USAID/Zimbabwe Mission. The project itself was jointly funded by USAID/Zimbabwe and USAID's Office of Conflict Management and Mitigation (CMM) and implemented by the International Rescue Committee (IRC)/Zimbabwe. The project is a capacity building initiative targeting all traditional leaders at all levels of the traditional chieftaincy system (chiefs, headmen, and village heads) in two rural districts, Mutare and Mutasa, in Manicaland Province.

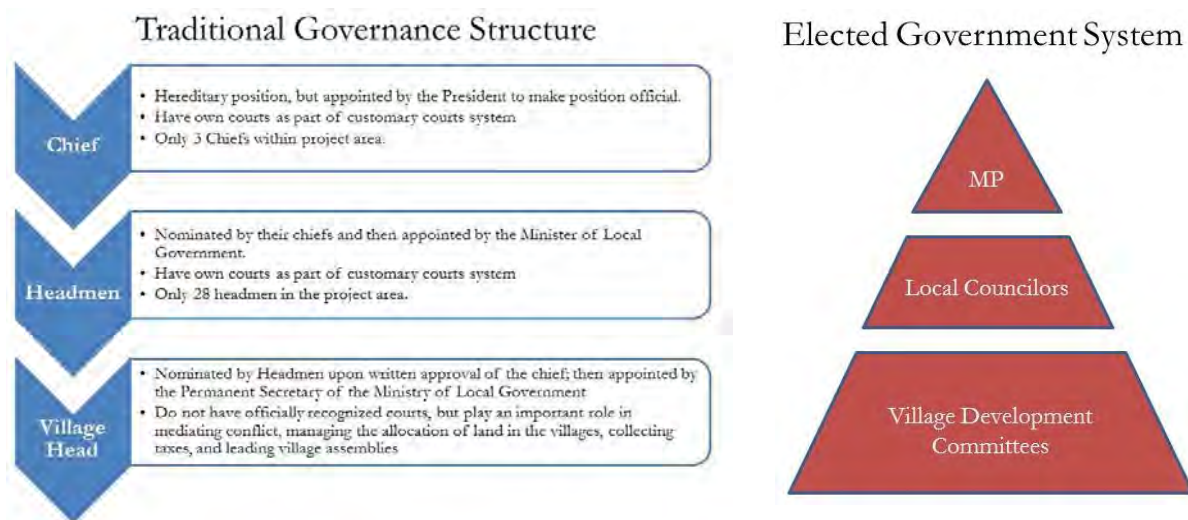
The project was motivated by pervasive tensions and violence at the community level, which many observers have attributed to the growing politicization and partisan behaviors of traditional leaders as well as their inability to deliver justice impartially. Thus this project sought to address critical knowledge gaps through training activities carried out by the IRC in conjunction with its implementing partner, the Legal Resources Foundation (LRF) for a 24-month period. Its main objectives are to prevent violence and to promote positive relationships at the community level by strengthening traditional leaders' capacity to perform their role effectively, to make sound decisions, and to resolve conflicts peacefully.

A rigorous impact evaluation study was designed as an integral part of this project to ascertain the extent to which the project's objectives have been met. Specifically, the study seeks to provide evidence on the following policy questions:

- 1) Can training programs for traditional leaders improve their governance and reduce conflict?
- 2) What is the best way to implement training programs to reduce conflict and to promote positive relationships at the community-level? Specifically, are training programs more effective when other community leaders are also included?

This study addresses these questions primarily focusing at the village level, the lowest level of traditional governance. While the project targets all traditional leaders, the impact evaluation study primarily focuses on the Village Head (VH), the lowest authority on the traditional leadership system and first line of call in conflict resolution. The impact evaluation is not sufficiently powered to allow identification of the effects of training on each level of leaders (there are only 3 chiefs and 28 headmen in the study area). Figure 1 shows the traditional and elected governance structures in Zimbabwe.

Figure 1.1: Traditional and Elected Governance Structure



The study uses a randomized control trial (RCT) design, in which villages are randomly assigned to receive project activities, which are rolled-out in two waves. This design allows us to compare the outcomes between the two groups and attribute the changes to the key components of the project.

Before year 1 of the training program, a baseline survey of village heads and community members was carried out in the communities targeted by the project in Mutare district.¹ These surveys sought to gather information on baseline conditions on the key outcomes of interest and on other important contextual factors that might interact with project activities. Follow up surveys were carried out in the same communities one year later following project implementation. This report provides a brief description of research activities that were undertaken as part of this impact evaluation and summarizes the main empirical findings.

The report is organized as follows: in section two, we provide background on the project as well as a brief description of the study design; in section three, we describe the core intervention, the training sessions for traditional leaders; in section four, we describe the follow-up survey instrument and the implementation of the survey; in section five, we describe the plan for analyzing the data and the process by which it was drawn up; in section six, we show the program effects on governance and conflict across the entire sample of villages (or, the intent-to-treat effects); in section seven, we measure the effects by previous exposure to training, with specific focus on the effect of the training on those village heads who had never previously been formally trained on their role; in section eight, we conduct secondary analyses to interpret the main effects; section nine considers the robustness of some of the results and alternative explanations; and section ten concludes.

¹ Initially, the plan was to carry out surveys in all study communities in both rural districts, Mutare and Mutasa. However, deteriorating security conditions on the ground in Mutasa interrupted fieldwork there.

II. BACKGROUND TO THE PROJECT AND STUDY

1. PROJECT BACKGROUND AND EVALUATION OBJECTIVES

The project, “Supporting Traditional Leaders and Local Structures to Mitigate Community-level Conflict in Zimbabwe,” aims to promote peace at the community level by training traditional leaders in human rights and mediation skills. This project targets traditional leaders because they are recognized as strategic agents of change at the community level. Per Zimbabwean law, they hold responsibility for good governance, land issues, and the resolution of civil disputes.² Traditional leaders are focal points for village activities and play an important role in community stability. In recent years, however, traditional leaders have become increasingly politicized and, in some cases, have been manipulated to serve party interests. Media reports indicate that some traditional leaders have been threatened, bribed, and used to rally villagers behind parties. Many observers feel the politicization of their office has compromised their ability to serve as impartial leaders, and partisan behavior on the part of traditional leaders has become a source of tension in the community.

The premise behind the project is that many traditional leaders have been susceptible to coercion due to gaps in knowledge and skills. According to the IRC’s inception document, “If traditional leaders clearly understand their roles and responsibilities under the law and possess knowledge and skills in conflict dynamics and mitigation, then they will be more likely to perform their roles impartially and resolve conflicts peacefully in the community.”³ The IRC program aims to strengthen traditional leaders’ capacity to perform their role effectively, make sound decisions, and resolve conflicts peacefully. The initiative addresses critical knowledge and skills gaps through a comprehensive capacity building program and targeted support for key functions.

The core of this program is a comprehensive capacity building initiative that the IRC is running in conjunction with its implementing partner, the LRF. The capacity building program involves all traditional leaders (chiefs, headmen, and village heads) in Mutare Rural and Mutasa Districts in Manicaland Province. The centerpiece of this program is two 3-day training sessions for village heads that provide them with the tools and skills to perform their roles effectively, make sound decisions, and resolve conflicts peacefully. Topics covered in the training sessions include local government structure in Zimbabwe, roles of traditional leaders, traditional leaders and protection of the natural environment, conflict management and mitigation, gender and leadership.

The evaluation of the project is conducted through a randomized roll-out of the training sessions. Villages in the study area have been randomly assigned to one of two waves, the first of which received training in year 1 of the project, and the second of which did not receive training until year 2. The follow-up survey was conducted after year 1, at which time the year 2 villages had not been exposed to the program and could serve as a valid comparison group.

In addition to studying the effectiveness of training village heads, the study examines whether training is more effective if structured in a way that creates *social pressure* on traditional leaders to change their behavior. It is possible that providing information on the

² Traditional Leaders Act [Chapter 29:17]22/2001, and the Customary Law and Local Courts Act 1990.

³ Zimbabwe-International Rescue Committee-TECHNICAL-APS-OAA-11-000001, pg. 4.

proper roles and responsibilities of traditional leaders to these leaders alone would not be sufficient to change their behaviors. However, providing this information to village heads and other community members simultaneously would create an expectation that traditional leaders put into practice the information learned and produce a degree of accountability. As a result, the villages assigned to the first wave of the roll-out were randomized into two differently structured training sessions. In the first variant (training only), village heads were invited to attend a sequence of two 3-day training sessions run by the LRF and the IRC. In the second variant (training plus horizontal pressure), other community leaders, such as village health workers, farm group leaders and religious leaders, were invited to the same sequence of training sessions along with the village heads.

This evaluation speaks to the question of how to reduce conflict and improve governance in weak institutional environments. In the past decade, major donors have sponsored programs to train traditional leaders in contexts as diverse as Afghanistan and Zambia.⁴ For example, similar projects have been undertaken by DFID in Sierra Leone and USAID in Northern Nigeria,⁵ but this is the first project of its kind to be systematically studied through a rigorous impact evaluation via a RCT.⁶ The programs have been motivated in part by the recognition of the continued importance of traditional leaders in the governance of their communities, and in part by the fact that these customary leaders are not generally selected on merit and typically receive no training.

More generally, this evaluation has relevance for the broader question of the effectiveness of capacity building programs. Courses and training sessions are generally thought to be crucial to “sustainable development.” But, there have been surprisingly few evaluations of the effectiveness of training sessions, and one recent impact evaluation in Liberia suggests that training workshops may not be very effective in initiating behavioral change.⁷ This study will contribute to this nascent literature, providing evidence on the extent to which capacity building in the area of traditional justice is effective, and whether the effectiveness of the capacity building depends on who is being trained.

2. IMPACT EVALUATION DESIGN

The design of the impact evaluation was originally conceived during a workshop with the IRC Zimbabwe team in Mutare in February 2012.⁸ In the initial impact evaluation plan submitted to USAID on March 22, 2012, the plan was to cluster all of the villages in Mutare Rural and Mutasa districts by ward (the geographic unit from which local government councilors are elected), and then to implement a randomized roll-out of the program by ward, with some wards receiving the training program in year 1 and some not receiving it

⁴ For example, UNDP is currently funding a traditional justice program in Afghanistan (Justice and Human Rights in Afghanistan), and UNICEF has previously funded programs for traditional leaders in Zambia (Sensitization of Traditional Leaders on the Importance of Girl’s Education).

⁵ See Richard Fanthrope (2006) “On the Limits of the Liberal Peace: Chiefs and Democratic Decentralization in Post-War Sierra Leone” *African Affairs* (418): 27-48.

⁶ Scholars at Yale University and Poverty Action Lab have conducted a RCT of a program to train people in conflict resolution in Liberia, but this program did not specifically (or exclusively) target traditional leaders. See Chris Blattman, Alexandra Hartman and Robert Blair.(2013). “How to promote order and property rights under weak rule of law? An experiment in changing dispute resolution behavior through community education.” Working Paper. <http://chrisblattman.com/research>.

⁷ *Ibid*.

⁸ For detailed information about the design of the impact evaluation study, please see the Technical Appendix and Impact Evaluation Design Report.

until year 2. In addition, within each year 1 ward, the IRC planned to implement three variants of the training program, which we referred to as “training only” (training sessions for village heads run by the IRC and its partners), “training with pressure from above” (training sessions for village heads run by the IRC and its partners with the involvement of the chief), and “training with horizontal pressure” (training sessions for village heads and other community leaders). Within each year 1 ward, villages would be randomly assigned to these three variants of the treatment.⁹

However, in July 2012, the design of the evaluation was changed as a result of deteriorating security conditions on the ground which prevented fieldwork in Mutasa district. As a result, real concerns were raised about the ability to collect the necessary data to evaluate the project in this district. On July 16, 2012, Social Impact sent a memo to USAID proposing a revision to the impact evaluation design and program roll-out so that, even if it were not possible to conduct the follow-up survey in Mutasa, the study would have adequate power. The revised design involved randomizing assignment to year 1 versus year 2 of the treatment at the village rather than the ward level in Mutare Rural district, and removing the “pressure from above” treatment.

Thus, the new focus of the impact evaluation was on Mutare Rural district. The lottery to assign villages to different years and different variants of the treatment was conducted in August 2012. At this point, the IRC still had some uncertainty about how broadly they would be able to roll-out the programming with Mutare Rural District. The IRC indicated they would like to be able to provide programming to all 433 villages in the district, but due to political uncertainties and resource constraints, there were some sets of villages that they were not certain they would be able to include. However, reducing the sampling framework to the smaller set of villages in which the IRC was confident it would be able to roll-out the evaluation would have dramatically reduced the power of the survey. As a result, the evaluation team decided to block randomize within clusters of villages, where clusters of villages were designated by ward and land type (new resettlement, old resettlement, small scale and communal). This technique ensured that within each ward-village type cluster, there should in expectation be balance between the treatment and control villages. Consequently, if some clusters had to be dropped because the IRC did not ultimately decide it possible to work in them, the rest of the sample should still be balanced.

The list used for the lottery indicated there were 280 villages in the clusters of villages in which the program was ultimately rolled out.¹⁰ As such, 139 villages were assigned to the no-training group, 71 to the village head only training group, and 70 to the village head and community leader training group. However, the lottery list was compiled from a variety of sources, including food aid distribution lists, and ultimately a handful of the “villages” included on the list were found not to be independent villages with their own traditional leaders but neighborhoods within villages (or, in a few cases, alternative names for the same village). Ultimately, our survey team found 270 of the 280 villages to exist. The planned and final distribution of these villages into the three study arms is described in Table 2.1.

⁹ In addition, the IRC initially had plans to implement a second ward level intervention in about 10 wards – an information campaign for community members. These wards were to be randomly selected from the year 1 wards.

¹⁰ The IRC later included a few additional clusters in the training, but they are not included in the evaluation.

Table 2.1: Comparison of lottery list and surveyed villages

	No training	VH Only	VH + CL Training	Total
Treatment Assignment	139	71	70	280
Actually Surveyed Villages	136	69	65	270

Note: Several villages could not be identified by the survey team, including Mwateta, Murare, and Kubatana in the no training group, Himalaya and Ngomasha in the VH only group, and Dhindiri, Padera, Nyamhani, Garikai, and Muchabveyo in the VH + CL training group.

The quantitative follow-up survey was conducted at the end of the first year of the program. It involved surveying the village head, a randomly selected community leader and eight randomly selected household members in 270 villages, and it assessed the impact of both variants of the training relative to each other and the no training control group. In addition, at the completion of the project, the researchers conducted intensive qualitative research in 10 villages, four of which were assigned to the training for village head only variant in year 1 and six of which were assigned to the training plus horizontal pressure variant in year 1. The qualitative research complements the large-N survey by shedding light on the mechanisms by which community leaders changed the effects of training sessions and by helping interpret the quantitative measurements.

III. DESCRIPTION OF TRAINING SESSIONS

The training of leaders involved six days of training, divided into two separate three-day sessions conducted about three months apart. The training sessions were run by the IRC with a local Zimbabwean NGO, the Legal Resources Foundation, the Mutare Rural District Council and the DA's office facilitating sessions. The training sessions were divided into the following 6 modules: the local government structure in Zimbabwe, leadership and communication, conflict resolution and management, gender and traditional leadership, the district assembly and local leadership and natural resource management. Modules were delivered through lectures, role plays and group discussions.

The IRC grouped villages assigned to the same treatment together for the purposes of conducting the training sessions. Ultimately, they ran five training groups, two of which included village heads only and three of which also included community leaders.¹¹ (In addition, the IRC conducted a “mop-up” session for any village heads or community leaders who could not attend one of the other groupings.) Table 3.1 indicates the dates of each of the training sessions for villages in different wards and treatment assignments.

¹¹ These groups were not randomly assigned.

Table 3.1 Training Groupings

Grouping #	Wards	Variant	Session 1	Session 2
1	4,5,6,7,13,14,15,20,21,26,33,36	VHs	18-20 Sep 12	20-22 Nov 12
2	9,11,16,22,27	VHs, CL	25-27 Sept 12	26-28 Nov 12
3	9,17,18,19,22,23,24,25,27,28,29,30	VHs	02-04 Oct 12	22-23 Jan 13
4	4,6,7,13,14,15,20,21,26,33,36	VHs,CL	09-11 Oct 12	29-31 Jan 13
5	5,9,17,18,19,23,24,25,28,29,30,35	VHs, CL	23-25 Oct 12	05-07 Feb 13

Logistically, the IRC initially sent out invitations to the trainings through the respective headmen but later resorted to visiting the specific village heads a week prior to the scheduled training because of low turnout rates during the first week, and ultimately they achieved very high levels of compliance with training assignment, as indicated in Table 3.2. Of the 134 village heads assigned to be trained, 130 village heads attended at least some of the training, and 110 attended all of the training; if they could not attend a session, they typically sent a representative to attend on their behalf.¹² There were only two incidents where VHs assigned to year 2 attended training.

Table 3.1. Compliance with Treatment – Village Heads

Treatment Assignment	Treatment Take-Up		
	No training	Some training	All training
Control (No training)	134	1*	1*
Treatment (Training)	4**	20	110

*The VH from Muchineuta attended all the trainings even though he was not invited, and the VH from Machikiti attended some of the trainings even though he was not invited. It was not deemed politically feasible to turn away VHs who insisted on being trained.

**The four villages where the VH or acting VH was not trained were Gondo (VH rep attended instead because VH sick), Mabika (VH rep attended because the VH is formally employed), Gutukunhuhwa (VH rep attended because the VH was sick) and Chikurumadziya (according to the IRC, the village does not exist, though we have surveys from it).

In cases where villages were assigned to the training plus horizontal pressure variant of the training, village heads were instructed to invite another community leader to the training session. In cases where multiple leaders lived in their communities, the village heads had leeway over whom to invite, but the intention was for them to invite the leader of a local civil society organization. As Table 3.2 indicates, treatment compliance was also good among community leaders in the sense that only four community leaders attended training when their village was not assigned to this treatment, and there were only two communities where a community leader was assigned to be trained and ultimately was not.

¹² In one case of example, the village head was ill and he was requested send a representative for Cluster 2(VH Gutukunhuwa). In all cases where the VH was not present, representatives that usually act in VH capacity were present

Table 3.2. *Compliance with Treatment – Community Leaders*

Treatment Assignment	Treatment Take-Up		
	No training	Some training	All training
Control (No training)	201	3*	1*
Treatment (Training)	2**	5	58

*There are four villages where CLs attended the training even though they were not invited: Muchineuta (VHW attended), Muranda (village secretary attended first training), Manyaya (village secretary attended first training), and Mafurere (VHW attended first training)

**There are two villages where CLs were not trained: Ndakaamba (CL did not attend sessions) and Chikurumadziya (according to the IRC, the village does not exist).

However, there were compliance problems in terms of the types of community leaders who initially showed up to the training sessions. Due to initial communication challenges, on the first day of the first group of training sessions including community leaders, almost all of the village heads brought village secretaries, who are members of the village dare (village court) and cannot be considered independent community leaders. At this point, the IRC clarified that they expected other community leaders, not other members of the village dare, to attend the trainings, and other community leaders were invited to attend the remainder of the training sessions, including village health workers, caregivers, religious leaders, and farmer group representatives.¹³

As a result, in the end, most village heads assigned to the community leader training group were trained with a civil society leader who led an organization outside the traditional hierarchy. Table 3.3 provides statistics on the attendance of leaders outside the traditional hierarchy of the village. Of the 65 villages assigned to the horizontal pressure treatment, there were two cases where no leader was trained, 8 cases where only the village secretary, treasurer, VIDCO or village committee member was trained, and 55 cases where a “non-traditional” leader trained.

Table 3.3. *Attendance of Civil Society Leaders Outside Traditional Hierarchy*

Treatment Assignment	Treated Leader		
	No leader	Sec. or Village Committee Only	Other Leader
Control (No training)	201	2	2
Treatment (Training)	2	8	55

Table 3.4 indicates the types of community leaders trained (excluding village secretaries from the list in cases where they were later replaced with another community leader). By far the most common types of leaders trained were village health workers and caregivers. In more than 60 percent of the villages assigned to this treatment, a village health worker or caregiver was trained.

¹³ Some village secretaries also continued to attend sessions, especially day two and day three of the sessions.

Table 3.4. Type of Community Leaders Trained

CL Type	No.
Caregiver / Village Health Worker	41
Church leader	4
Community Based Officer ¹⁴	1
Farmers group representative	6
HIV/AIDS Focal Person	1
Plan Focal person ¹⁵	2
School Development Committee member	3
Secretary, Treasurer, Village Committee	8

One of the authors attended the first three-day block of the training sessions in the first five groups (missing only the mop-up session). He noted that the sessions were generally well organized with effective facilitators, but there were a few hiccups during the training of the first group of village heads. The major challenge during the first week is that role plays were not properly structured in order to illustrate the key themes around arbitration, mediation and natural justice. As a result, in our robustness checks, we consider whether there are training order effects and whether the first session in particular was less effective than the others. In addition, the attending author noted some qualitative differences in the sessions based on the treatment variant and the type of community leaders present. In particular, he noted that the village-head only sessions were less vibrant, especially during role plays and discussions of human rights. A greater diversity of views was articulated in the training sessions attended by community leaders, and there was more creativity during the role plays in these sessions.

Some of the training sessions also generated resistance and anger from village heads. For example, some of the village heads were critical of the curriculum, claiming it did not reflect local values. In addition, village heads argued that some of the restrictions on their activities articulated in the letter of the law reduced their incentives to try cases at all; for example, they argued the restrictions on their ability to charge fines reduced their incentives with respect to conflict resolution. These observations point toward the possibility of unanticipated adverse effects of the training sessions on governance and conflict resolution.

IV. FOLLOW-UP SURVEY DESIGN AND IMPLEMENTATION

1. SURVEY QUESTIONNAIRE DESIGN

The program's goal is to change the attitudes, skills and behavior of village heads so that they are more effective at mitigating conflict, thereby reducing the amount of tension within villages and permitting citizens' to participate in the political process without fear of

¹⁴ Community based officers are elected by different non-governmental organizations to represent their community on development issues.

¹⁵ Plan Focal Persons are individuals that would have been trained by Plan International to mobilize for their programs at community level.

retribution. Thus, there are four main outcomes areas the program is intended to affect:

- 1) Good governance by village heads, including:
 - a. The village head's knowledge of the law
 - b. The village head's attitudes toward human rights and conflict resolution
 - c. The impartiality of the village head
 - d. The village head's legitimacy in the eyes of community members
- 2) Incidents of conflict in the village (violent and non-violent)
- 3) Citizens' interpersonal trust and social cohesion
- 4) Citizens' willingness to participate in community structures and local politics

We employed two sets of instruments to gather information about these outcomes: (i) an elite survey to be administered to the Village Head (VH) and one other Community Leader (CL) in each village; and (ii) a Household (HH) survey with a sample of villagers. The latter is the primary source of information on outcomes intended to capture conditions at level of the whole community (such as levels of trust or views on the legitimacy of the village head), while the former is the source of information on outcomes designed to capture the knowledge, behaviors and attitudes of traditional leaders (such as the village head's knowledge of the law).

The follow-up survey was largely based on a survey conducted in a smaller number of villages prior to the roll-out of the program. A few refinements to the survey were made on the basis of a small pilot conducted by one of the authors in rural Mashonaland¹⁶ in July 2013.

Most questions on the questionnaires were close-ended and retrospectively self-reported. However, for sensitive issues such as those pertaining to political violence, food aid distribution or party affiliation, we employed innovative measurement strategies, including “list” experiments, which have are expected to elicit more accurate and reliable responses.¹⁷ In addition, because the survey was conducted immediately after the 2013 Zimbabwean election, we were able to instruct our enumerators to use direct observation to construct other measures of partisanship. For example, enumerators were instructed to code the presence of partisan paraphernalia outside of homes at the end of interviews.

Given the sensitive nature of some components of the survey, the study was designed and implemented with careful consideration for the protection of respondents and maintaining the support of the authorities to continue the survey. To protect respondents, we collected identifying information on separate cover sheets that could not be linked back to the main surveys in the field. To maintain confidentiality of village heads and villages as a whole, we used codes for different communities, which were filled out in advance before teams entered the field to avoid sending the codebook into the field.

¹⁶ Because the pilot occurred in the run-up to the 2013 elections, it was not possible to get permission to conduct it in the area around Mutare.

¹⁷ The survey also included an “endorsement” experiment designed to measure partisanship. Toward the beginning of our surveys, we asked respondents to answer a question about their opinion of the role of education in development. Then, towards the end of our survey, approximately 30 to 40 minutes later, we asked respondents to answer the same question except that it now mentioned that *President Mugabe* believed education was the key to development. We hoped to measure attitudes toward Mugabe by seeing whether people's views moved toward or away from their initial response. Unfortunately, we saw a lot of ceiling effects and little movement, and so we did not ultimately use this measure in our analysis.

In order to maintain the support of the authorities (who were required to approve the questionnaire), we were prevented from directly asking many questions of interest. Instead, we relied on open-ended questions with prompts. For example, instead of asking about the presence of political divisions in the community, we asked about the presence of divisions, with enumerators trained to follow-up by asking of the types of divisions. We used alphabetic and numeric codes to code information about attitudes toward politics and specific political parties in order to further protect respondents and reduce suspicions about the survey.

2. FOLLOW-UP SURVEY IMPLEMENTATION

Social Impact contracted Target Research, a local research and consultancy firm to collect follow-up data in Mutare. Target Research recruited and trained locals based in Mutare. It hired all team leaders and project supervisors from Harare. In total, the survey team consisted of 6 team leaders, 39 enumerators, 2 advance team members, 5 standbys, in addition to the supporting members of Target Research and the project managers. All teams were trained extensively for six days on both appropriate research skills and research ethics.

The research team provided Target with training guidelines for asking questions. Two research team members assisted Target with training on how to ask list experiments, how to use agreed-upon codes on sensitive questions, and completing complex tables. The research team also created the individual level and community codes, oversaw the assembly of questionnaires, and facilitated the training on sampling.

The research team initially planned to collect panel data but reverted to a random sample due to logistical challenges. The intention of the team was to pretest the panel before training but permission to visit the villages could not be secured in time before the roll-out of the follow up survey. Sampling eventually followed the sampling protocol established during the baseline, i.e. 8 adults in each village (4 females and 4 males) chosen from randomly selected households. In addition, the Village Head and another community leader were selected for the Community Leader Survey.

Community leaders were selected using randomly drawn cards.¹⁸ The enumerator was asked to write on cards all types of community leaders present in the community and then randomly draw a card. A replacement protocol was also established in case they could not locate the first respondent randomly drawn. If the selected community leader was not available to be interviewed, the enumerators were instructed to randomly select another community leader. While informative, the community leader survey does not figure prominently in the data analysis below.

After a village head, community member or community leader had been selected, they were asked to give informed consent by the enumerator. If they agreed to participate, the enumerator proceeded to ask survey questions. If consent was not provided, the enumerator informed the supervisor for further instructions on selection of a replacement.

¹⁸ The alternative would have been to always interview the trained community leader in community leaders where one was trained. But the concern was that this could have resulted in different types of community leaders being interviewed across treatment variants.

Training of enumerators for the follow-up survey took place from 17th-23rd August, 2013 and data collection commenced on 26th of August, 2013. The survey teams originally proceeded smoothly; however, on the 2nd of September, 2013, the District Authority (DA) raised questions about the questionnaire (despite providing prior approvals). Specifically, he insisted that fieldwork should not proceed until the following questions were removed:

1. D20new. My own political views are very similar to those of my village head.
2. D22new. The village head acts independently of other government officials in making decisions about how to govern this village
3. D22bnew. On a scale of 0 to 10, where 10 is a lot and 0 is not at all, how much do you believe the promises that politicians make to bring benefits to the country in general?
4. F6. Remove the words “including the president”
5. F7a. During the last 12 months, did you contact an elected official or vote in an election?
6. F7b. If not, what was the main reason?

The Assistant DA subsequently accompanied the teams to the field the next day. The Assistant DA did not raise any issues during her visit and the teams were allowed to proceed with data collection without asking the removed questions. The removal of these questions did unfortunately hinder the evaluation team’s ability to explore the role that partisanship and political attitudes play in explaining programmatic impact.

Surveys were checked for completeness and logic in the field. Where issues were identified, the fieldwork supervisor and the interviewer were notified and the issues corrected. Once corrected or if no issues were identified, the questionnaires were then sent to the data entry team. Data entry was set up in CSPRO and data was entered using a double-entry method. Teams were split into pairs, and each pair was responsible for first and second entry for a complete sampling point/village with village head, community leader and adult questionnaires. Cleaned data was then backed up on a daily basis. The Data Manager compiled error reports comparing the first and second entry files for each pair using CSPRO. The CSPRO entry files were then converted into SPSS where all the errors were then corrected by the team supervisors. The cleaned files were sent to the Data Manager who merged the data files, conducted a final logical check, and then forward the cleaned data to the Project Coordinator. The cleaned SPSS files were submitted to Social Impact, who also checked the data for logic and consistency.

Ultimately, the survey team was able to conduct household surveys in 270 villages. However, in 23 of these villages, it was not possible to interview the village head because he or she was not present in the village on the day the team conducted the interview (See Table 4.1). In 13 villages, community leaders were not present on the day the team conducted the interview. It is important to note that the omission of village heads from the data set does not appear to be at random. Village heads assigned to the community leader training session were significantly more likely to be away.

Table 4.1: Non-response of VHs and CLs to survey

	No training	VH Only	VH + CL Training	Total
Villages with HH surveys	136	69	65	270
Villages with VH surveys	128 (94 %)	64 (93 %)	55 (85 %)	247
Villages with CL surveys	129 (95 %)	64 (93 %)	64 (98 %)	257

V. HYPOTHESES AND PRE-ANALYSIS PLAN

Prior to receiving the follow-up data, the research team developed a plan for testing the program’s primary hypotheses. The “pre-analysis plan” specified in advance the measures to be used to test specific hypotheses, the models specifications to be used to measure effects, and the methods by which to correct for multiple outcomes.¹⁹ Because of the challenges associated with the data collection for this project (including the threat that permissions would not be forthcoming for the follow-up survey and the removal of key questions from the follow-up survey mid-way through data collection), we only completed and registered the plan after the follow-up survey was completed. However, registration with the Experiments in Governance and Politics Network (EGAP) occurred before the principal investigators had received the follow-up data. Social Impact acted as a clearing house, only releasing the data to the principal investigators once the plan had been registered with the EGAP’s research design registration.²⁰

The advantage of a pre-analysis plan is that it increases transparency by specifying in advance the effects of interest and how they will be measured. In the absence of a pre-analysis plan, there is the danger of scholars selecting a subset of results for presentation because they believe this will make the results more “publishable”.²¹ In the case of impact evaluations, there is also the possibility of pressure from donors or implementing organizations. In order to prevent this type of “fishing” for results, the principal investigators developed a pre-analysis plan. The IRC and Social Impact both provided feedback on the plan, and adjustments were made based on this feedback before the plan was registered.

Due to the sensitive and challenging nature of the working environment in Zimbabwe, we recognized the need to build some flexibility into our pre-analysis plan. In particular, we were concerned that sensitive questions could result in response bias. Furthermore, interventions by the authorities to eliminate some important survey questions part way through the survey meant that our ex ante preferred measures of key variables, such as

¹⁹ See Miguel, E, Casey, K and R. Glennerster(2012). “Reshaping Institutions: Evidence on Aid Impacts Using a Pre-Analysis Plan” *Quarterly Journal of Economics* (127/4): 1755-1812.

²⁰ <http://e-gap.org/design-registration/>

²¹ See Macartan Humphreys, Raul, Sanchez de la Sierra and Peter van der Windt, “Fishing” *Political Analysis* 21 (1): 1-20.

partisanship, were not available for all respondents. As a result, the plan pre-specified strategies for detecting response bias and rank-ordered possible measures of partisanship.²²

The pre-analysis plan was not intended to rule out any exploratory research. Indeed, the report contains a section in which we have conducted further research, not included in the pre-analysis plan, in an attempt to interpret the report's main findings. In our view, the purpose of a pre-analysis plan is not to prevent this type of exploration, but to draw clear lines between the pre-specified and the exploratory aspects of the analysis, as there is a greater possibility for confirmation bias in the latter type of analysis compared to the former.

The IRC's programming was initially hypothesized to have four broad effects:

H1: Training for traditional leaders will improve their governance (specifically, their knowledge of the law, attitudes toward rights, impartiality in decision-making, and legitimacy in the eyes of community members).

H2: Training for traditional leaders will allow them to resolve conflicts more effectively and fairly, reducing conflict within their villages.

H3: Training for traditional leaders will allow them to resolve conflicts more effectively and fairly, improving social cohesion within their villages.

H4: Training will reduce barriers to participation within communities, increasing participation in local and national affairs.

However, these different effects were thought to be sequential to one another and, as a result, to have different likelihoods. The effect of the program on governance by the village head was the most proximate to the programming, while the effect of the program on political participation was the most distant. Also, during the discussions surrounding the pre-analysis plan, the IRC emphasized that aspects of the planned intervention they believed would most directly impact community participation had not been included in the randomized control trial, and so the program should not be evaluated on the basis of its effects on collective action in the community and citizen participation. As a result, we have not considered these variables in the analysis, although they are presented in Appendix C. We keep the discussion of the effects of the program on community integration and trust in the main text of the document because these two outcomes are more closely related to conflict reduction; furthermore, the program appears to have an unanticipated but potentially important effect on social trust.

For each outcome of interest (good governance, conflict, and social cohesion/trust), we included multiple measures in our survey instrument. We grouped these measures into indices of closely related outcomes, as specified below (and in the pre-analysis plan).²³ In a

²² A third concern was lack of variation in some outcomes, which could reflect insensitive measures rather than a lack of effect, and the plan also specified that we would drop measures without a specified amount of variation in the control group.

²³ By pre-specifying the indices, we prevented fishing. However, this limited the amount we could consider the empirical correlation between variables when specifying the indices. Where sub-indices are intended to capture an underlying latent variable (such as attitudes toward human rights, legitimacy and social trust), we have also tested the internal consistency of each index using Cronbach's alpha. In both the case of the human rights index and the legitimacy index, we found one variable (on deference to the village head in the former case and

few places, variables that we indicated would be included in the index in the pre-analysis plan failed the pre-specified test for lack of variation in outcomes or response bias, and so were excluded from the indices.²⁴ Following Kling, Liebman, and Katz (2007) each variable was given equal weight in each sub-index and equal weight was given to each sub-index in each index.²⁵ In cases where data was missing on a particular variable or sub-index for a particular observation, the index was constructed by weighting equally the available variables or sub-indices. Where sub-indices are intended to capture an underlying latent variable (such as attitudes toward human rights, legitimacy and social trust), we have also tested the internal consistency of each index using Cronbach's alpha. Table 5.1 lays out each of the evaluation indicators and explains how each is operationalized using the household and village head surveys presented in Appendix E and F. With the exception of the last two indicators, political intimidation and social cohesion, the unit of analysis is the village. When the data comes from the household survey but the unit of analysis is the village, household responses are aggregated to create a village level summary statistics. As such, if 4 of 8 households report that most people in the village are influenced by their village head's opinions, then that village would have a score of .5 on this indicator.

whether the respondent would take crop destruction disputes to the village head in the latter case) to correlate weakly with the overall index. As a result, we also created indices excluding these measures and tested the effects of the training variances on these indices. In both cases, the results are very similar to those reported in the main text.

²⁴ Specifically, our rule was that we would exclude variables for which more than 95 percent of villages and more than 90 percent of village heads in the *control* communities gave the same response (though note – due to a typo, the pre-analysis plan indicates we would make exclusion decisions based on variation in the treatment rather than the control communities).

²⁵ Alternatively, Michael Anderson (2008) proposes using the GLS weighting procedure, which gives outcomes that are less correlated with other outcomes (and therefore provide more new information) more weight. However, because the outcomes we group together should be correlated with the same latent variables but we are concerned about response bias in some cases, we do not adopt this approach.

Table 5.1: Operationalization of evaluation indicators

Good governance indicators	Operationalization
Village Head's Knowledge of Law	Whether VHs give correct response to "knowledge" questions such as "Individuals have the right to appeal fines from primary courts"? (Specifically, F1, F2, Fbnew, Fcnew, Fdnew and F3 on VH survey in Appendix F.)
Village Head's Attitudes toward Human Rights and Conflict Resolution	Whether VHs <i>strongly agree</i> with statements such as "A widow should have the right to inherit land"? (Specifically, F4, F5 and F6 on VH survey)
Village Head's Impartiality	Estimated % of respondents in village who are aware of "people being excluded from food aid lists based on political views," as calculated from list experiment (F2 on HH survey in Appendix E), % of respondents who say most of the outcomes from taking disputes to the village head are fair (C15 on HH survey) (also % of non-family members of the VH who received maize food aid, subsidized maize seed or grain loans (constructed from z8b and d23, d24 & d25 on HH survey), % of respondents with different political views than the chief who received maize food aid, subsidized maize seed or grain loans (constructed from d20new and d23, d24 & d25 on HH survey), % of MDC supporters who received maize food aid, subsidized maize seed or grain loans (constructed from B2B and d23, d24 & d25 on HH survey) ²⁶
Village Head's Legitimacy	Proportion of respondents who say most people in the village are influenced by the village head's opinions (D20 on HH survey), Estimated proportion of respondents who have or say they would take crop destruction disputes to the VH first (C2(B) on HH survey), Proportion of respondents who say they always trust their VH to do what is right (D9 on HH survey), Average rating respondents give to the quality of their relationship with the VH, on a scale of 10 (D14 on HH survey) ²⁷
Conflict indicators	
Domestic Conflict	Number of incidents per household of marital disputes, domestic and sexual violence (domestic violence, adultery, marriage disputes, roora/bride wealth dispute, rape) (C5, C6, C7, C8, C9 on HH survey, constructed using women's responses only)
Physical Assault	Number of incidents per household (D10/B3 on VH survey ²⁸ ; C10 on HH survey)
Burglaries and Theft	Number of incidents per household (D3/B3 on VH survey and C3 on HH survey)
Land and Livestock Disputes	Number of incidents per household (D2/B3 and D3/B3 on VH survey, C2 and C3 on HH survey)
Witchcraft	Number of incidents per household (D4/B3 on VH survey and C4 on HH survey)

²⁶ These last three measures not included in the index of impartiality because each of these measures is likely to be very noisy at the village level since the measure will be constructed from the answers given by a subset of the HH respondents in any village (and in some villages, there might not be any individuals who fall into this subset).

²⁷ Latter two combined into trust index first, as specified in pre-analysis plan.

²⁸ The pre-analysis plan did not explicitly state that the village head responses would be weighted by population before being averaged with the number of incidents of conflict reported village members in the household survey, but this is necessary to put the two sets of responses on the same scale.

Political Intimidation and Violence	Estimated proportion of respondents who are aware of people being injured or threatened with violence because of politics, as measured by list experiment (F1 on HH survey)
Social cohesion indicator	
Social Trust	Whether respondents say that most people can be trusted (versus you have to be careful in dealing with people) (B3 on HH survey), Whether respondents report that there are groups within their village who they would not trust with something they own (B8b on HH survey), Whether respondents report that there are issues that divide them in the community (B9a on HH survey)

As specified in the pre-analysis plan, we estimate the program effects through simple comparisons of mean outcomes between different experimental groups.²⁹ Specifically, we estimate the effects through an equation of the following form:

$$y_{iv} = \beta_0 + \beta_1 TO_v + \beta_2 TH_v + \epsilon_{iv} \quad (1)$$

where, y_{iv} is the outcome for individual i in village v ; TO_v is an indicator for the “training only” intervention; TH_v is the dummy for the “training with horizontal pressure” intervention; and ϵ_v is the disturbance term for the regression assumed clustered at the village-level. We measure our good governance and conflict outcomes at the village level rather than the individual level, in these cases replacing y_{iv} with y_v in the equation above.

VI. PROGRAM EFFECTS

In this section, we consider the effects of the programming on the three main outcomes of interest:

- 1) Good governance by village heads, including:
 - a. The village head’s knowledge of the law
 - b. The village head’s attitudes toward human rights and conflict resolution
 - c. The impartiality of the village head
 - d. The village head’s legitimacy in the eyes of community members
- 2) Incidents of conflict in the village (violent and non-violent)
- 3) Citizens’ interpersonal trust

The analysis that follows is based on the pre-analysis plan drafted by the principal investigators prior to receiving the follow-up data. We report only the effects on the main indices specified in this plan. However, a variable-by-variable report is available in appendix C.

As discussed above, there was generally good compliance with treatment assignment. However, two features of the programming and operating environment must be considered when interpreting the results. First, the baseline survey suggested that almost half of all village heads had previously received some training on their role in resolving conflict.

²⁹ The data from the baseline survey suggests good balance across the various experimental groups (see tables 7.1 & 7.2 in the baseline report); however, the baseline data does not include all of the villages included in the follow-up survey.

Although the content of the previous trainings were unlikely to have been exactly the same as the content of the training sessions organized by the IRC, we may not expect to observe large effects of the programming on village heads who have previously been trained. In addition, during the roll-out of the program, there was some miscommunication with village heads about the type of community leader who was supposed to attend alongside them. As a result, some village heads brought village secretaries with them rather than independent community leaders on the first day of the first training session. The IRC subsequently made adjustments, and in all but 10 villages assigned to the community leader variant of the treatment, an “independent” community leader was ultimately trained. However, the inclusion of these “non-independent” leaders may depress the observed effects of the community leader training. In the main body of this report, we present the intent-to-treat effects of the program, which capture the amount of effect the program actually had in the villages it was intended to benefit. While we do not present the results here, we find very similar findings if we use instrumental variable models to measure the effect of the treatment on the treated, or those villages that actually benefited from the program.

For each outcome of interest, we report three things: the effect of training village heads only (compared to no training), the effect of training village heads and community leaders (compared to no training), and the difference in the effectiveness of the two treatment variants. This third quantity can be interpreted as the additional effect of training community leaders given that village heads are being trained. The effect of training village heads only is equal to β_1 in equation (1), the effect of training village heads and community leaders is equal to $\beta_1 + \beta_2$, and the difference in the effectiveness of the two treatment variants is equal to β_2 . We have measured all outcomes reported in the following section at the village level, except for social trust, which is measured at the individual level.³⁰

1. GOOD GOVERNANCE

First, we consider the effects of the programming on good governance by the village head. Our overall index of good governance equally weights four sub-components of good governance: the village head’s knowledge of the law, the village head’s attitudes toward rights, the village head’s impartiality, and the village head’s legitimacy. In table 6.1, we first report the effects of the programming on the overall index and then on each sub-index.

Column 1 in table 6.1 shows that training the village head by himself (or, in rare instances, herself) does not have a positive effect on any of the indices of good governance. The village head only training does not even appear to have increased the knowledge of village heads. As shown in table 6.1, the effects of training only the village head are consistently negative but small and statistically insignificant.

In contrast, column 2 shows the effect of the “training plus horizontal pressure” variant in which both village heads and community leaders were trained. The total effect of training both leaders is consistently positive, and the effect on the village head’s knowledge is statistically significant at the 95 percent confidence level. Substantive interpretation of the estimated effect of the intervention is complicated by the fact that the variables of interest are indices. For example, as shown in Table 6.1, the Knowledge Index ranges from -1.052 to .770 with the average value of the control villages approximately at zero and a standard

³⁰ We specified that this variable would be measured at the individual-level in the pre-analysis plan; the results are virtually identical if we instead aggregate this variable to the village level before running the analysis.

deviation of .521. We estimate that the effect of training the village head and community together produces a positive increase of 0.173 on this knowledge scale, or 33.2% of one standard deviation change in the Knowledge Index, a modest estimated effect.

Finally, column 3 in Table 6.1 shows that training sessions also attended by community leaders had a significantly more positive effect on good governance by the village head than training sessions attended only by village heads. The additional effect of training a community leader on the overall index of good governance is positive and statistically significant at the 90 percent confidence level. The effect of training community leaders on the village head's knowledge is also statistically significant at the 95 percent level, suggesting village heads learn better when other community leaders are also trained. The additional effect of training a community leader on the other measures of good governance is consistently positive but not statistically significant.

Table 6.1. Effects of Training on Good Governance by VH

Outcomes	N	Control Mean (sd) [min, max]	(1) Effect of VH Training β_1	(2) Effect of VH + CL training $\beta_1 + \beta_2$	(3) Difference between variants β_2
Good Governance Index	270	-0.008 (0.389) [-1.052, 0.770]	-0.038 (0.056) p=0.5091	0.080 (0.057) p=0.165	0.117* (0.066) p=0.075
Knowledge Index	245	-0.001 (0.521) [-1.538, 0.746]	-0.021 (0.076) p=0.788	0.173** (0.081) p=0.033	0.193** (0.091) p=0.036
Attitudes Index	247	-0.000 (0.582) [-1.198, 0.927]	-0.021 (0.085) p=0.807	0.017 (0.089) p=0.847	0.038 (0.102) p=0.709
Legitimacy Index	270	-0.000 (0.626) [-1.638, 1.582]	-0.085 (0.088) p=0.336	0.047 (0.090) p=0.605	0.132 (0.103) p=0.203
Impartiality Index	270	-0.000 (0.728) [-1.402, 1.560]	-0.054 (0.106) p=0.612	0.035 (0.109) p=0.745	0.089 (0.124) p=0.474

2. LOCAL CONFLICT AND SOCIAL TRUST

Next, we consider the effects of the programming on the amount of conflict in the village and social trust. In particular, for each village, we have generated a measure of the total number of incidents of conflict reported per household. This measure was constructed by averaging the number of incidents of conflict as reported by the village head (divided by the number of households in the village) and the average number of incidents of conflict reported by households in the household survey.³¹ We examine the effects of the programming first on the total amount of conflict in the village and then on five sub-classes of conflict, since the effects of the training could presumably be different for different

³¹ As explained in the pre-analysis plan, we used this method for all measures of conflict

classes of conflict. The five sub-classes of conflict were domestic conflict, physical assault, burglaries and theft, land and livestock conflicts, and witchcraft. In particular, the training focused particularly on gender rights, and so we might expect to find the training sessions resulted in more acknowledged domestic conflict even while it reduced other forms of conflict in the village.

Table 6.2 shows that training the village head by itself also does not reduce total reported conflict. The estimated effect of training the village head is tiny and statistically insignificant. Column 2 shows that training community leaders and village heads had a larger negative effect on total incidents of conflict, but the effect is also not statistically significant. Overall, the training appears to have had little effect on incidents of conflict in villages. In addition, neither the village head training nor the community leader training had a statistically significant effect on any of the sub-indices of specific types of conflict.

Table 6.2. Effects of Training on Incidents of Conflict

			(1)	(2)	(3)
	N	Control Mean (sd) [min, max]	Effect of VH Training	Effect of VH + CL Training	Difference between variants
			β_1	$\beta_1 + \beta_2$	β_2
Total Conflict	270	2.088 (1.654) [0.188- 9.875]	-0.011 (0.339) p=0.975	-0.346 (0.346) p=0.318	-0.336 (0.397) p=0.398
Domestic Conflict	270	0.564 (0.877) [0.000 – 4.500]	-0.064 (0.253) p=0.801	-0.270 (0.257) p=0.296	-0.206 (0.296) p=0.486
Physical Assault	270	0.093 (0.196) [0.000 – 1.875]	-0.005 (0.027) p=0.865	-0.008 (0.027) p=0.773	-0.003 (0.031) p=0.915
Burglaries and Theft	270	0.279 (0.301) [0.000 – 2.250]	0.006 (0.045) p=0.890	0.018 (0.046) p=0.698	0.012 (0.052) p=0.825
Land and Livestock Disputes	270	1.017 (0.854) [0.002- 4.975]	0.083 (0.121) p=0.496	-0.028 (0.124) p=0.822	-0.111 (0.142) p=0.436
Witchcraft	270	0.136 (0.391) [0.000 – 3.823]	-0.031 (0.045) p=0.493	-0.059 (0.046) p=0.207	-0.027 (0.053) p=0.607

The IRC's programming was also particularly concerned with reducing conflict surrounding elections. However, as discussed above, it was not possible to ask a direct question about this on the survey (and we would have expected respondents to underreport this type of conflict if we had). Instead, the survey included a survey experiment to measure cases of threats of violence against supporters of particular political parties. The effects of the training variants on threats of political violence are indicated in Table 6.3. Interestingly, although training the village head by him or herself has little effect, training community leaders and village heads has a moderate positive effect on the proportion of the population that is aware of threats of political violence; this effect is statistically significant at the 95

percent confidence level. Furthermore, the difference in the effects of the two training variants on political intimidation is statistically significant at the 95 percent confidence level.

Table 6.3. Effects of Training on Threats of Political Intimidation

	N	Control Mean (sd) [min, max]	Effect of VH Training β_1	Effect of VH + CL Training $\beta_1 + \beta_2$	Difference between variants β_2
Political Intimidation and Violence	270	0.357 (0.459) [-0.750 – 1.500]	0.038 (0.076) p=0.624	0.178** (0.078) p=0.023	0.140 (0.089) p=0.118

Finally, we consider the effects of the training sessions on an index of social trust. Table 6.4 shows the effect of training the village head by him or herself on social trust is negative but not statistically significant at conventional levels. There is some evidence to suggest that training village heads alongside community leaders may result in lower levels of social trust, although the effect size is very small and is not quite statistically significant.

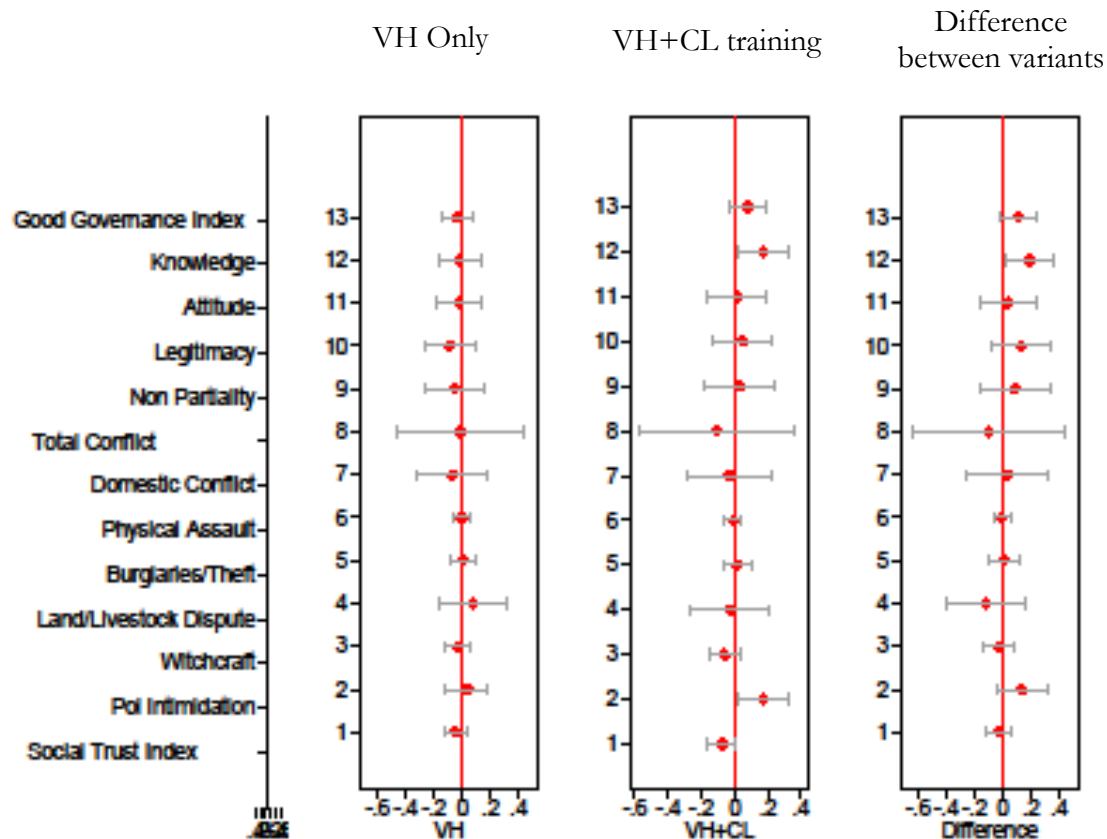
Table 6.4. Effects of Training on Social Trust

	N	Control Mean (sd) [min, max]	Effect of VH Training β_1	Effect of VH + CL Training $\beta_1 + \beta_2$	Difference between variants β_2
Social Trust Index	2154	-0.001 (0.677) [-1.323 – 1.606]	-0.049 (0.039) p=0.203	-0.076* (0.044) p=0.087	-0.026 (0.036) p=0.565

The results presented in the tables above are displayed visually in Figure 6.5. The red dots indicate the estimated effect, and the grey error bars around them indicate the 95 percent confidence intervals. The red lines down the center of each plot indicate 0. Dots to the right of the center line indicate positive effects. Dots to the left of the center line indicate negative effects. The further the red dots from the line, the larger the magnitude of the effect (in a positive or negative direction). The smaller the error bars around them, the more precisely the effect estimated.

The grey lines represent 95 percent confidence intervals. Thus, a dot to the right of the line with grey error bars that do not cross the line is positive and statistically significant at the 95 percent confidence level. Conversely, a dot to the left of the line with grey error bars that do not cross the line would be negative and statistically significant at the 95 percent confidence level. The left plot shows the effects of the training for the village heads only. The middle plot shows the effects of training village heads and the community leaders together. The right plot shows the difference in the effectiveness of the village heads and community leaders training relative to the village heads only training.

Figure 6.5 Effects of “Training Only” and “Training Plus Horizontal Pressure”



The analysis above captures the intent-to-treat effects. Because compliance with treatment assignment was very high but not perfect, we have also estimated the effect of the treatment on the treated. We did this using an instrumental variable framework in which assignment to the “training only” and the “training plus horizontal pressure” variants were used as instruments for the receipt of each of these treatments. While the results are not presented here, they are very similar to those reported in this section.

3. CONCLUSIONS

To summarize, the results suggest that training village heads by themselves has little effect on good governance, conflict or social trust. On the other hand, training community leaders alongside village heads results in significantly better scores on governance indicators compared to situations where the village head is trained alone. However, although training community leaders alongside village heads results in significantly better governance outcomes than training village heads by themselves, the full effect of training village heads and community leaders on governance is positive but not statistically significant at conventional levels. Furthermore, training village heads and community leaders appears to correspond with higher levels of political intimidation (statistically significant at the 95 percent level) and might have slight negative effect on social trust.

The above results are not clear-cut in their policy recommendations. Certainly, training village heads by themselves appears not to have the intended positive effects; but it is difficult to conclude on the basis of this analysis that training community leaders alongside village heads is fully justified because of the potential harmful effects of training community

leaders and village heads on political intimidation and social conflict. We discuss this at greater length in the next section.

VII. INTERPRETING THE RESULTS

This section moves beyond the analysis outlined in the pre-analysis plan in order to try to interpret the findings presented in the previous section. In particular, it probes the earlier finding that when training sessions incorporated community leaders they were both more effective in improving governance by the village head and created tensions within communities.

We interrogate these findings by looking at three types of outcomes. First, we consider the effects of the two training variants on the procedures used by the village head to make decisions. This allows us both to verify that the “training plus horizontal pressure” really did improve good governance in a concrete way and to understand the types of effects it had on decision-making. Second, we consider the effect of the two training variants on the village head’s perceptions of their authority in their community, and third, we consider the effect of the two training variants on community member’s perceptions of their authority in their community. This allows us to assess whether either of the training sessions might have unintentionally decreased the ability of village heads to resolve tensions and govern their communities; in other words, it allows us to assess whether “good governance” as defined in the context of this program might equate to “ineffective governance.”³²

First, we consider the effect of the different training variants on the procedures by which village head’s make decisions. In particular, the top section of Table 7.1. considers whether the training variants 1) decreased the proportion of the population that does not pay a fee to the village head before a case is heard (because these fees are illegal), 2) increased the percentage of village heads who said dare (village court) records were public, 3) increased the percentage of women on the village dare, 4) increased the village head’s consultation with a council of women, and 5) increased the village head’s consultation with the village’s resource management committee. Table 7.1 confirms that training village heads alone had little effects on good governance – this treatment increased consultation with resource management committees, but its effect on the other procedural outcomes were statistically insignificant and even negative in some instances. However, when community leaders were trained alongside village heads, the training sessions results in changes in decision-making procedures and, in particular, greater consultation of women and other community organizations. Thus, this additional analysis confirms that the “training plus horizontal pressure” training variant had procedural effects.

Did these procedural changes make village heads more or less effective in exerting authority within his (or her) community? The middle section of Table 7.1 considers the effect of the training variants on the village heads’ perceptions of their influence within their community. Here, we find interesting differences in the effect of the “training plus horizontal pressure”

³² On the potentially perverse effects of formalizing and regulating informal institutions, see Jean-Philippe Platteau (1996), “The Evolutionary Theory of Land Rights as Applied to Sub-Saharan Africa: A Critical Assessment,” *Development and Change* 27 (1): 29-86; Peter Leeson (2005) “Endogenizing Fractionalization,” *Journal of Institutional Economics* 1 (1): 75-98; Anthony Carilli, Christopher Coyne and Peter Lesson (2008) “Government Intervention and the Structure of Social Capital” *Review of Austrian Economics* (21): 209-218.

training variant on how the village head responded to different questions about his or her authority. Specifically, village heads exposed to this training variant were *more likely* to strongly agree with the statement that *most people* in the village were influenced by their opinions (row 6); the effect of the VH+CL training variant relative to no training is positive and close to statistically significant at the 90 percent confidence level and the effect of the VH+CL training relative to the VH only training is positive and statistically significant at the 95 percent confidence level. However, they were also *less likely* to think that *all groups* in the village respected their authority and all groups in the village took their disputes to their dare (row 7 & 8); neither of these effects is quite statistically significant, but the effects are sizable. One possible explanation for these divergent responses is that the horizontal training differentially affected the VH's perceived influence with different groups. The training made them believe their influence had increased among the village majority, but also drew attention to divisions within their community and the existence of minorities within the community who did not respect their authority.

Row 9 shows that neither training variant had a significant effect on the village head's perceived independence from the government, and row 10 shows that neither training variant increased or decreased their appetite for further training. This suggests that the village heads did not feel their power to have been excessively curbed by the training sessions.

The bottom section of table 7.1 considers the effects of the training sessions on community member's knowledge of the laws surrounding traditional governance, and their perceptions of their village head's authority. Interestingly, when community leaders were included in the training sessions, the knowledge provided therein also permeated down to the community more generally; this effect is both moderate and statistically significant at the 95 percent confidence level (row 11). In contrast, when community leaders were not included, the training sessions did not increase the knowledge of community members. However, the "training plus horizontal pressure" variant did not, on average, change community member's likelihood of taking their disputes to the village head, their perceptions of the village head's influence on the majority of the community, or their perceptions of the village head's independence from the government (rows 12, 13 and 14). Thus, on average, the village head's authority was not perceived to decrease as a result of the training sessions. However, it remains possible that this average effect hides differential effects of the training sessions on the perceptions of the village head's authority among different groups, and it is possible that the training sessions made community members more aware of other community member's differing opinions on the authority of the village head.

Table 7.1 Effect of Training Variants on VH's Procedures and VH's Authority

	N	Control Mean (sd) [min, max]	Effect of VH Training	Effect of VH + CL Training	Difference between Variants
Procedures					
1) No Payment to VH	257	0.329 (0.309) [0.000 - 1.000]	0.043 (0.0356) p=0.356	0.070 (0.047) p=0.137	0.028 (0.054) p=0.608
2) Dare Records Public	239	0.645 (0.480) [0.000 - 1.000]	-0.113 (0.076) p=0.138	-0.004 (0.080) p=0.964	0.109 (0.091) p=0.232
3) % Women on Dare	236	0.262 (0.190) [0.000 1.000]	0.014 (0.038) p=0.262	0.053* (0.030) p=0.084	0.038 (0.035) p=0.269
4) Consult with Women's Council	238	0.225 (0.420) [0.000 - 1.000]	-0.067 (0.065) p=0.305	0.127* (0.070) p=0.071	0.194** (0.079) p=0.015
5) Consult with RMC	241	0.389 (0.489) [0.000 - 1.000]	0.159** (0.077) p=0.038	0.215*** (0.080) p=0.008	0.055 (0.092) p=0.038

Table 7.1 (cont)

	N	Control Mean (sd) [min, max]	Effect of VH Training	Effect of VH + CL Training	Difference between Variants
VH's View of Authority					
6) VH's View On Influence in Community	242	0.532 (0.501) [0.000 -1.000]	-0.103 (0.076) p=0.179	0.129 (0.081) p=0.114	0.232*** (0.092) p=0.013
7) VH's View on Authority Over All Groups	247	0.586 (0.494) [0.000 1.000]	-0.070 (0.076) p=0.358	-0.113 (0.080) p=0.161	-0.043 (0.092) p=0.640
8) VH's View on Use of Courts By All Groups	247	0.656 (0.477) [0.000 1.000]	0.016 (0.073) p=0.832	-0.093 (0.078) p=0.234	-0.108 (0.088) p=0.222
9) VH's View Independence Government	244	0.432 (0.497) [0.000 -1.000]	-0.041 (0.076) p=0.589	0.041 (0.080) p=0.613	0.082 (0.091) p=0.370
10) VH's Desire for More Training	246	0.984 (0.125) [0.000 -1.000]	-0.016 (0.022) p=0.472	-0.003 (0.023) p=0.900	0.013 (0.026) p=0.628
HH's View of Authority					
11) HH's Knowledge Index	270	-0.001 (0.521) [-1.538 -0.746]	-0.021 (0.076) p=0.788	0.173** (0.081) p=0.033	0.193** (0.092) p=0.036
12) HH takes case to VH	270	0.435 (0.221) [0.000 1.000]	0.028 (0.033) p=0.406	-0.037 (0.034) p=0.282	-0.064* (0.039) p=0.100
13) HH's View on VH Influence in Community	270	0.409 (0.213) [0.000 -0.875]	-0.016 (0.032) p=0.546	0.007 (0.032) p=0.831	0.023 (0.037) p=0.546
14) HH's View on VH Indep. Government	270	0.495 (0.213) [0.000 -1.000]	0.025 (0.030) p=0.397	0.021 (0.030) p=0.487	-0.004 (0.035) p=0.487

VIII. ADDITIONAL ANALYSES

In this section, we present some additional analyses from the pre-analysis plan that add further nuance to our analysis. First, we consider the effect of training the village head on all measures of impartiality included in the survey. Second, we discuss the heterogeneity of the treatment effects across different types of villages. Finally, we examine whether some of the training clusters were more effective than others in affecting governance, conflict and social trust.

Table 8.1. *Effects of Training on Impartiality of VH (All Measures)*

	Desired Effect	N	Control group Mean (sd) [min, max]	Effect of VH Training	Effect of VH + CL Training	Difference between two training variants
				β_1	$\beta_1 + \beta_2$	β_2
Included in Index						
Political exclusion from food aid (List experiment)	-	270	0.467 (0.636) [-1.250 – 2.000]	0.055 (0.093) p=0.558	-0.025 (0.095) p=0.789	-0.080 (0.109) p=0.463
VH's dare not fair	-	270	0.402 (0.202) [0.000 – 1.000]	0.004 (0.031) p=0.885	-0.006 (0.032) p=0.844	-0.011 (0.036) p=0.767
Excluded from Index						
Prop. non-family members assisted	+	256	0.616 (0.328) [0.000 – 1.000]	0.081* (0.047) p=0.087	0.058 (0.048) p=0.231	-0.023 (0.055) p=0.681
Prop. with different political views assisted	+	152	0.681 (0.333) [0.000 – 1.000]	0.022 (0.066) p=0.745	0.054 (0.071) p=0.448	0.033 (0.080) p=0.683

Table 8.1 examines the effects of the programming on several additional measures of impartiality that we included on the follow-up survey but decided in advance not to include in the main impartiality index because they are noisy measures, denominated by the number of people in a village with a particular attribute (and therefore not available in villages where no one has this attribute). In particular, the survey collected information on the receipt of food and agricultural aid by groups against which village heads are often thought to discriminate -- people outside the village head's family and people with different political views from the village head who received aid.³³ We find that the training of the village head has a positive effect on the proportion of non-family members who are assisted, and this effect is statistically significant at the 90 percent confidence level; however, the training of the village head does not affect the proportion of people with different political views who receive aid. The additional effect of training a community leader on the distribution of aid to both non-family members and people with opposing political views is small and statistically indistinguishable from zero in both cases.

³³ The second measure is only available for half of the villages in the sample, because the authorities removed the question asking whether respondents shared the political views of their village head halfway through the survey. In the appendix, we examine the effect of the training sessions on the receipt of food aid by individuals supporting the MDC and find a positive effect of training the VH. However, the number of reported MDC supporter is so low that we excluded this measure from the main body of the report (following the criteria outlined in the pre-analysis plan) In addition, the number of people who said they would support the MDC is higher in places where the VH was trained, making it difficult to interpret the third effect.

These results slightly complicate the results presented in Table 6.1 on the effects of training village heads alone and training village heads alongside community leaders. Although we specified the construction of the impartiality index in advance and did not choose which variables to include based on the extent to which they matched the patterns in the rest of the data, the results suggest that training village heads alone may have a more positive effect on impartiality (but not the other indicators of good governance) than originally estimated.

Next we consider whether the effects of training variants are different in different types of communities. Specifically, we consider whether the effects of the trainings differ depending on how “modern” the village is (as measured by an index of education, age and years in power), whether the village is on communal land or not, how geographically remote the village is, whether the village has historically had strong social divisions, and the chiefdom in which the village is (Zimunya or Marange). All of these interaction effects are reported in Appendix D. The most important finding is that the positive effects of the training plus horizontal pressure variant only exist in villages that have not historically had social divisions.

Finally, we consider whether some of the observed effects are attributable to the quality and or dynamics of a specific training sessions. Village heads assigned to the village head only training were trained in two different training sessions (which were geographically defined), and the village heads assigned to the village head plus community leader training session were trained in three different sessions (which were again geographically defined). The training sessions were not equal in size – session 1 included 45 villages, while the other sessions contained between 19 and 24 villages. As discussed earlier, the order of the training sessions was juggled so that some of the village head and community leader training sessions occurred before the second village head only training session and some occurred after.

Table 8.2 examines the coefficients on training session dummies in order to assess whether the negative effects of the village head only training or the positive effects of training an additional community leader could be driven by one specific training session. It is important to note that this analysis is just suggestive and cannot identify the effects of particular training sessions because assignment to training sessions (rather than treatment conditions) was not random. As a result, the training session dummies could be reflecting the background attributes of a particular subgroup of villages that make them more or less subject to good governance and conflict. Still, the analysis highlights training session 2 as being associated with particularly negative outcomes and training session 4 as being associated with particularly positive outcomes. The first observation is particularly interesting because, if anything, the quality of the training in session 2 was judged by observers to have been better than in session 1. This suggests that any negative effects of the village head only training cannot be attributed to poor organization or unfamiliarity with the materials. Again, it is also important to note that the training sessions were not randomly assigned, so the session dummy could partially be picking up attributes of the group of villages assigned to that session.

Table 8.2. *Effects of Training Group Dummies*

		VH Only		VH + CL		
		Group 1	Group 2	Group 3	Group 4	Group 5
Good Governance Index	270	0.031 (0.067) p=0.642	-0.172* (0.077) p=0.027	0.064 (0.092) p=0.484	0.134 (0.090) p=0.138	0.041 (0.071) p=0.558
Knowledge Index	245	0.037 (0.092) p=0.689	-0.138 (0.119) p=0.246	0.091 (0.112) p=0.420	0.304*** (0.090) p=0.001	0.134 (0.118) p=0.257
Attitudes Index	247	0.071 (0.010) p=0.479	-0.195 (0.121) p=0.109	-0.077 (0.110) p=0.489	0.013 (0.153) p=0.934	0.139 (0.118) p=0.239
Impartiality Index	270	0.033 (0.115) p=0.776	-0.219 (0.164) p=0.183	0.051 (0.217) p=0.814	0.093 (0.177) p=0.601	-0.037 (0.107) p=0.734
Legitimacy Index	270	-0.040 (0.113) p=0.724	-0.178* (0.104) p=0.086	0.082 (0.121) p=0.497	0.073 (0.135) p=0.589	-0.034 (0.127) p=0.789
Total Conflict	270	0.089 (0.399) p=0.823	-0.206 (0.461) p=0.655	-0.158 (0.424) p=0.710	-0.722** (0.340) p=0.035	-0.281 (0.521) p=0.590
Political Intimidation and Violence	270	0.080 (0.089) p=0.368	-0.088 (0.115) p=0.445	0.174 (0.119) p=0.145	0.165 (0.127) p=0.195	0.068 (0.122) p=0.578
Social Trust Index	2154	-0.079* (0.043) p=0.071	0.009 (0.053) p=0.864	-0.053 (0.061) p=0.387	-0.170** (0.076) p=0.387	-0.014 (0.065) p=0.829

IX. QUALITATIVE ANALYSIS

Results from the follow-up survey suggest that training for village heads can improve their knowledge of the law and make their decision-making more inclusive, but only if community leaders are trained alongside village heads. However, this variant of the training simultaneously increased certain types of social tensions. In order to better understand the degree of change in these different outcomes and the mechanism by which community leaders affected the impact of the training sessions, we conducted qualitative research in ten villages in May and June 2014.

In each of the ten villages, the qualitative research involved conducting three focus group discussions. The first focus group comprised the village head alongside advisors of his or her choosing, the second focus group was with a group of about 8 villagers organized by the village head, and the third focus group was with the random sample of 8 villagers included in the follow-up survey. In addition in each village, we conducted a one-on-one interview the community leader included in the training sessions (or, in cases where no community leader was trained, the community leader the village head would have liked to have include in the training sessions). In total, 30 focus groups and 10 one-on-one interviews were conducted as part of the qualitative research. The interviews and focus groups were led by Shylock

Muyengwa, with the assistance of a local research assistant. Both researchers took notes on both the content and dynamics of the discussions, allowing cross-validation of all information collected. We subsequently analyzed both the substance of the answers provided and created behavioral measures of consultation, disagreement and willingness to criticize authority (and the village head specifically) based on the dynamics of the discussion.

Our main goals for the qualitative research were twofold. First, we wanted to examine the persistence and quality of effects over time, and validate and qualify the measures obtained from our quantitative survey instruments. Second, we wanted to understand the mechanism by which the inclusion of community leaders affected the program's goals. We focused on understanding the differences in the effects of training both the village head and a community leader versus only training the village head; this is because these effects are the most significant and theoretically interesting, but also because the program had been rolled out in the year 2 villages by the time of the qualitative research, making a comparison to randomized control villages impossible.

These goals are best accomplished through qualitative analysis of cases that are “on the regression line.”³⁴ Specifically, we chose the 10 villages in which to conduct qualitative research as follows. First, we limited ourselves only to communal villages. Then we identified cases that were close to the regression line – i.e. if the village head was trained, there was little improvement in governance and little change in social trust relative to the control (year 2) villages in the same geographic block, but if the village head and a community was trained, there were improvements in governance but decreases in social trust relative to the control (year 2) villages in the same block. Once we had identified all of the on-the-line cases, we looked for cases where a positive on-the-line case was paired with a negative on-the-line case in the same geographic block, and we selected these pairs for qualitative research. In the end, we selected four villages exposed to the training for village heads only treatment in year 1 and 6 villages exposed to the training plus horizontal pressure treatment in year 1 in four different geographic blocks.³⁵

1. PERSISTENCE AND QUALITY OF EFFECTS

First, we consider the persistence and quality of the effects measured in the quantitative survey. We re-asked a number of the questions from the follow-up survey as part of our interviews, and we compared the responses elicited in May/June 2014, more than a year after the training sessions finished, to those given in August/September 2013, just three months after the training sessions finished, to examine effect persistence. Reassuringly, we find the legal and procedural improvements measured in the follow-up survey have persisted in this small sample of villages. Village heads still answered the legal knowledge question we posed to them correctly.³⁶ The increase in the number of women on the village head's dare caused

³⁴ See Evan Lieberman (2005), “Nested Analysis as a Mixed-Method Strategy for Comparative Research,” *American Political Science Review* 99 (3): 435-452.

³⁵ In two geographic blocks, one VH only training village was paired with two VH plus CL training villages. We did this because there were multiple “on-the-line” VH plus CL training villages in these geographic blocks, and we felt that interviews with community leaders who attended training sessions (which only existed in this treatment arm) were going to be a particularly valuable source of information.

³⁶ All of village heads in the VH+CL training variant got this answer right when asked in both 2013 and 2014. Interestingly, more villages heads in the VH only training variant got this answer right when asked in 2014 than in 2013.

by the community leader variant of the training sessions has also persisted. Finally, the fees charged by the village head remained lower in villages where a community leader had been trained.³⁷

But how deep are the effects of these procedural changes? Has the inclusion of women on the village dare made the village head consult them more often? Is there really greater transparency in these villages? In order to assess this, we constructed behavioral measures of consultation and transparency based on direct observation in meetings and on a comparison of responses given to the same question by leaders and citizens in different settings.

On the one hand, the behavioral measures suggest that village heads exposed to the village head plus community leader training variant are not in practice more consultative or more inclusive of women and minority view points. To see this, we asked the village head to bring some of his closest advisors to his meeting with us and then looked to see who he invited and how much they spoke in the subsequent discussion. In cases where a community leader was trained alongside the village head, the village head was no more likely to invite women to this meeting, and he invited fewer community members from outside his immediate family.³⁸ Women were no more likely to participate in the ensuing discussion, and people were no more likely to contradict the village head. Furthermore, in the focus group discussions organized by the village head in these villages, respondents were less likely to express critical opinions; this is even though the focus groups with a random sample of people in these villages were as critical as their counterparts in the villages exposed to the other variant of the treatment, suggesting there was not greater satisfaction with the system of governance in these communities. This suggests village heads trained alongside community leaders have not become deeply committed to inclusive and consultative governance; in fact, village heads exposed to this treatment may have become savvier about surrounding themselves with people of similar views, choosing family members and people who do not express critical views to attend meetings.

On the other hand, the behavioral measures confirm the increased level of transparency in the villages exposed to the village head plus community leader variant of the training sessions. As part of the qualitative research, we separately asked the village head, the community leader and members of the focus groups to tell us the fees charged by the village dare. By comparing the responses across focus groups and interviewees, we can assess the extent to which the village head and community leaders misrepresent practices when questioned. In cases where only the village head was trained, the village head or the community leader stated the village head charged fees that were lower than the fees mentioned by the focus groups very frequently (4 of the 8 leaders interviewed).³⁹ In cases where both the village head and the community leader were trained, none of the six village heads and just one of the six community leaders interviewed stated a figure that was lower than the number provided by the focus groups. Thus, the checks on the power of leaders in the villages exposed to the community leader variant of the training are real.

³⁷ This is according to our most reliable measure of fees from our focus group discussions; in contrast, village heads sometimes reported different fee structures, as we discuss further below.

³⁸ Villages heads exposed to the horizontal pressure treatment invited an average of four non-family members, while village heads not exposed to this treatment invited an average of six.

³⁹ In cases where the two focus groups gave slightly different responses to this question, we compared the responses given by the leaders to the average of these two numbers.

The qualitative research also examined the extent to which social distrust and political intimidation were higher in the villages in which a community leader was trained alongside the village head. In none of the thirty discussion sessions we organized did we note any incidents of political intimidation, but there were slightly more incidents in which people used political rhetoric in villages exposed to the “horizontal pressure” variant of the training.

In addition, we asked the discussion groups whether there were any divisions in their communities, a potentially contentious topic, and we noted whether people were willing to express views that dissented from previously expressed views, and whether people were willing to express views that criticized the authority structure in the community or the country more generally. For each village, we also have measures of how much public opinion diverges on this question and willingness to express critical views in private from the follow-up survey. In each village, one of our focus groups was with the same respondents interviewed as part of the follow-up survey a year earlier, and by comparing the responses given by respondents in public and in private settings, we can unpack willingness to express dissenting or critical views in public from the extent to which these views exist. Interestingly, in communities in which a community leader was trained, we found that were more willing to express dissenting and critical views in public in our focus groups, even though they were not more dissenting or critical in private during the follow-up survey. This suggests the higher levels of social distrust in these villages is, at least in part, a function of respondents’ greater willingness to express critical and minority views on contentious topics. There may not be greater latent social divisions in these villages.

2. MECHANISMS BY WHICH COMMUNITY LEADERS AFFECT OUTCOMES

The qualitative research also sheds light on the mechanism by which the inclusion of community leaders in the training sessions resulted in changes in governance. The interviews suggest community leaders were able to do two things to improve the effectiveness of training. First, they were able to act as a check on abuses of power by the village head after the training session. Second, they were able to disseminate information about the legal framework governing the village head’s leadership to other community members.

The community leader who was trained alongside the village head became a more powerful local leader in their own right after the training sessions. In almost all instances, the village head subsequently included them in the group of close advisors they invited to meet with the research team.⁴⁰ They all reported being delegated tasks by the village head, including the resolution of cases, and making presentations to community meetings. They all reported that the training sessions had made them closer working partners of the village head.⁴¹

The village heads trained alongside community leaders also universally agreed that this had made the program more effective. For example, village heads described the inclusion of the community leader as beneficial because:

⁴⁰ Two thirds of these community leaders were included in the group of advisors that met with us. In contrast, individuals whom village heads in the community leader treatment named as potential community leader trainees were unlikely to be included in the group of advisors that met with us and the village head (just one quarter were included).

⁴¹ Again, in contrast, the individuals in the village head only villages who were designated as potential community leader trainees did not report these types of changes.

- “I now have an aide who reminds, guides and informs me of the best practices to lead the people”
- “I am reminded of some crucial issues that I would have forgotten since age is catching up with me”
- “Some issues that I did not understand, she helps clarify to the people”
- “We are not closely related so that also helped people accept the message that came from the training.”
- “It became an effective training in that there is someone younger who exhorts my teachings and advises the people in the community.”

The main points emphasized by the village heads were that the community leader helped “remind” them of the law, thereby checking their powers, and the community leader effectively disseminated information on the legal framework, especially to groups – such as youth -- over which the village head had limited influence.⁴²

The focus group respondents also emphasized both the ability of the community leader to act as a check on the village head and to help disseminate information on laws and procedures to community members. For example, respondents noted that:

- “The training of two people was a modest [sic] idea in that they counsel each other and remind each other of the things to be done in the community. The inclusion of a community leader was essential.”
- “He reminds the village head of different outcomes reached at the training session.”
- “This helped a lot since he has helped improve the village head’s behavior. He now works as an advisor to the village head.”
- “The training of two people was helpful in that they share responsibilities in disseminating information.”
- “When two people are trained, they explain the same thing differently and people apprehend in different ways. Thus, [the community leader] has helped in transferring knowledge.”

Although a number of respondents also complained that the community leader had not done enough to disseminate the information from the training sessions, in general, community members in villages exposed to this variant of the treatment thought the inclusion of the community leader had been very valuable.

In contrast, in villages where no community leaders were trained, focus group respondents remarked on the limits of the effectiveness of the training:

- “[The village head] was taught several things... the problem is that he has a hearing problem.”
- “No community leader was trained but if they can be included, it will help our community.”

⁴² It is also noteworthy that in the communities where a community leader had not been trained, the focus group attendees were overwhelmingly female (75 % female, 25 % men). In contrast, significantly more men attended the focus groups in the communities exposed to the village head plus community leader training (44 % female, 56 % men). Community meetings in Zimbabwe are often made up of mainly women, so this could be a sign of the improved ability of the village head to mobilize diverse groups.

Thus, the training of community leaders did two things to make the training sessions more effective in changing traditional governance. First, it created an individual within the village who could act as a check on the power of the village head. Second, the community leader was able to inform a larger number of community members of the legal framework governing traditional leaders. In contrast, we found little evidence that the community leader's main effect was in the classroom, causing the training session to function better.. Village heads did not better internalize the lessons of the training sessions in these cases, as evidenced by the fact that they were not more consultative or inclusive in our discussion sessions. Pressure from community leaders and other citizens after the training sessions is necessary for traditional governance to change. In addition, we found no evidence that antagonistic or competitive relationships between community leaders and village heads could be driving the increased social tensions in villages exposed to the horizontal pressure variant; these leaders always said they have improved relationships as a result of jointly attending the training sessions. This suggests the measured increases in social tensions were the result of the training being more effective in changing governance procedures in these cases, not the direct result of empowering another community leader.

X. CONCLUSION

We have found that training traditional leaders alone does not have the expected positive effects on traditional governance and conflict reduction. In contrast, we find beneficial effects of training other civil society leaders on governance by traditional leaders. Villages in which community leaders were trained alongside village heads had significantly better governance outcome indicators than villages in which village heads were trained alone. Furthermore, our qualitative research suggests that many of the positive effects of the training sessions on governance procedures continue to persist more than a year following the completion of the sessions.

However, there is also evidence to suggest that communities exposed to the horizontal pressure variant of the treatment simultaneously saw increases in certain types of social tensions. This suggests there may be trade-offs involved in trying to change the decision-making procedures of traditional leaders. Involving other community leaders in order to create horizontal accountability might have made governance more transparent, but in doing so made citizens more aware of social tensions and differences in opinions amongst them.

These results have relevance well beyond the Zimbabwean context. Recognizing the importance of traditional dispute resolution in particular, many governments and donors around the world have taken steps to “formalize” and regulate the operation of traditional institutions. They highlight trade-offs involved in altering traditional institutions so they accord better with ideals of transparency, consultation and good governance. Inevitably such policy changes have differential effects on different people, creating winners and losers. In this case, changes in procedures may have increased social tensions (and, at a minimum, increased awareness of them).

APPENDICES

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C. ALL EFFECTS

D. BALANCE STATISTICS

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F. VILLAGE HEAD SURVEY INSTRUMENT

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APPENDIX B. PRE-ANALYSIS PLAN

PRE-ANALYSIS PLAN FOR SUPPORTING TRADITIONAL LEADERS TO MITIGATE COMMUNITY-LEVEL CONFLICT IN ZIMBABWE

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I. Introduction

This document outlines a pre-analysis plan for an impact evaluation study of the project titled “Supporting Traditional Leaders and Local Structures to Mitigate Community-level Conflict in Zimbabwe,” jointly funded by USAID-Zimbabwe and USAID’s Office of Conflict Management and Mitigation (CMM) and implemented by the International Rescue Committee (IRC)-Zimbabwe in conjunction with the Legal Resources Foundation (LRF).⁴³ The empirical strategy herein specifies and pre-commits the authors to testing the primary hypotheses in a wide range of outcome areas as well as a set of secondary hypotheses about variation in treatment and heterogeneous effects.

The document is organized as follows. Section 2 provides a brief overview of the program intervention and study design; section 3 outlines our general empirical framework for estimating program effects; section 4 describes the key outcomes of interest in this evaluation (and the indicators we use to measure them) and specifies the primary hypotheses; section 5 presents a basic framework for estimating possible heterogeneity of program effects and identifies the relevant subgroups; section 6 briefly discusses some potential secondary uses of the data; and section 7 discusses how we will address potential measurement problems and response bias.

II. Intervention and Study Overview

i. Program overview

The *Supporting Traditional Leaders and Local Structures to Mitigate Community-Level Conflict in Zimbabwe* is a capacity building initiative targeting all traditional leaders at all levels of the traditional chieftaincy system (chiefs, headmen, and village heads) in two rural districts, Mutare and Mutasa, in Manicaland Province. The project was motivated by pervasive tensions and violence at the community-level, which many observers have attributed to the growing politicization and partisan behaviors of traditional leaders as well as their inability to deliver justice impartially. This program sought to address critical knowledge gaps through training on the substantive aspects of the law and increase appreciation of individual rights. The centerpiece of the program is a series of training sessions aimed to equip traditional leaders with the tools and skills on a wide range of issues, including roles and responsibilities, conflict mediation strategies, natural justice, gender equity, and resolving domestic disputes. In addition, the training program comprises two variants, which we referred to as “training

⁴³ The impact evaluation and ensuring data collection received IRB approval from the University of Florida’s IRB as Protocol #2012-U-0410 in May 2012 (renewed May 2013). No one on the research team has received remuneration from the implementing agency for taking part in the research.

only” (training sessions for village heads) and “training with horizontal pressure” (training sessions for village heads and other community leaders).

ii. Impact evaluation design

An impact evaluation study has been designed (in close coordination with all stakeholders) to identify the effects of the program and its key components, focusing primarily at the village level, the lowest level of traditional jurisdiction.⁴⁴ The study targets 280 villages in Mutare district.⁴⁵ Specifically, the impact evaluation seeks to do two things. First, it aims to ascertain *the effects of any training program relative to a pure control*. To identify these effects, the study uses a randomized phase-in approach, whereby project activities are randomly assigned to different phases. Approximately half of the target villages have been randomly assigned to one of two waves, the first of which received training in year 1 of the project, and the second of which will not receive training until year 2.⁴⁶ The main outcomes of interest were measured after year 1, at which time the wave 2 villages had not yet been exposed to the program and could serve as the control.

Second, the impact evaluation also seeks to identify *the effect of different types of training interventions relative to one another*. We examine whether training is more effective if structured in a way that creates social pressure on traditional leaders to change their behavior. Thus, villages assigned to the first wave have been randomized into two differently structured training sessions. In the first variant, which we refer to as “training only,” village heads have been invited to attend a sequence of two 3-day training sessions run by the LRF and the IRC. In the second variant, which we call “training with horizontal pressure,” other community leaders (such as teachers, religious leaders and women’s group leader) have been invited to the same training sessions along with the village heads.

iii. Data collection

Two rounds of surveys—a baseline and an endline—were carried out to gather information on the key outcomes of interest in both treatment and control villages. In June of 2012, prior to the roll-out of the project activities, a baseline survey was carried out in two thirds of the communities in Mutare district. We employed two sets of instruments to gather information about these outcomes: (i) a Village Head (VH) survey with village heads and (ii) a Household (HH) survey with a sample of ordinary villagers (8 respondents per village). The latter is the primary source of information on outcomes such as levels of trusts or incidences of violence that seeks to capture social conditions at level of the whole community, while the former is the source of information on outcomes such as the village head’s knowledge of the law that capture the VH’s knowledge and behavior. In addition, we conducted a Community Leader

⁴⁴ While the project targets all traditional leaders, the impact evaluation study primarily focuses on “Village Head” (VH), the lowest authority on the traditional chieftaincy system due to problems of power in identifying effects at higher levels.

⁴⁵ In the initial impact evaluation plan, the study targeted 600 villages in both Mutare and Mutasa districts. The plan was to cluster all of the villages in Mutare and Mutasa districts by ward (the geographic unit from which local government councilors are elected), and then to implement a randomized roll-out of the program by ward, with some wards receiving the training program in year 1 and some not receiving it until year 2. But because we were prevented from conducting the baseline in Mutasa district, we revised the study design to ensure we would have adequate statistical power to complete the study (Power calculations are published in the baseline report). More specifically, the current design focuses on Mutare district, where the programming and evaluation teams were more confident about being able to complete the training programs and the data collection activities, omits a third variant of the intervention entitled “pressure from above” which was included in the initial design, and randomizes at the village versus the ward level within Mutare district.

⁴⁶ The implementing partner was not confident about being able to implement the program in all wards and on all types of land in the two districts at the time of the lottery, and so the randomization was done within wards/land types to ensure a “politically robust” experimental design if some areas were subsequently dropped from the evaluation. See King et al. (2007) for more details.

(CL) survey with one community leader in each village, and we will use this survey to assess the relative efficacy of the “horizontal pressure” treatment relative to the “village head only” treatment.

In August 2013, after the completion of the intervention activities in villages assigned to wave 1, we carried out a follow-up survey in both treatment and control villages. For the HH survey, respondents in baseline and follow-up surveys are not necessarily the same as we did not attempt to construct panel data. But the VHs will generally be the same individuals in both the baseline and follow-up surveys as there is only one village head per village and turnover is infrequent.

III. Empirical framework

In this subsection, we outline a general empirical framework to estimate treatment effects of the intervention outcomes in the four broad outcome areas: (i) good governance by the village head; (ii) local conflict; (iii) community integration and trust; and (iv) political participation. *This framework was decided on and written up before the Principal Investigators had been provided with any of the follow-up survey data.*⁴⁷

i. Regression Specification

If we find that the different experimental groups are well-balanced, we will estimate the program effects through simple comparisons of mean outcomes between different experimental groups.⁴⁸ Specifically, we will estimate an equation of the following form:⁴⁹

$$y_{iv} = \beta_0 + \beta_1 TO_v + \beta_2 TH_v + \epsilon_{iv} \quad (1)$$

where, y_{ij} is the outcome for individual i in village v ; TO_v is an indicator for the “training only” intervention; TH_v is the dummy for the “training with horizontal pressure” intervention; and ϵ_v is the disturbance term for the regression assumed clustered at the village-level. Note that we will measure our good governance and conflict outcomes at the village level rather than the individual level, in these cases replacing y_{iv} with y_v in the equation above.

If the experimental groups are not well-balanced, we will also analyze the data including the unbalanced covariates in the model above. Specifically, we will check for imbalance on each of the variables listed in table 7.1 in the baseline report, and we will include any variables that are statistically significant at the 95 percent confidence level in the model.⁵⁰

In addition to reporting the effects of the interventions on each outcome of interest, we will conduct “mean effects” estimation, estimating the effects of the intervention on indices of closely related outcomes. We group these families of related outcomes together in the discussion in the next section. We will give each related outcome equal weight in each sub-

⁴⁷ Social Impact acted as a clearing house, only releasing the data to the Principal Investigators once the plan was complete.

⁴⁸ The data from the baseline survey suggests good balance across the various experimental groups (see tables 7.1 & 7.2 in the baseline report); however, the baseline data does not include all of the villages included in the follow-up survey.

⁴⁹ “Intervention” here refers to both variants of the training program (training only or training with horizontal pressure.”

⁵⁰ These variables are whether the village is communal, whether it is an old resettlement village (pre-fast track land reform), the number of households in the village, the number of community groups in the village, whether the village head is male, whether the village head has more than primary education, the age of the village head, the number of years the village head has been in power, whether the village head had previously received training, whether the village head inherited their position, the average age of adults in the village, the proportion of the adult population with more than primary education, the proportion of households with most income from farming, the proportion of people who own plots of land, village-level ethnolinguistic fractionalization, the proportion of adults born in the village (versus migrants), the proportion of regular newspaper readers, the average number of groups to which community members belong, and the average wealth of households as measured by a cattle ownership index.

index, following the approach pioneered by Kling, Liebman and Katz (2007), and equal weight to each sub-index in each index.⁵¹

For most (but not all) of the community-level outcomes, we have baseline data for two thirds of the villages in the follow-up survey. As a result, we can conduct a difference-in-difference analysis on a subset of the villages in the program. However, because we do not have baseline data for all villages, this will be done only as a robustness check.

IV. Key outcomes of interest and hypotheses

The training component of the IRC's intervention seeks primarily to influence two outcome areas of interest: (i) good governance by the village head, and (ii) local conflict. In addition, the training component may have secondary effects on (iii) community integration and trust, and (iv) political participation.⁵² In our policy report, we will primarily focus on the effects of the program on good governance and local conflict, discussing the program's effects on community integration and political participation in the secondary analysis.⁵³ Below, we provide a brief description for each of these outcome areas, specify hypotheses suggested by the program's theory of change, and identify relevant measurement indicators.

i. Good governance by the Village Head

This outcome area captures various aspects of the village head's practice of "good governance," broadly defined in terms of adherence to the rule of law and positive attitudes towards liberal norms such as human rights and peaceful dispute resolutions.

Hypothesis 1. *The training component of the Supporting Traditional Leaders and Local Structures to Mitigate Community-level Conflict in Zimbabwe program will have positive effects on good governance by the Village Head.*

In this study, this category of outcomes involves four distinct components: a) the village head's knowledge of the law; b) the village head's attitudes toward human rights and conflict resolution; c) the impartiality of the village head; and d) the village head's legitimacy in the eyes of community members. We will consider each sub-component as a separate family of outcomes, each made up of multiple indicators. The indices will be created at the village level.

(i) Village Head's Knowledge of the Law

- Whether VHs give correct response to "knowledge" questions such as "Individuals have the right to appeal fines from primary courts"? (Specifically, **F1, F2, Fanew, Fbnew, Fcnew, Fdnew and F3 on VH survey**)

(ii) Village Head's Attitudes toward Human Rights and Conflict Resolution

- Whether VHs *strongly agree* with statements such as "A widow should have the right to inherit land"? (Specifically, **F4, F5 and F6 on VH survey**)

(iii) Village Head's Impartiality

⁵¹ Alternatively, Michael Anderson (2008) proposes using the GLS weighting procedure, which gives outcomes that are less correlated with other outcomes (and therefore provide more new information) more weight. However, because the outcomes we group together should be correlated with the same latent variables but we concerned about response bias in some cases, we do not adopt this approach.

⁵² The IRC also intends to implement programming designed to directly increase community integration and political participation subsequent to the follow-up survey; however, these parts of the program are not part of the randomized evaluation, which is why we consider these to be secondary outcomes for the purpose of our report.

⁵³ This decision was made via consultation with the IRC after the randomized roll-out of the program had been completed (but, naturally, before any data analysis had been completed). Although more attention was given to hypothesis (iii) and hypothesis (iv) in the impact evaluation plan and baseline report, the PI's judged the implementing partner's concern to be valid and therefore agreed to this adjustment in the policy report.

- Estimated % of respondents in village who are aware of “people being excluded from food aid lists based on political views,” as calculated from list experiment (**F2 on HH survey**).
- % of respondents who say most of the outcomes from taking disputes to the village head are fair (**C15 on HH survey**).

In addition, the survey allows us to create a number of other measures of bias on the part of VHs in distributing food aid. However, each of these measures is likely to be very noisy at the village level since the measure will be constructed from the answers given by a subset of the HH respondents in any village (and in some villages, there might not be any individuals who fall into this subset). As a result, we will report the effects of the treatments on the following village-level outcomes, but we will not include these measures in our index measuring impartiality:

- % of non-family members of the VH who received maize food aid, subsidized maize seed or grain loans (**constructed from z8b and d23, d24 & d25 on HH survey**).⁵⁴
- % of respondents with different political views than the chief who received maize food aid, subsidized maize seed or grain loans (**constructed from d20new⁵⁵ and d23, d24 & d25 on HH survey**).
- % of MDC supporters who received maize food aid, subsidized maize seed or grain loans (**constructed from *measure of political leanings*⁵⁶ and d23, d24 & d25 on HH survey**).

We will also calculate the following interaction effect but – because we cannot reliably calculate the effect by village – we will not include this measure in our index.

- Effect of wealth on likelihood of receiving maize food aid, subsidized maize seed or grain loans (**We will calculate the effect of each treatment on the relationship between wealth and food aid by regressing the likelihood of receiving aid (as measured by d23, d24 and d25 in household survey) on an interaction between a wealth index (based on a23⁵⁷) and the treatment dummies.**)

(iv) Village Head’s Legitimacy

We measure three sub-components of the concept of legitimacy:

- (a) *The disposition of villagers to obey the village head*

⁵⁴ As a robustness check, we will also look at this statistic in the subset of communities where *at least some individuals received maize food aid, subsidized maize seed or grain loans AND the VH was involved in some part of the registration, mobilization or distribution process*. However, because this could be affected by the intervention, we prefer not to subset the data before conducting this analysis.

⁵⁵ Unfortunately, although this question was on the survey questionnaire initially approved by the Zimbabwean authorities, they requested we remove this question mid-way through the follow-up survey. As a result, we will try to construct a second measure of political differences based on the questions remaining in the survey.

⁵⁶ We are not able to specify exactly how we will measure political leanings in advance. The Zimbabwean authorities would not allow us to include a direct measure of this on our survey, and even our indirect measures caused some controversy and were removed midway through the follow-up survey. In the final section of the plan, we outline how we will determine the best measure of political leanings.

⁵⁷ We will use the following measure of wealth, based on the livestock index proposed by Hans Hoogeveen (2001):
 $\text{cattlewealth} = .71 \times \text{cow} + .57 \times \text{heifer} + .83 \times \text{bull} + \text{toxen} + .59 \times \text{yoxen} + .3 \times \text{calf} + .18 \times \text{donkey} + .08 \times \text{sheep} + .06 \times \text{goat} + .06 \times \text{pig}$

- Proportion of respondents who say most people in the village are influenced by the village head's opinions (**D20 on HH survey**)
- Whether the VH reports that there are people who do not respect their authority (**E15a on VH survey**)

(b) Compliance with the decisions made by the VH and the institutions he oversees

- Estimated proportion of respondents who have or say they would take crop destruction disputes to the VH first (**C2(B) on HH survey**)⁵⁸
- Whether the VH reports there are people who rarely bring their disputes to the VH's court (**D26a on VH survey**)

(c) Trust in the village head

- Proportion of respondents who say they always trust their VH to do what is right (**D9 on HH survey**)
- Average rating respondents give to the quality of their relationship with the VH, on a scale of 10 (**D14 on HH survey**)

ii. Community-level conflict

The second category of outcomes measures the prevalence of various forms of conflict and violence, including vandalism and physical aggression.

Hypothesis 2. *The training component of Supporting Traditional Leaders and Local Structures to Mitigate Community-level Conflict in Zimbabwe program will reduce community-level conflict.*

We measure outcomes in this category both in terms of average number of times a village experienced a particular type of conflict (as reported by village heads) and the average number of times respondents reported that members of their household experienced a particular type of conflict (as assessed during the household survey).⁵⁹ We group the various forms of conflict and violence in the following sub-families of outcomes, with each sub-index calculated at the village level.

- (a) Marital disputes, domestic and sexual violence (domestic violence, adultery, marriage disputes, roora/bride wealth dispute, rape) (**D5, D6, D7, D8, D9 on VH survey; C5, C6, C7, C8, C9 on HH survey**)
- (b) Physical assault (physically harmed by others, murder) (**D10, D11 on VH survey; C10, C11 on HH survey**)
- (c) Property destruction (**D12 on VH survey, C12 on HH survey**)
- (d) Burglaries and theft (**D3 on VH survey and C3 on HH survey**)

⁵⁸ We focus on crop destruction disputes because – according to the baseline survey – they are by far the most frequent kind of dispute and the VH has the authority to settle them (while, under Zimbabwean law, there are some types of disputes they do not have the legal authority to settle).

⁵⁹ The reliability of the measures reported by the VH may be affected by the training protocol, but the measures constructed from the household survey may underreport rare forms of conflict. As a result, we will include both measures in our mean index effects.

- (e) Land and livestock disputes (**D2 and D3 on VH survey, C2 and C3 on HH survey**)
- (f) Witchcraft (**D4 on VH survey and C4 on HH survey**)

In addition, we consider the impact of the programming on the estimated proportion of political violence

- (g) Estimated proportion of respondents who are aware of people being injured or threatened with violence because of politics, as measured by list experiment (**F1 on HH survey**)

iii. Social cohesion

The third family of outcomes tries to capture the level of social cohesion, broadly defined as a set of behaviors and attitudes that reflect the propensity of community members (or different communities) to work together (King et al. 2010; Fearon et al. 2009).

Hypothesis 3. *The training component of the “Supporting Traditional Leaders and Local Structures to Mitigate Community-level Conflict in Zimbabwe” program will increase the level of social cohesion.*

We focus on social trust and collective action, which are arguably the most important dimensions of social cohesion.

(a) Social trust

- Whether respondents say that most people can be trusted (versus you have to be careful in dealing with people) (**B3 on HH survey**)
- Whether respondents report that there are groups within their village who they would not trust with something they own (**B8b on HH survey**)
- Whether respondents report that there are issues that divide them in the community (**B9a on HH survey**)

(b) Collective action

- Average number of non-religious groups to which respondents currently belong (**B1a on HH survey**)
- Average amount of times household members had participated in collective work groups (known as “nhimbe”) (**B4 on HH survey**)
- Average amount households had paid to other community members following deaths in their families (known as “chema” payments) (**B5 on HH survey**)

iv. Political participation

The last outcome area concerns political participation, broadly defined in terms of citizens’ engagement in public life as well as their attitudes towards politics and societies.

Hypothesis 4. *The Supporting Traditional Leaders and Local Structures to Mitigate Community-level Conflict in Zimbabwe program will increase the level of political participation.*

We use a variety of indicators of political participation, typically employed in comparative research (e.g. Afrobarometer). We distinguish between community-level participation directed

by or at VHs, community-level participation directed by or at other CLs, and national-level political participation.

- (a) **Community-level participation (directed by or at VH)**
 - Whether attended dare hearing (D32)
 - Whether attended community meeting (D34newc)
 - Whether spoke at community meeting (D36)
 - Whether contacted VH to raise issue/ask for assistance (D1a)
- (b) **Community-level participation (directed by or at other CL)**
 - Whether met with local councilor to raise issue/ask for assistance (D4a)
 - Whether met with any other local leader to raise issue/ask for assistance (D5a)
- (c) **National-level participation⁶⁰**
 - Whether belong to any other organizations/”masangano” in this country, and if so, which ones (B2=membership in national political groups)
 - Whether contacted an elected official or voted in an election (F7a)

V. Heterogeneous treatment effects

As with many interventions of this kind, we expect the *Supporting Traditional Leaders and Local Structures to Mitigate Community-level Conflict in Zimbabwe program* to interact with a wide-range of individual- and village-level factors. That is, the program may differentially affect individuals (and villages) of different characteristics and such heterogeneity might also be different in different outcome areas. Based on baseline results and on previous studies, we identified a number of factors (or subgroups) that might interact with the program (see listing below). We model heterogeneous treatment effects by the following equation:

$$y_{iv} = \beta_0 + \beta_1 TO_v + \beta_2 TH_v + \beta_3 TO_v Z_v + \beta_4 TH_v Z_v + \beta_5 Z_v + \epsilon_{iv} \quad (2)$$

Where, y_{ij} is the outcome for individual i in village v ; TO_v is an indicator for the “training only” intervention; TH_v is the dummy for the “training with horizontal pressure” intervention; $TO_v Z_v$ and $TH_v Z_v$ are interaction terms between the treatment dummies and important contextual factors highlighted below; Z_v are the contextual factors; and ϵ_v is the disturbance term for the regression clustered at the village-level. Below we discuss a number of contextual factors likely to interact with the program and specify hypotheses for select outcomes of interest.

Previous training interventions: Results from the baseline survey revealed that this program is not completely novel. Over a third of village heads had previously received training from either a government ministry or an NGO, while over half of all village heads had never received any training at all. We anticipate that prior training on the part of village head will weaken the effects of this new intervention (**G6a on VH survey**).

Characteristics of the Village Head: In addition, the baseline survey suggested older chiefs with longer tenure in office had larger gaps in their knowledge but less conflict and less violence in their communities. As a result, the effects of the programming may be

⁶⁰ Unfortunately, these questions about national-level political participation were removed halfway through the survey by the Zimbabwean authorities. As a result, the index of national-level participation will be available for only half of the treatment communities.

different in communities with younger and newer chiefs. In addition, we suspect the independence and political leanings of the chief may influence their receptiveness to the program messaging (**02, A3 and D22new on VH survey**).⁶¹

Land Type: The implementing agency suspected the programming was likely to be more relevant in communal land areas (vs. resettlement areas). (**B2 on VH survey**)

Geographic Isolation: The effects of the program may be different in more remote areas, as measured by an index of distance from Mutare, travel time from Mutare, quality of the road leading to the village and whether the town has cell phone coverage (*from supervisors and advance team checklist*)

Chieftdom (Zimunya vs. Marange) The program was conducted in two different chieftdoms, and the program effects may plausibly differ depending on the chieftdom.

History of Divisions/Conflict within Community: The effect of the program should be larger in places with more divisions and conflict before the intervention. Unfortunately, we do not have baseline data for all of the villages in the follow-up survey, so we will examine this two ways – first, by restricting our analysis to the subset of communities for which we have baseline data and running a panel specification with interactions, and second, by using questions that ask individuals to recall the amount of past conflict in their communities (**A12 on VH survey, B10a on HH survey**).

Effects on Women: The training sessions gave particular emphasis to women’s rights and the treatment of women by traditional leaders and, as a result, it is interesting to consider the effects of the program on women’s attitudes toward traditional leaders. Specifically, we will consider the effects of the program on the proportion of women who say they always trust their VH to do what is right (**D9 on HH survey**), the average rating women give to the quality of their relationship with the VH, on a scale of 10 (**D14 on HH survey**), and whether the VH shares the preferences of the majority of women (**constructed by comparing answers to a question forcing respondents to state which is a bigger community priority, boreholes or subsidized seed. See F4 on the HH survey and G2 on the VH survey**). In addition, we will examine the effects of the program on women’s rates of political participation (**using all of the political participation indicators listed in section 4.4**).

Training Order and Training Session Effects: We will examine whether the effects are larger or smaller in communities who were trained later in year 1 of the programming. We might find larger effects on this subgroup because (a) the training sessions ran more and more smoothly with time and (b) there was a shorter lag between completing the training and the data collection for this subgroup. On the other hand, we might expect smaller effects on these communities because they had less time to change their habits. In addition, we will test to see if some training clusters were particularly effective in changing behaviors through training cluster dummies.

VI. Other Analysis

After we have analyzed the effects of the program on our main outcomes of interest, we will be able to use our data to study the mechanisms by which the interventions had (or did not have) effects. This is where we will use the Community Leader (CL survey). Specifically, the CL survey will allow us to test whether the knowledge and sensitization provided in the training sessions that included community leaders (the “training plus horizontal pressure” variant of the intervention) was transmitted to community leaders (**section G on the CL survey**) and whether it changed their relationships with the VH (**F3-F10 on the CL survey**).

VII. Measurement Problems and Response Bias

⁶¹ We discuss how we will measure political leanings in the final section.

Lack of Variation in Outcomes: We will exclude outcome variables for which more than 95 % of villagers or more than 90 % of VHs *in the treatment communities* give the same response from our indices assuming that these are poor measures subject to ceiling effects.

Response Bias: There are a number of variables in our analysis where we are concerned about response bias. Many of the questions we asked were sensitive, and we are concerned about accurate reporting. One way to identify possible response bias is to look at rates of response; in particular, we will consider any variable with more than 10 percent of responses missing to be potentially subject to response bias and we will remove it from our indices. In addition, we discuss other diagnostics we will use to assess response bias in particular questions below. If a measure fails one of these tests, we will throw it out of our indices.

List experiment failures (Underreporting of sensitive item/ceiling effects):

- % of respondents in village who are aware of “people being excluded from food aid lists based on political views”
- % of respondents in village who are aware of “people being injured or threatened with violence because of politics”

Test: We will look for ceiling effects for both of these questions using the methods suggested by Blair and Imai (2012) and we will not use these questions in our indices if we estimate that more than 5 percent of the population is “liars” (or, more specifically, “ceiling liars”)

Over-reporting of the VH’s legitimacy by the VHs themselves:

- Whether the VH reports that there are people who do not respect their authority (**E15a on VH survey**)
- Estimated proportion of incidents of crop destruction by livestock in the village that were successfully resolved by the village head in the past twelve months (**D2(G)/D2(A) on VH survey**)⁶²
- Whether the VH reports there are people who rarely bring their disputes to the VH’s court (**D26a on VH survey**)

Test: We will examine the correlation coefficients between these measures and the measures constructed from HH survey data in the same sub-index. If there is a weak correlation between the VH’s responses and the responses of HH members ($r < .4$), we will not use the VH’s responses in the index.

Under-reporting of domestic violence and marital problems:

- Individual reporting of marital disputes, domestic violence, adultery and rape

Test: We expect greatest risk of underreporting when the interviewed respondent is a male. Using household level data, we will test whether there is significantly lower reporting of this type of violence when the interviewed respondent was male. In addition, using village level data, we will test whether there is a strong correlation between the VH’s responses and the responses of males in the community and the responses of females in the community. If there is a significant difference in the reporting of this type of conflict for males and females, we will create aggregate measures using only female respondents’ responses. If there is a weak correlation between the VHs’ responses and the responses of females in their villages ($r < .4$), we will not use the VH’s responses in the index.

Under or overreporting of membership in political organizations and under or overreporting of voting:

⁶² We focus on crop destruction disputes because – according to the baseline survey – they are by far the most frequent kind of dispute and the VH has the authority to settle them (while, under Zimbabwean law, there are some types of disputes they do not have the legal authority to settle).

- Whether belong to any other organizations/”masangano” in this country, and if so, which one
- Whether contacted an elected official or voted in an election

Test: We expect that reported membership in ZANU-PF or MDC party organizations in a community should correlate (at least weakly) with political support for them. If reported membership in ZANU-PF organizations and MDC party organizations does not correlate at all ($r < .2$) with whether the ZANU-PF or MDC candidate won the local election for ward councilor, we will not use this measure in the index.

Unfortunately, we do not currently have data on turnout rate by ward, but if this data becomes available, we will construct a similar test of the validity of the contacting and voting measure.

Measuring Partisanship: One of the primary concerns about village heads in Zimbabwe is that they are partial in a partisan sense. However, the Zimbabwean authorities would not allow us to include a direct measure of partisanship on our survey, and even our indirect measures caused some controversy and were removed midway through the follow-up survey. As a result, we will need to analyze the follow-up data before determining which of the indirect measures of partisanship remaining on the survey correlates best with actual partisanship. This section outlines, in broad strokes, how we plan to do this.

Measures of Partisanship included in HH survey	
Measure	Notes
Endorsement experiment measure , which is equal to the difference in response to questions A27new and F6. Both questions ask how important electricity is as a means of tackling rural poverty in Zimbabwe on a scale of 0 to 10, but the latter notes that Mugabe thinks irregular electricity is a crucial impediment, while the former does not.	Only available for half of the sample (then removed by Zimbabwean authorities). Also may be ceiling or floor effects (many people answering 0 or 10 to A27new, so these responses cannot move in one direction in response to the information that Mugabe thinks irregular electricity is a crucial impediment).
Open-ended question about whether feel close to any other masangano in this country and, if so, which ones (B2b & B2c).	Only available for half of the sample. Pre-testing suggested people <i>do</i> think about political parties following his question.
Open-ended question about whether feel close to any other organizations in this country and, if so, which ones (B2b & B2c).	Available for other half of the sample (following request by Zimbabwean authorities to change wording). Pre-testing suggested people <i>do not</i> think about political parties following his question.
Open-ended question about whether there are any groups who you would not trust with something you own , and if so, which ones (B8b & B8c).	Available for full sample. But a rather extreme measure of partisanship.
Question about whether own political views are similar to those of the village head (D20new).	Only available for half of the sample.
Enumerators report on whether any partisan paraphernalia was visible at the home of the respondent (X6).	Available for full sample. But a rather extreme measure of partisanship.

Questions about readership of independent newspapers (a26b), participation in peace committees (b1), how much meet with local councilor (d4a), how much trust local councilor (d12), how much trust MP (d13).	Available for full sample and may be useful in developing a model that predicts respondent's partisanship.
Questions about how good village head's relationship is with the local councilor (d16) and whether problems ever arise because of tensions between the village head and the local councilor (d19).	Available for full sample and may be useful in developing a model that predicts VH's partisanship.

Measures of Partisanship included in VH survey	
Measure	Notes
Endorsement experiment measure , which is equal to the difference in response to questions 022new and G4. Both questions ask how important electricity is as a means of tackling rural poverty in Zimbabwe on a scale of 0 to 10, but the latter notes that Mugabe thinks irregular electricity is a crucial impediment, while the former does not.	Only available for half of the sample (then removed by Zimbabwean authorities). Also may be ceiling or floor effects (many people answering 0 or 10 to 022new, so there response cannot move in one direction in response to the information that Mugabe thinks irregular electricity is a crucial impediment).
Open-ended question about whether feel close to any other masangano in this country and, if so, which ones (B11b & B11c).	Only available for half of the sample. Pre-testing suggested people <i>do</i> think about political parties following his question.
Open-ended question about whether feel close to any other organizations in this country and, if so, which ones (B11b & B11c).	Available for other half of the sample (following request by Zimbabwean authorities to change wording). Pre-testing suggested people <i>do not</i> think about political parties following his question.
Whether indicate, in response to an open-ended question, that partisan groups do not bring disputes to the dare, are always causing problems, partisan groups do not respect his authority or partisan leaders do not respect his authority (d26b, e14b, e15b, e16b).	Available for entire sample. An extreme measure of polarization within community (rather than partisanship of village head).
Name of the most senior person they know in government and could contact in the case of a problem (e20).	Available for entire sample. Measure of political networks rather than partisan affiliations.
Enumerators report on whether any partisan paraphernalia was visible at the home of the respondent (X6).	Available for full sample. But a rather extreme measure of partisanship.
Readership of independent newspapers (022b), ranking of relationship with local councilor on a scale of 0 to 10 (e40d), participation in peace committees (b1).	Available for entire sample and may be useful in developing a model that predicts respondent's partisanship well.

Measures of Partisanship included in CL survey	
Measure	Notes
Whether the surveyed community leader was a war veteran (X1)	An extreme measure of partisanship.
Endorsement experiment measure , which is equal to the difference in response to questions 022new and G4. Both questions ask how important electricity is as a means of tackling rural poverty in Zimbabwe on a scale of 0 to 10, but the latter notes that Mugabe thinks irregular electricity is a crucial impediment, while the former does not.	Only available for half of the sample (then removed by Zimbabwean authorities). Also may be ceiling or floor effects (many people answering 0 or 10 to 022new, so there response cannot move in both directions in response to the information that Mugabe thinks irregular electricity is a crucial impediment).
Open-ended question about whether feel close to any other masangano in this country and, if so, which ones (B11b & B11c).	Only available for half of the sample. Pre-testing suggested people <i>do</i> think about political parties following his question.
Open-ended question about whether feel close to any other organizations in this country and, if so, which ones (B11b & B11c).	Available for other half of the sample (following request by Zimbabwean authorities to change wording). Pre-testing suggested people <i>do not</i> think about political parties following his question.
Enumerators report on whether any partisan paraphernalia was visible at the home of the respondent (X6).	Available for full sample. But a rather extreme measure of partisanship.
Whether indicate, in response to an open-ended question, that partisan groups do not bring disputes to the dare (d26b).	Available for entire sample. An extreme measure of polarization within community (rather than partisanship of village head).

The preferred measures of partisanship on the VH and HH survey are the **endorsement experiment** and the open-ended question about membership in **other masangano**, but they are only available for half of the villages due to an intervention by the Zimbabwean authorities during the survey. A third measure of **partisan differences between the VH and a particular HH** is also available for only half of the sample. Of the measures available for the entire sample, the question about the **presence of partisan paraphernalia** (coded by the enumerators) is the most reliable, but we fear it is an extreme measure of partisanship (even though the survey was conducted just after an election), and that very few HHs and VHs will actually have partisan paraphernalia outside their homes. Assuming this is the case, we intend to proceed as follows in constructing a measure of partisanship. First, we will examine the face validity of the endorsement experiment and open-ended questions about “other masangano” for the subset of the sample for which we have this data. Are there ceiling and floor effects for the endorsement experiment? Do many people report affiliations with other masangano? If one (or both) of these measures appears valid, we will attempt to construct a model that predicts partisan affiliation using the measures mentioned above that are available for the entire sample and basic demographic variables (i.e. age, gender, religion, education, wealth, occupation, ethnic group). If this model has high enough predictive power ($r\text{-squared} > .7$), we will use it to create a variable measuring predicted partisanship across the entire sample. If not, we will run the political analysis on only the half of the sample for which we have more reliable measures of partisanship. We will also try to model

whether individual respondents have different political views from their village head using the half of the data for which we have this outcome variable, and we will use this model to predict respondents' likelihood of sharing their village head's political views if the model has high enough predictive power ($r\text{-squared} > .7$).

VIII. References

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APPENDIX C. ALL EFFECTS

	N	Control group Mean (sd) [min, max]	Effect of VH Training	Effect of VH + CL Training	Difference between two training variants
			B1	B1 + B2	B2
Knowledge					
Correct Answer F1	245	0.762 (0.428) [0.000 - 1.000]	-0.043 (0.065) p=0.513	0.038 (0.069) p=0.583	0.081 (0.079) p=0.304
Correct Answer F2	244	0.659 (0.476) [0.000 - 1.000]	-0.158** (0.072) p =0.029	0.119 (0.076) p=0.122	0.277*** (0.072) p = 0. 002
Correct Answer Fbnew	244	0.584 (0.495) [0.000 - 1.000]	0.041 (0.750) p=0.585	0.088 (0.079) p=0.263	0.047 (0.089) p=0.596
Correct Answer Fcnew	245	0.833 (0.374) [0.000 - 1.000]	0.010 (0.053) p=0.846	0.093* (0.056) p=0.098	0.083 (0.064) p=0.196
Correct Answer Fdnew	245	0.333 (0.473) [0.000 - 1.000]	0.088 (0.074) p=0.234	0.048 (0.078) p=0.536	-0.040 (0.088) p=0.653
Correct Answer F3	245	0.793 (0.406) [0.000 - 1.000]	0.003 (0.061) p=0.958	0.061 (0.063) p=0.342	0.057 (0.072) p=0.428
Attitudes					
Women Dare Rights (F4)	247	0.684 (0.479) [0.000 - 1.000]	-0.007 (0.073) p=0.916	-0.030 (0.078) p=0.698	-0.022 (0.089) p=0.801
Widow Inheritance Rights (F5)	247	0.703 (0.459) [0.000 - 1.000]	0.047 (0.068) p=0.491	0.079 (0.082) p=0.273	0.031 (0.082) p=0.697
VH's Not Absolute Power (F6)	247	0.336 (0.474) [0.000 - 1.000]	-0.071 (0.071) p=0.324	-0.027 (0.075) p=0.712	0.043 (0.086) p=0.612
Impartiality					

Proportion HHs who don't say most of VHs decisions fair	270	0.402 (0.202) [0.000 - 1.000]	0.004 (0.031) p=0.885	-0.006 (0.032) p=0.844	-0.010 (0.036) p=0.767
Proportion aware of political targeting of food aid	270	0.467 (0.636) [-1.250 - 2.000]	0.054 (0.092) p=0.558	-0.025 (0.094) p=0.789	-0.079 (0.108) p=0.463
Proportion of non-family members assisted	256	0.617 (0.328) [0.000 - 1.000]	0.081* (0.047) p=0.087	0.581 (0.048) p=0.231	-0.023 (0.055) p=0.681
Proportion of people with different political views assisted	152	0.681 (0.333) [0.000 - 1.000]	0.021 (0.066) p=0.745	0.054 (0.071) p=0.448	0.033 (0.079) p=0.683
Proportion MDC members assisted	63	0.438 (0.495) [0.000 - 1.000]	0.337** (0.139) p=0.018	0.098 (0.140) p=0.492	-0.239 (0.147) p=0.108
Legitimacy					
Proportion who think most people influenced by VH	270	0.409 (0.213) [0.000 - 0.875]	-0.019 (0.032) p=0.625	0.007 (0.033) p=0.831	0.023 (0.037) p=0.546
Proportion who would report crop destruction 1 st to VH	270	0.725 (0.208) [0.125 - 1.000]	0.004 (0.030) p=0.888	0.021 (0.030) p=0.480	0.017 (0.035) p=0.621
Proportion who always trust VH	270	0.653 (0.195) [0.000 - 1.000]	-0.030 (0.029) p=0.301	0.017 (0.030) p=0.573	0.047 (0.034) p=0.169
Average relationship with VH (scale of 0-10)	270	8.140 (0.916) [6.000 - 10.000]	-0.227 (0.138) p=0.101	-0.073 (0.141) p=0.603	0.154 (0.161) p=0.341

	N	Control group Mean (sd) [min, max]	Effect of VH Training	Effect of VH + CL Training	Difference between two training variants
			B1	B1 + B2	B2
Conflict					
Domestic violence	270	0.213 (0.451) [0.000 - 2.750]	-0.099 (0.070) p=0.158	0.010 (0.072) p=0.888	0.109 (0.082) p=0.183
Marriage disputes	270	0.281 (0.548) [0.000 - 3.500]	0.019 (0.077) p=0.803	-0.101 (0.079) p=0.199	-0.120 (0.090) p=0.182
Roora/bride wealth disputes	270	0.070 (0.192) [0.000 - 1.500]	0.013 (0.031) p=0.657	0.061* (0.031) p=0.057	0.047 (0.036) p=0.200
Physical Assault HH	270	0.164 (0.389) [0.000 - 3.750]	0.000 (0.050) p=0.999	-0.038 (0.051) p=0.454	-0.038 (0.059) p=0.512
Physical Assault	247	1.328 (3.510) [0.000 - 30.00]	-0.343 (0.461) p=0.457	-0.437 (0.486) p=0.369	-0.934 (0.554) p=0.866
Burglaries and Theft HH	270	0.475 (0.459) [0.000 - 2.650]	0.033 (0.068) p=0.628	-0.013 (0.069) p=0.851	-0.046 (0.080) p=0.563
Burglaries and Theft	246	2.290 (3.122) [0.000 - 12.000]	0.001 (0.935) p=0.999	1.601 (0.984) p=0.105	1.600 (1.121) p=0.155
Land HH	270	0.340 (0.642) [0.000 - 6.500]	0.037 (0.772) p=0.625	-0.076 (0.781) p=0.33	-0.144 (0.090) p=0.207
Land	247	1.101 (1.701) [0.000 - 10.000]	0.304 (0.437) p=0.486	0.952** (0.459) p=0.039	0.648 (0.524) p=0.217
Livestock HH	270	1.452 (1.043) [0.000 - 5.000]	0.096 (0.158) p=0.539	-0.011 (0.161) p=0.942	-0.108 (0.184) p=0.555
Livestock	246	2.938 (3.981) [0.000 - 20.000]	1.016 (0.873) p=0.246	0.432 (0.926) p=0.640	-0.583 (1.054) p=0.581

Witchcraft HH	270	0.232 (0.738) [0.000 - 7.625]	-0.057 (0.083) p=0.485	-0.103 (0.085) p=0.223	-0.045 (0.096) p=0.640
Witchcraft	247	0.726 (1.980) [0.000 - 18.000]	-0.179 (0.286) p=0.531	-0.036 (0.304) p=0.906	0.144 (0.344) p=0.676
Political Intimidation and Violence	270	0.357 (0.360) [-0.750 - 1.500]	0.374 (0.076) p=0.624	0.178** (0.078) p=0.023	0.140 (0.089) p=0.118
Social Trust					
Don't say that they trust most people	2136	0.757 (0.439) [0.000 - 1.000]	-0.022 (0.286) p=0.451	-0.060* (0.347) p=0.08	-0.389 (0.377) p=0.303
Say there are groups they would not trust with their belongings	2144	0.189 (0.391) [0.000 - 1.000]	-0.019 (0.022) p=0.399	-0.017 (0.022) p=0.432	0.001 (0.025) p=0.973
Report divisions within their community	2105	0.435 (0.496) [0.000 - 1.000]	-0.025 (0.027) p=0.365	-0.020 (0.028) p=0.476	-0.004 (0.031) p=0.878
Collective Action					
Number of groups to which belong	1793	0.655 (0.970) [0.000 - 6.000]	0.076 (0.067) p=0.261	0.027 (0.066) p=0.687	-0.049 (0.074) p=0.517
Nhimbe participation	2140	0.671 (2.957) [0.000 - 48.000]	-0.112 (0.136) p=0.414	0.002 (0.154) p=0.991	-0.113 (0.155) p=0.464
Chema contributions	1943	7.570 (9.469) [0.000 - 71.000]	0.757 (0.581) p=0.897	-0.428 (0.531) p=0.421	-0.504 (0.605) p=0.406

	N	Control group Mean (sd) [min, max]	Effect of VH Training	Effect of VH + CL Training	Difference between two training variants
			B1	B1 + B2	B2
Community-level participation					
Dare Attendance	2153	0.452 (0.498) [0.000 - 1.000]	0.09 (0.035) p=0.799	0.002 (0.324) p=0.993	-0.009 (0.038) p=0.813
Meeting attendance	2151	0.741 (0.438) [0.000 - 1.000]	-0.09 (0.028) p=0.743	0.005 (0.275) p=0.846	-0.014 (0.032) p=0.743
Spoke at a meeting	1774	0.459 (0.499) [0.000 - 1.000]	0.010 (0.324) p=0.753	-0.004 (0.0356) p=0.892	-0.015 (0.040) p=0.708
Contacted VH to raise issue/ask assistance	2154	0.419 (0.494) [0.000 - 1.000]	0.023 (0.038) p=0.397	0.007 (0.030) p=0.808	-0.016 (0.032) p=0.618
Community-level participation (non- VH directed)					
Contacted councilor to raise issue/ask assistance	2151	0.257 (0.437) [0.000 - 1.000]	0.007 (0.029) p=0.793	-0.009 (0.305) p=0.760	-0.016 (0.034) p=0.621
Contacted other local leader to raise issue/ask assistance	2151	0.255 (0.436) [0.000 - 1.000]	0.001 (0.026) p=0.824	-0.026 (0.285) p=0.348	-0.009 (0.031) p=0.299
National-level participation					
Voted or contacted politician in past year	1286	0.813 (0.390) [0.000 - 1.000]	-0.001 (0.033) p=0.953	0.049 (0.341) p=0.150	0.051 (0.040) p=0.206
Supported opposition	2138	0.030 (0.170) [0.000 - 1.000]	0.026* (0.014) p=0.059	0.019 (0.012) p=0.132	-0.007 (0.016) p=0.676

Heterogenous Effects on Good Governance

Interaction Variable	N	VH	CL	VH* Interaction	CL* Interaction
Previous training	174	-0.289 (0.101) p=0.005	0.277 (0.113) p=0.015	0.348 (0.131) p=0.009	-0.242 (0.151) p = 0.111
Index of VH “Modernity”	247	-0.055 (0.057) p =0.333	0.105 (0.068) p = 0. 125	-0.097 (0.072) p=0.182	0.002 (0.086) p= 0.976
Communal	244	-0.254 (0.106) p=0.018	0.247 (0.125) p=0.049	0.288 (0.126) p=0.023	-0.198 (0.149) p = 0.185
Geographic Isolation	265	-0.419 (0.056) p=0.459	0.108 (0.066) p=0.101	0.039 (0.110) p=0.719	0.062 (0.140) p = 0.659
History of Divisions	260	-0. 133 (0. 082) p=0. 106	0. 185 (0.095) p=0.054	0.303 (0.186) p=0.105	-0. 203 (0.203) p = 0.316
Chiefdom (Zimunya=1)	270	-0.037 (0.074) p=0.614	0.159 (0.087) p=0.070	- 0.023 (0.112) p=0.837	-0.090 (0.130) p = 0.490

Heterogenous Effects on Total Conflict

Interaction Variable	N	VH	CL	VH* Interaction	CL* Interaction
Previous training	174	0.461 (0.467) p =0.325	-0.378 (0.524) p = 0. 473	-0.678 (0.608) p=0.266	0.709 (0.700) p= 0.313
Index of VH “Modernity”	247	-0.088 (0.233) p =0.706	-0.034 (0.280) p = 0. 903	0.072 (0.297) p =0.808	0.044 (0.351) p = 0. 900
Communal	244	-0.379 (0.432) p =0.380	0.650 (0.506) p = 0. 200	0.381 (0.510) p=0.456	-0.960 (0.603) p= 0.113
Index Geographic Isolation	265	-0.017 (0.233) p =0.939	-0.031 (0.273) p = 0. 909	-1.338 (0.455) p=0.004	0. 395 (0. 580) p= 0. 496
History of Divisions	260	-0.279 (0.351) p =0.427	0.059 (0.406) p = 0. 884	0.698 (0.793) p=0.379	-0. 259 (0. 865) p= 0.764
Chiefdom (Zimunya=1)	270	-0.120 (0.309) p=0.698	0.027 (0.365) p=0.940	0.312 (0.466) p=0.503	-0.282 (0.542) p = 0.603

APPENDIX D. BALANCE STATISTICS

Variables	Year 1	Year 2	p value	VH Training	VH & CL Training	p-value
% Communal	71	71	0.92	72	69	0.74
% Old resettlement	0.17	0.17	0.94	14	20	0.39
Average no. of HH in Village	163	171	0.61	148	181	0.19
Average no. of community groups in village	4.5	4.1	0.07	4.4	4.6	0.43
% female VHs	4	8	0.22	4	5	0.95
% VHs with more than primary education	66	72	0.31	66	65	0.99
Average age of VH	65	64	0.56	65	64	0.74
Average no. of years VH in power	15	13	0.46	14	16	0.59
Average age of adults	43	43	0.51	44	42	0.11
% ppl with more than primary education	54	52	0.73	52	56	0.34
% ppl with most income from farming	100	99	0.17	100	100	0.53
% ppl who own plots	88	86	0.11	88	89	0.69
Village ELF by ethnic groups	0.60	0.59	0.62	0.60	0.60	0.90
% ppl.born in village	47	49	0.49	48	46	0.61
% of newspaper readers	0.20	0.20	0.90	0.22	0.18	0.11
Average # of groups to which community members belong	0.72	0.67	0.39	0.73	0.70	0.64
Average cattle wealth index	2.1	1.8	0.17	2.3	1.9	0.23

APPENDIX E. Household Survey Questionnaire

Section A. Background Information	
A1. How old were you at your last birthday? years 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF	
A2. What is your relationship to the head of the household? 1 <input type="radio"/> Head 2 <input type="radio"/> Spouse 3 <input type="radio"/> Son/Daughter 4 <input type="radio"/> Grandson/daughter 5 <input type="radio"/> Son/daughter-in-law 6 <input type="radio"/> Sibling 7 <input type="radio"/> Other relative 8 <input type="radio"/> Adopted/foster child 9 <input type="radio"/> Not related <div style="text-align: right;">88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF</div>	
A3. What is your current marital status? 1 <input type="radio"/> Single 2 <input type="radio"/> Married 3 <input type="radio"/> Widowed 4 <input type="radio"/> Divorced 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF	
A4. What is your religion? [<i>If Christian, ask for denomination</i>] 1 <input type="radio"/> Traditional 2 <input type="radio"/> Roman Catholic 3 <input type="radio"/> Anglican 4 <input type="radio"/> Methodist 5 <input type="radio"/> Seventh Day Adventist 6 <input type="radio"/> Pentecostal 10 <input type="radio"/> Apostolic 7 <input type="radio"/> Other Christian:..... 8 <input type="radio"/> Other: 9 <input type="radio"/> None <div style="text-align: right;">88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF</div>	
A5. How often do you attend religious services each month? times per month <div style="text-align: right;">77 <input type="checkbox"/> NA 88 <input type="checkbox"/></div> DK -99 <input type="checkbox"/> RF	
A6. What is the highest level or grade of education you have completed? 1 <input type="radio"/> No education/less than primary 2 <input type="radio"/> Some Primary Education 3 <input type="radio"/> Finished primary (Standard 5/Grade 7) 4 <input type="radio"/> ZJC (Zimbabwe Junior Certificate) 5 <input type="radio"/> "O" Level 6 <input type="radio"/> "A" Level 7 <input type="radio"/> Diploma after secondary 8 <input type="radio"/> University 9 <input type="radio"/> Other:..... <div style="text-align: right;">88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF</div>	

A7. What is the highest level and grade of education your father completed?	
1 <input type="radio"/> No education/less than primary	
2 <input type="radio"/> Some Primary Education	3 <input type="radio"/> Finished primary (Standard 5/Grade 7)
4 <input type="radio"/> ZJC (Zimbabwe Junior Certificate)	5 <input type="radio"/> "O" Level
6 <input type="radio"/> "A" Level	
7 <input type="radio"/> Diploma after secondary	8 <input type="radio"/> University
9 <input type="radio"/> Other:	88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF
A8a. Does this household get most of its income from farming or something else?	
1 <input type="radio"/> Farming	2 <input type="radio"/> Something else
88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF	
A8b. If something else, what?	
1 <input type="radio"/> Teaching	2 <input type="radio"/> Civil servant
3 <input type="radio"/> Hawking/trading	
4 <input type="radio"/> Masonry	5 <input type="radio"/> Carpentry
6 <input type="radio"/> Builder	
7 <input type="radio"/> Piece work	8 <input type="radio"/> Remittances
9 <input type="radio"/> Other:	77 <input type="checkbox"/> NA 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF
A9a. Does anyone in this household own their own business?	
1 <input type="radio"/> Yes	2 <input type="radio"/> No
88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF	
A9b. If so, what is the type of business? <i>[write in all]</i>	
.....	
..... 77 <input type="checkbox"/> NA 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF	
A10. Does anyone in this household currently do wage labor outside the village?	
1 <input type="radio"/> Yes	2 <input type="radio"/> No
88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF	
A11a. What is your ethnic or cultural group? <i>[do not prompt]</i>	
1 <input type="radio"/> Shona	2 <input type="radio"/> Manyika
3 <input type="radio"/> Zezuru	4 <input type="radio"/> Jindwi
5 <input type="radio"/> Bocha	6 <input type="radio"/> Ndau
7 <input type="radio"/> Maungwe	8 <input type="radio"/> Karanga
9 <input type="radio"/> Other:	88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF
A12. Which language is your home language? <i>[If Shona, distinguish between dialects]</i>	
1 <input type="radio"/> English	2 <input type="radio"/> Manyika
3 <input type="radio"/> Zezuru	4 <input type="radio"/> Jindwi
5 <input type="radio"/> Bocha	6 <input type="radio"/> Ndau
7 <input type="radio"/> Chimaungwe	8 <input type="radio"/> Karanga
9 <input type="radio"/> Other:	88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF
A13. What is your mutupo (totem)?	
1 <input type="radio"/> Beta	2 <input type="radio"/> Bonga
3 <input type="radio"/> Chihwa	4 <input type="radio"/> Chirandu
5 <input type="radio"/> Dziva	
6 <input type="radio"/> Moyo	7 <input type="radio"/> Nzou
8 <input type="radio"/> Shava	9 <input type="radio"/> Shumba
10 <input type="radio"/> Soko	
11 <input type="radio"/> Other:	
66 <input type="checkbox"/> NONE 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF	

A14a. Were your parents living in this village when you were born?	
1 <input type="radio"/> Yes 2 <input type="radio"/> No	88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF
A15. For how many years have you been living in this village?	
.....years	88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF
Section A. Background Information	
A1. How old were you at your last birthday?	
..... years	
88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF	
A2. What is your relationship to the head of the household?	
1 <input type="radio"/> Head <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 2 <input type="radio"/> Spouse 3 <input type="radio"/> Son/Daughter <input type="checkbox"/>	
4 <input type="radio"/> Grandson/daughter 5 <input type="radio"/> Son/daughter-in-law <input type="checkbox"/> <input type="checkbox"/> 6 <input type="radio"/> Sibling	
7 <input type="radio"/> Other relative <input type="checkbox"/>	
8 <input type="radio"/> Adopted/foster child	
9 <input type="radio"/> Not related	
88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF	
A3. What is your current marital status?	
1 <input type="radio"/> Single <input type="checkbox"/> 2 <input type="radio"/> Married 3 <input type="radio"/> Widowed 4 <input type="radio"/> Divorced	
88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF	
A4. What is your religion? [If Christian, ask for denomination]	
1 <input type="radio"/> Traditional <input type="checkbox"/> <input type="checkbox"/> 2 <input type="radio"/> Roman Catholic 3 <input type="radio"/> Anglican <input type="checkbox"/> 4 <input type="radio"/> Methodist	
5 <input type="radio"/> Seventh Day Adventist <input type="checkbox"/> 6 <input type="radio"/> Pentecostal 10 <input type="radio"/> Apostolic	
7 <input type="radio"/> Other Christian:..... 8 <input type="radio"/> Other:	
9 <input type="radio"/> None	88 <input type="checkbox"/>
DK -99 <input type="checkbox"/> RF	
A5. How often do you attend religious services each month?	
..... times per month	77 <input type="checkbox"/> NA
88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF	

A6. What is the highest level or grade of education you have completed?	
1 <input type="radio"/> No education/less than primary	
2 <input type="radio"/> Some Primary Education 3 <input type="radio"/> Finished primary (Standard 5/Grade 7)	
4 <input type="radio"/> ZJC (Zimbabwe Junior Certificate) 5 <input type="radio"/> "O" Level 6 <input type="radio"/> "A" Level	
7 <input type="radio"/> Diploma after secondary 8 <input type="radio"/> University	
9 <input type="radio"/> Other:.....88 <input type="checkbox"/>	
DK -99 <input type="checkbox"/> RF	
A7. What is the highest level and grade of education your father completed?	
1 <input type="radio"/> No education/less than primary	
2 <input type="radio"/> Some Primary Education 3 <input type="radio"/> Finished primary (Standard 5/Grade 7)	
4 <input type="radio"/> ZJC (Zimbabwe Junior Certificate) 5 <input type="radio"/> "O" Level 6 <input type="radio"/> "A" Level	
7 <input type="radio"/> Diploma after secondary 8 <input type="radio"/> University	
9 <input type="radio"/> Other:.....	
88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF	
A8a. Does this household get most of its income from farming or something else?	
1 <input type="radio"/> Farming 2 <input type="radio"/> Something else	
88 <input type="checkbox"/>	
DK -99 <input type="checkbox"/> RF	
A8b. If something else, what?	
1 <input type="radio"/> Teaching 2 <input type="radio"/> Civil servant 3 <input type="radio"/> Hawking/trading	
4 <input type="radio"/> Masonry 5 <input type="radio"/> Carpentry 6 <input type="radio"/> Builder	
7 <input type="radio"/> Piece work 8 <input type="radio"/> Remittances	
9 <input type="radio"/> Other:77 <input type="checkbox"/>	
NA88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF	

A9a. Does anyone in this household own their own business?
 1 ☐ Yes 2 ☐ No
 88 ☐ DK -99 ☐ RF

A9b. If so, what is the type of business? [write in all]

 77 ☐ NA 88 ☐ DK -99 ☐ RF

A10. Does anyone in this household currently do wage labor outside the village?
 1 ☐ Yes 2 ☐ No
 88 ☐ DK -99 ☐ RF

A11a. What is your ethnic or cultural group? [do not prompt]
 1 ☐ Shona 2 ☐ Manyika 3 ☐ Zezuru 4 ☐ Jindwi 5 ☐ Bocha 6 ☐ Ndau
 7 ☐ Maungwe 8 ☐ Karanga 9 ☐ Other:..... 88 ☐ DK -99 ☐ RF

A12. Which language is your home language? [If Shona, distinguish between dialects]
 1 ☐ English 2 ☐ Manyika 3 ☐ Zezuru 4 ☐ Jindwi 5 ☐ Bocha
 6 ☐ Ndau 7 ☐ Chimaungwe 8 ☐ Karanga 9 ☐ Other:..... 88 ☐ DK -99 ☐ RF

A13. What is your mutupo (totem)?
 1 ☐ Beta 2 ☐ Bonga 3 ☐ Chihwa 4 ☐ Chirandu 5 ☐ Dziva
 6 ☐ Moyo 7 ☐ Nzou 8 ☐ Shava 9 ☐ Shumba 10 ☐ Soko
 11 ☐ Other
 66 ☐ NONE 88 ☐ DK -99 ☐ RF

A14a. Were your parents living in this village when you were born?
 1 ☐ Yes 2 ☐ No
 88 ☐ DK -99 ☐ RF

A15. For how many years have you been living in this village?
years
 88 ☐ DK -99 ☐ RF

Section B. Civil Society

B1. I am going to read you a list of different groups. For each group, please indicate whether one of these groups is active in this community, whether you currently belong to it, and whether you currently have a leadership role in the group.

Group	Exists?	Belong?	Leader?
Religious	1 <input type="radio"/> Yes 2 <input type="radio"/> No 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF	1 <input type="radio"/> Yes 2 <input type="radio"/> No 77 <input type="checkbox"/> NA 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF	1 <input type="radio"/> Yes 2 <input type="radio"/> No 77 <input type="checkbox"/> NA 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF
Village Savings and Lendings	1 <input type="radio"/> Yes 2 <input type="radio"/> No 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF	1 <input type="radio"/> Yes 2 <input type="radio"/> No 77 <input type="checkbox"/> NA 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF	1 <input type="radio"/> Yes 2 <input type="radio"/> No 77 <input type="checkbox"/> NA 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF
Agriculture/ Farming	1 <input type="radio"/> Yes 2 <input type="radio"/> No 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF	1 <input type="radio"/> Yes 2 <input type="radio"/> No 77 <input type="checkbox"/> NA 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF	1 <input type="radio"/> Yes 2 <input type="radio"/> No 77 <input type="checkbox"/> NA 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF
Craft	1 <input type="radio"/> Yes 2 <input type="radio"/> No 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF	1 <input type="radio"/> Yes 2 <input type="radio"/> No 77 <input type="checkbox"/> NA 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF	1 <input type="radio"/> Yes 2 <input type="radio"/> No 77 <input type="checkbox"/> NA 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF
Develop-ment	1 <input type="radio"/> Yes 2 <input type="radio"/> No 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF	1 <input type="radio"/> Yes 2 <input type="radio"/> No 77 <input type="checkbox"/> NA 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF	1 <input type="radio"/> Yes 2 <input type="radio"/> No 77 <input type="checkbox"/> NA 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF
Peace committees	1 <input type="radio"/> Yes 2 <input type="radio"/> No 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF	1 <input type="radio"/> Yes 2 <input type="radio"/> No 77 <input type="checkbox"/> NA 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF	1 <input type="radio"/> Yes 2 <input type="radio"/> No 77 <input type="checkbox"/> NA 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF
Women's groups	1 <input type="radio"/> Yes 2 <input type="radio"/> No 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF	1 <input type="radio"/> Yes 2 <input type="radio"/> No 77 <input type="checkbox"/> NA 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF	1 <input type="radio"/> Yes 2 <input type="radio"/> No 77 <input type="checkbox"/> NA 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF

B2a. Are there any other organizations active in this village?
 For each group, please indicate whether you currently belong to it, and whether you currently have a leadership role in the group.
 1 ☐ Yes 2 ☐ No 88 ☐ DK -99 ☐ RF

Group [write in]	Belong?	Leader?
..... 77 <input type="checkbox"/> NA 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF	1 <input type="radio"/> Yes 2 <input type="radio"/> No 77 <input type="checkbox"/> NA 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF	1 <input type="radio"/> Yes 2 <input type="radio"/> No 77 <input type="checkbox"/> NA 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF
..... 77 <input type="checkbox"/> NA 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF	1 <input type="radio"/> Yes 2 <input type="radio"/> No 77 <input type="checkbox"/> NA 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF	1 <input type="radio"/> Yes 2 <input type="radio"/> No 77 <input type="checkbox"/> NA 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF
..... 77 <input type="checkbox"/> NA 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF	1 <input type="radio"/> Yes 2 <input type="radio"/> No 77 <input type="checkbox"/> NA 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF	1 <input type="radio"/> Yes 2 <input type="radio"/> No 77 <input type="checkbox"/> NA 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF

B2b. Do you feel close to any other <i>masangano</i> in this country?	1 <input type="radio"/> Yes 2 <input type="radio"/> No	88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF
B2c. If so, which ones? <i>[write in all mentioned]</i>	1 <input type="radio"/> 3 2 <input type="radio"/> 4 3 <input type="radio"/> 5 4 <input type="radio"/> 6	77 <input type="checkbox"/> NA 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF
B3. Generally speaking, would you say that most people can be trusted or that you have to be careful in dealing with people?	1 <input type="radio"/> Most people can be trusted 2 <input type="radio"/> You have to be careful	88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF
B4. In the past twelve months , how many times did you or someone else in your household work on other farms as part of a <i>nhimbe</i> ? __ times		88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF
B5. In the past twelve months , how much chema has your household paid? __ __ dollars (US)		88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF
B8b. Are there groups within this village who you would not trust with something you own, such as farming equipment?	1 <input type="radio"/> Yes 2 <input type="radio"/> No	77 <input type="checkbox"/> NA 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF
B8c. If so, which groups? <i>[tick all that apply]</i>	1 <input type="radio"/> P 2 <input type="radio"/> NP	
	1 <input type="radio"/> 3 2 <input type="radio"/> 4 3 <input type="radio"/> 5 4 <input type="radio"/> 6	77 <input type="checkbox"/> NA 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF
B9a. Are there any issues that divide you in this community?	1 <input type="radio"/> Yes 2 <input type="radio"/> No	88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF
B9b. If so, what are they?	1 <input type="radio"/> P 2 <input type="radio"/> NP	77 <input type="checkbox"/> NA 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF
B10a. <i>[If over 45 ask]</i> Think back three decades ago to the period just after independence. At that time, were there any issues that divided you within this community?	1 <input type="radio"/> Yes 2 <input type="radio"/> No	77 <input type="checkbox"/> NA 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF
B10b. If so, what were they?	1 <input type="radio"/> P 2 <input type="radio"/> NP	77 <input type="checkbox"/> NA 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF

B11. If your family did not have enough food, who would you turn to first for assistance? <i>[do not prompt]</i>	1 <input type="radio"/> Village head 2 <input type="radio"/> Headman 3 <input type="radio"/> Chief 4 <input type="radio"/> Family member	
	5 <input type="radio"/> Friends 6 <input type="radio"/> Councillor 7 <input type="radio"/> Other:.....	66 <input type="checkbox"/> NONE 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF
B12. If they could not help you, who would you turn to next? <i>[do not prompt]</i>	1 <input type="radio"/> Village head 2 <input type="radio"/> Headman 3 <input type="radio"/> Chief 4 <input type="radio"/> Family member	
	5 <input type="radio"/> Friends 6 <input type="radio"/> Councillor 7 <input type="radio"/> Other:.....	66 <input type="checkbox"/> NONE 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF

Section C. Disputes in Community I will list a number of problems people sometimes experience. Please let me know if you or someone else in your household has experienced this problem. *[NOTE: Questions B & D should be asked differently depending on whether they have experienced problems]*

Type of problems	(A) # times in past 12 months?	(B) If you could not resolve this problem among yourselves, who did you take it to first? (If you were to experience this dispute whom would you take it to first?) <i>[do not prompt]</i>										(C) Was the issue resolved to your satisfaction?	(D) If the issue was not satisfactorily resolved, who did you take it to next? (If the issues had not been satisfactorily resolved, who would you have taken it to next?) <i>[do not prompt]</i>										(E) Was the issue resolved to your satisfaction?
	<i>[Write "0" if no times. If more than one dispute, ask about most recent.]</i>	Friends	Family member	Village head	Headman	Chief	Magistrate's court	Police	Church	Local councilor	Other:.....		Friends	Family member	Village head	Headman	Chief	Magistrate's court	Police	Church	Local councilor	Other:.....	
C1. Boundary disputes	__ times 88□ DK -99□ RF										Other:..... 66□ NONE 88□ DK -99□ RF	1 ○ Yes 2 ○ No 3 ○ Pending 77□ NA 88□ DK -99□ RF										Other:..... 66□ NONE 88□ DK -99□ RF	1 ○ Yes 2 ○ No 3 ○ Pending 77□ NA 88□ DK -99□ RF
C2. Crop destruction by livestock	__ times 88□ DK -99□ RF										Other:..... 66□ NONE 88□ DK -99□ RF	1 ○ Yes 2 ○ No 3 ○ Pending 77□ NA 88□ DK -99□ RF										Other:..... 66□ NONE 88□ DK -99□ RF	1 ○ Yes 2 ○ No 3 ○ Pending 77□ NA 88□ DK -99□ RF
C3. Burglaries and theft	__ times 88□ DK -99□ RF										Other:..... 66□ NONE 88□ DK -99□ RF	1 ○ Yes 2 ○ No 3 ○ Pending 77□ NA 88□ DK -99□ RF										Other:..... 66□ NONE 88□ DK -99□ RF	1 ○ Yes 2 ○ No 3 ○ Pending 77□ NA 88□ DK -99□ RF
C4. Victim of or accused of witchcraft	__ times 88□ DK -99□ RF										Other:..... 66□ NONE 88□ DK -99□ RF	1 ○ Yes 2 ○ No 3 ○ Pending 77□ NA 88□ DK -99□ RF										Other:..... 66□ NONE 88□ DK -99□ RF	1 ○ Yes 2 ○ No 3 ○ Pending 77□ NA 88□ DK -99□ RF
C5. Domestic violence	__ times 88□ DK -99□ RF										Other:..... 66□ NONE 88□ DK -99□ RF	1 ○ Yes 2 ○ No 3 ○ Pending 77□ NA 88□ DK -99□ RF										Other:..... 66□ NONE 88□ DK -99□ RF	1 ○ Yes 2 ○ No 3 ○ Pending 77□ NA 88□ DK -99□ RF
C6. Adultery	__ times 88□ DK -99□ RF										Other:..... 66□ NONE 88□ DK -99□ RF	1 ○ Yes 2 ○ No 3 ○ Pending 77□ NA 88□ DK -99□ RF										Other:..... 66□ NONE 88□ DK -99□ RF	1 ○ Yes 2 ○ No 3 ○ Pending 77□ NA 88□ DK -99□ RF
C7. Marriage disputes	__ times 88□ DK -99□ RF										Other:..... 66□ NONE 88□ DK -99□ RF	1 ○ Yes 2 ○ No 3 ○ Pending 77□ NA 88□ DK -99□ RF										Other:..... 66□ NONE 88□ DK -99□ RF	1 ○ Yes 2 ○ No 3 ○ Pending 77□ NA 88□ DK -99□ RF
C8. Roora/ bride wealth dispute	__ times 88□ DK -99□ RF										Other:..... 66□ NONE 88□ DK -99□ RF	1 ○ Yes 2 ○ No 3 ○ Pending 77□ NA 88□ DK -99□ RF										Other:..... 66□ NONE 88□ DK -99□ RF	1 ○ Yes 2 ○ No 3 ○ Pending 77□ NA 88□ DK -99□ RF
C9. Rape	__ times 88□ DK -99□ RF										Other:..... 66□ NONE 88□ DK -99□ RF	1 ○ Yes 2 ○ No 3 ○ Pending 77□ NA 88□ DK -99□ RF										Other:..... 66□ NONE 88□ DK -99□ RF	1 ○ Yes 2 ○ No 3 ○ Pending 77□ NA 88□ DK -99□ RF
C10. Physically harmed by others	__ times 88□ DK -99□ RF										Other:..... 66□ NONE 88□ DK -99□ RF	1 ○ Yes 2 ○ No 3 ○ Pending 77□ NA 88□ DK -99□ RF										Other:..... 66□ NONE 88□ DK -99□ RF	1 ○ Yes 2 ○ No 3 ○ Pending 77□ NA 88□ DK -99□ RF
C11. Murder	__ times 88□ DK -99□ RF										Other:..... 66□ NONE 88□ DK -99□ RF	1 ○ Yes 2 ○ No 3 ○ Pending 77□ NA 88□ DK -99□ RF										Other:..... 66□ NONE 88□ DK -99□ RF	1 ○ Yes 2 ○ No 3 ○ Pending 77□ NA 88□ DK -99□ RF
C12. Property destruction	__ times 88□ DK -99□ RF										Other:..... 66□ NONE 88□ DK -99□ RF	1 ○ Yes 2 ○ No 3 ○ Pending 77□ NA 88□ DK -99□ RF										Other:..... 66□ NONE 88□ DK -99□ RF	1 ○ Yes 2 ○ No 3 ○ Pending 77□ NA 88□ DK -99□ RF

C15. Do you think most, some or none of the outcomes from taking disputes to the village head are fair? 1 <input type="radio"/> Most 2 <input type="radio"/> Some 3 <input type="radio"/> None RF 88 <input type="checkbox"/> DK -99 <input type="checkbox"/>	
C16. If someone had stolen something from you, please tell me whether you think taking the problem to the village head or the police would be better in terms of the following things:	
Speed of solution	1 <input type="radio"/> VH 2 <input type="radio"/> Police 3 <input type="radio"/> Same 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF
Fairness of solution	1 <input type="radio"/> VH 2 <input type="radio"/> Police 3 <input type="radio"/> Same 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF
Cost	1 <input type="radio"/> VH 2 <input type="radio"/> Police 3 <input type="radio"/> Same 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF
Effectiveness in achieving solution	1 <input type="radio"/> VH 2 <input type="radio"/> Police 3 <input type="radio"/> Same 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF
C17. In an ideal world, would you prefer that the village head's dare had more, less or the same amount of power to resolve disputes? 1 <input type="radio"/> More 2 <input type="radio"/> Less 3 <input type="radio"/> The same RF 88 <input type="checkbox"/> DK -99 <input type="checkbox"/>	
C18. When the village head holds a hearing, does he typically solicit advice from the general public on the appropriate compensation? 1 <input type="radio"/> Yes 2 <input type="radio"/> No RF 88 <input type="checkbox"/> DK -99 <input type="checkbox"/>	
C19. Does the village head usually publicly justify the amount of compensation demanded in a case? 1 <input type="radio"/> Yes 2 <input type="radio"/> No RF 88 <input type="checkbox"/> DK -99 <input type="checkbox"/>	
Section D. Community Leadership	
D1a. In the past twelve months , have you met with your village head to raise issues or ask for assistance with a problem? 1 <input type="radio"/> Yes 2 <input type="radio"/> No 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF	

D1b. If so, how many times?times 77 <input type="checkbox"/> NA 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF
D2a. In the past twelve months , have you met with the village head from a neighboring village to raise issues or ask for assistance with a problem? 1 <input type="radio"/> Yes 2 <input type="radio"/> No 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF
D2b. If so, how many times?times 77 <input type="checkbox"/> NA 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF
D3a. In the past twelve months , have you met with your headmen to raise issues or ask for assistance with a problem? 1 <input type="radio"/> Yes 2 <input type="radio"/> No 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF
D3b. If so, how many times?times 77 <input type="checkbox"/> NA 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF
D4a. In the past twelve months , have you met with your local councilor to raise issues or ask for assistance with a problem? 1 <input type="radio"/> Yes 2 <input type="radio"/> No 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF
D4b. If so, how many times? __ times 77 <input type="checkbox"/> NA 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF
D5a. In the past twelve months , have you met with any other local leader to raise issues or ask for assistance with a problem? 1 <input type="radio"/> Yes 2 <input type="radio"/> No 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF
D5b. If so, which ones? <i>[do not prompt, tick all]</i> 1 <input type="radio"/> Church leader 2 <input type="radio"/> VIDCO chairperson 3 <input type="radio"/> Headmaster 4 <input type="radio"/> Other..... 77 <input type="checkbox"/> NA 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF

For the following people, can you trust them to do the right thing always, sometimes, rarely or never?													
D9. Village head		1 <input type="radio"/> Always 2 <input type="radio"/> Sometimes 3 <input type="radio"/> Rare 4 <input type="radio"/> Never 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF											
D10. Headman		1 <input type="radio"/> Always 2 <input type="radio"/> Sometimes 3 <input type="radio"/> Rare 4 <input type="radio"/> Never 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF											
D11. Chief		1 <input type="radio"/> Always 2 <input type="radio"/> Sometimes 3 <input type="radio"/> Rare 4 <input type="radio"/> Never 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF											
D12. Local councilor		1 <input type="radio"/> Always 2 <input type="radio"/> Sometimes 3 <input type="radio"/> Rare 4 <input type="radio"/> Never 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF											
D13. MP		1 <input type="radio"/> Always 2 <input type="radio"/> Sometimes 3 <input type="radio"/> Rare 4 <input type="radio"/> Never 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF											
D14. On a scale of 0 to 10, where 10 is very good and 0 is very bad, how good do you think the village head's relationship is with the headman?													
0	1	2	3	4	5	6	7	8	9	10	88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF		
D15. On a scale of 0 to 10, where 10 is very good and 0 is very bad, how good do you think the village head's relationship is with the chief?													
0	1	2	3	4	5	6	7	8	9	10	88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF		
D16. On a scale of 0 to 10, where 10 is very good and 0 is very bad, how good do you think the village head's relationship is with the local councilor?													
0	1	2	3	4	5	6	7	8	9	10	88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF		
D18. On a scale of 0 to 10, where 10 is very good and 0 is very bad, how good is the village head's relationship with you?													
0	1	2	3	4	5	6	7	8	9	10	88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF		
D19. In this community, do problems ever arise because of tensions between the village head and the local councilor?													
1 <input type="radio"/> Yes 2 <input type="radio"/> No 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF													

Now I'm going to read you a number of statements, and I'd like you to tell me if you strongly agree, agree, disagree or strongly disagree with the statement.													
D20. Most people in this village are influenced by the village head's opinions.													
1 <input type="radio"/> Strongly agree 2 <input type="radio"/> Agree 3 <input type="radio"/> Disagree 4 <input type="radio"/> Strongly disagree 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF													
D20new. My own political views are very similar to those of my village head.													
1 <input type="radio"/> Strongly agree 2 <input type="radio"/> Agree 3 <input type="radio"/> Disagree 4 <input type="radio"/> Strongly disagree 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF													
D21new. Nowadays we feel free to express our views in this community.													
1 <input type="radio"/> Strongly agree 2 <input type="radio"/> Agree 3 <input type="radio"/> Disagree 4 <input type="radio"/> Strongly disagree 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF													
D21. If a serious problem arose in this village, the village head could get the government to respond to it quickly.													
1 <input type="radio"/> Strongly agree 2 <input type="radio"/> Agree 3 <input type="radio"/> Disagree 4 <input type="radio"/> Strongly disagree 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF													
D22. The government needs the village head's assistance to organize people in this village.													
1 <input type="radio"/> Strongly agree 2 <input type="radio"/> Agree 3 <input type="radio"/> Disagree 4 <input type="radio"/> Strongly disagree 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF													
D22new. The village head acts independently of other government officials in making decisions about how to govern this village.													
1 <input type="radio"/> Strongly agree 2 <input type="radio"/> Agree 3 <input type="radio"/> Disagree 4 <input type="radio"/> Strongly disagree 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF													
D22anew. On a scale of 0 to 10, where 10 is a lot and 0 is not at all, how much do you believe the promises that politicians make to bring benefits to your family in particular?													
0	1	2	3	4	5	6	7	8	9	10	88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF		

D22bnew. On a scale of 0 to 10, where 10 is a lot and 0 is not at all, how much do you believe the promises that politicians make to bring benefits to the country in general?

0	1	2	3	4	5	6	7	8	9	10	88□ DK -99□ RF
---	---	---	---	---	---	---	---	---	---	----	----------------

Now I would like to ask some questions about assistance some households receive.

	In the past 12 months, how many times did you receive assistance ?	If so, who was the assistance from? [choose multiple]	If so, who distributed it to you? [choose multiple]	If so, how much did you last receive?
D23. Maize food aid?	— — 88□ DK -99□ RF	1○ PLAN 2○ WFP 3○ Govt 4○ Other:... 77□NA 88□DK -99□RF	1○ VH 2○ PLAN 3○ WFP 4○ Councillor 5○ Other:..... 77 □ NA 88 □DK -99□RF	— — kg 77□NA 88□DK -99□RF
D24. Subsidized maize seed?	— — 88□ DK -99□ RF	1○ Govt 2○ Presidential present 3○ NGO:... 4○ Other:... 77□NA 88□DK -99□RF	1○ VH 2○ GMB 3○ Councillor 4○ Other:..... 77 □ NA 88 □DK -99□RF	— — kg 77□NA 88□DK -99□RF
D25. Grain loans?	— — 88□ DK -99□ RF	1○ Govt 2○ Other:... 77□NA 88□DK -99□RF	1○ VH 2○ GMB 3○ Councillor 4○ Other:..... 77 □ NA 88 □DK -99□RF	— — kg 77□NA 88□DK -99□RF

D26a. In the **past twelve months**, did your household pay a development levy to the village head?
1 ○ Yes 2 ○ No 88□ DK -99□ RF

D26b. If so, how much?
— — dollars (US) 77□NA 88□DK -99□RF

D29. In the **past twelve months**, did your household contribute to brewing beer for the rainmaking ceremony?
1 ○ Yes 2 ○ No 88□ DK -99□ RF

D30a. Think back to the ***last time a member of your household died***. Did your household have to pay the village head for the burial ground?
1 ○ Yes 2 ○ No 88□ DK -99□ RF

D30b. If so, what was the payment? [approximate value if in kind]
— — dollars 77□NA 88□DK -99□RF

D31a. Think back to the ***last dispute*** you took to the village head's court. Did you have to make a payment to have the dispute heard?
1 ○ Yes 2 ○ No 88□ DK -99□ RF

D31b. If so, what was the payment? [approximate value if in kind]
— — dollars (US) 77□NA 88□DK -99□RF

D32. In the **past twelve months**, have you attended a dare hearing?
1 ○ Yes 2 ○ No 88□ DK -99□ RF

D33. In the **past twelve months**, have you spoken at a dare meeting?
1 ○ Yes 2 ○ No 88□ DK -99□ RF

D34newa. In the **past twelve months**, has your village had a village assembly?
1 ○ Yes 2 ○ No 88□ DK -99□ RF

D34newb. If so, did you attend?	1 <input type="radio"/> Yes 2 <input type="radio"/> No	88□ DK -99□ RF
D34newc. In the past twelve months , have you attended a community meeting of any type in this village?	1 <input type="radio"/> Yes 2 <input type="radio"/> No	88□ DK -99□ RF
D35a. In the past twelve months , have you attended a community meeting in another village?	1 <input type="radio"/> Yes 2 <input type="radio"/> No	88□ DK -99□ RF
D36. In the past twelve months , have you ever spoken in a community meeting?	1 <input type="radio"/> Yes 2 <input type="radio"/> No	77□NA 88□DK -99□RF
D37. Are you currently a member of the village head's dare?	1 <input type="radio"/> Yes 2 <input type="radio"/> No	88□ DK -99□ RF
D38. Are you currently a member of the VIDCO?	1 <input type="radio"/> Yes 2 <input type="radio"/> No	88□ DK -99□ RF
Section E. Knowledge of Laws and Rights		
E1. According to the laws of Zimbabwe, do individuals have the right to appeal fines levied by primary courts?	1 <input type="radio"/> Yes 2 <input type="radio"/> No	88□ DK -99□ RF
E2. If an individual appeals a primary court decision, do they have a right to a copy of the proceedings from the court?	1 <input type="radio"/> Yes 2 <input type="radio"/> No	88□ DK -99□ RF
Eanew. In Zimbabwe, can traditional leaders be removed from office by anyone?	1 <input type="radio"/> Yes 2 <input type="radio"/> No	88□ DK -99□ RF
Ebnew. According to the laws of Zimbabwe, can traditional leaders preside over any case committed within his or her jurisdiction?	1 <input type="radio"/> Yes 2 <input type="radio"/> No	88□ DK -99□ RF
Ecnew. In Zimbabwe, should the police be informed of every case of sexual violence?		

1 <input type="radio"/> Yes 2 <input type="radio"/> No	88□ DK -99□ RF
Ednew. Who should chair the ward based committees such as Ward Health Centre Committee and Environment Management Sub-committee ? <i>[do not prompt]</i>	
1 <input type="radio"/> Village Head 2 <input type="radio"/> Headman 3 <input type="radio"/> Chief 4 <input type="radio"/> Councillor 5 <input type="radio"/> Other 88□DK -99□RF	
E3. According to the laws of Zimbabwe, what is the legal age of majority for women in Zimbabwe?	
__ __ years 88□ DK -99□ RF	
I'm going to read you a number of statements, and then I'd like you to tell me if you strongly agree, agree, disagree or strongly disagree with the statement.	
E4. Women should have the right to speak in their own defense at dare hearings.	
1 <input type="radio"/> Strongly agree 2 <input type="radio"/> Agree 3 <input type="radio"/> Disagree 4 <input type="radio"/> Strongly disagree 88□DK -99□RF	
E5. A widow should have the right to inherit land.	
1 <input type="radio"/> Strongly agree 2 <input type="radio"/> Agree 3 <input type="radio"/> Disagree 4 <input type="radio"/> Strongly disagree 88□DK -99□RF	
E6. Community members should always obey what the village head says.	
1 <input type="radio"/> Strongly agree 2 <input type="radio"/> Agree 3 <input type="radio"/> Disagree 4 <input type="radio"/> Strongly disagree 88□DK -99□RF	
Section F. Community Development and Participation	
<i>[Interviewer: Consult contact sheet to determine which version of the following questions to administer to each respondent.]</i>	
I am going to read you a list of things that sometimes happen in communities. Please tell me, in the past year , how many of these things have happened in this village. Do not tell me which ones, just how many.	

F1A. [Read 3-item list on card F1] Number of items: ____	F1B. [Read 4-item list on card F1] Number of items: ____
F2A. [Read 3-item list on card F2] Number of items: ____	F2B. [Read 4-item list on card F2] Number of items: ____
Now I am going to read you a list of organizations that people sometimes approve of. Please tell me how many of these things you approve of. <i>Do not tell me which ones, just how many.</i>	
F3A. [Read 3-item list on card F3] Number of items: ____	F3B. [Read 4-item list on card F3] Number of items: ____
F4. What are the three projects that you would wish for in this community in order of importance? <i>[do not prompt]</i>	
Choice # 1	Choice # 2
1 ○ Borehole 2 ○ Toilets 3 ○ School 4 ○ Clinics 5 ○ Other:..... 88□ DK -99□ RF	1 ○ Borehole 2 ○ Toilets 3 ○ School 4 ○ Clinics 5 ○ Other:..... 88□ DK -99□ RF
Choice # 3	
1 ○ Borehole 2 ○ Toilets 3 ○ School 4 ○ Clinics 5 ○ Other:..... 88□ DK -99□ RF	
F5. Please tell me which of the following things is more needed in this community – boreholes or subsidized seed? 1 ○ Boreholes 2 ○ Subsidized seed 88□ DK -99□ RF	

F6. Many people including the president say that irregular electricity is a crucial impediment to tackling rural poverty in Zimbabwe. On a scale of 0 to 10, where 0 is not at all and 10 is a lot, how much of a priority do you think electrification should be compared to other development activities like education and health?											
0	1	2	3	4	5	6	7	8	9	10	88□ DK -99□ RF
F7a. During the last 12 months, did you contact an elected official or vote in an election? 1 ○ Yes 2 ○ No 88□ DK -99□ RF											
F7b. If not, what was the main reason? 88□ DK -99□ RF											
F9a. In the <i>past five years</i> , have you ever participated in a workshop or program run by an NGOs or any other organizations? 1 ○ Yes 2 ○ No 88□ DK -99□ RF											
F9b. If so, which one(s)? Name:..... 77□NA 88□DK - 99□RF Name:..... 77□NA 88□DK - 99□RF Name:..... 77□NA 88□DK - 99□RF											
Time Finished: __ : __ THANK YOU!!											
XXX XXXXXX											
TO BE FILLED OUT BY ENUMERATOR AT END OF SURVEY [NOT AT PLACE OF INTERVIEW]											
X1. Were you able to complete the interview, and if not, why not? 1 ○ Yes 2 ○ No 88□ DK -99□ RF											

RF Reason:..... ...
X2. Where was the interview conducted? 1 <input type="radio"/> Inside respondent's home 2 <input type="radio"/> Outside respondent's home 3 <input type="radio"/> Other RF 88 <input type="checkbox"/> DK -99 <input type="checkbox"/>
X3. Were there any other people immediately present who might be listening during the interview? 1 <input type="radio"/> No one 2 <input type="radio"/> Children only 3 <input type="radio"/> Spouse only 4 <input type="radio"/> Other family members 5 <input type="radio"/> Small crowd 6 <input type="radio"/> Authorities 7 <input type="radio"/> Other:..... 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF
X4. Were there any other people immediately present who were participating during the interview? 1 <input type="radio"/> No one 2 <input type="radio"/> Children only 3 <input type="radio"/> Spouse only 4 <input type="radio"/> Other family members 5 <input type="radio"/> Small crowd 6 <input type="radio"/> Authorities 7 <input type="radio"/> Other:..... 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF
X5. Did the respondent seem comfortable answering all of the questions? 1 <input type="radio"/> Yes 2 <input type="radio"/> No RF 88 <input type="checkbox"/> DK -99 <input type="checkbox"/>
X6. Other Notes: 1 <input type="radio"/> 3 2 <input type="radio"/> 4 3 <input type="radio"/> 5 4 <input type="radio"/> 6 77 <input type="checkbox"/> NA
XX XXXXXX

APPENDIX F: Village Head Questionnaire

Selection A. Position of Village Head
A1. Is this your permanent position, or are you acting as reagent on behalf of someone else? 1 <input type="radio"/> Permanent 2 <input type="radio"/> Acting 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF

A2a. Is this position contested by anyone else? 1 <input type="radio"/> Yes 2 <input type="radio"/> No RF 88 <input type="checkbox"/> DK -99 <input type="checkbox"/>	
A2b. If so, who? 77 <input type="checkbox"/> NA 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF	
A3. When were you installed? <i>[Indicate year, approximate if needed]</i> — — — — 77 <input type="checkbox"/> NA 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF	
A4. Did you inherit the position, or were you selected another way? 1 <input type="radio"/> Inherited 2 <input type="radio"/> Elected by community 3 <input type="radio"/> Other:..... 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF	
A5. Has your appointment been recognized by the ministry of local government? 1 <input type="radio"/> Yes 2 <input type="radio"/> No RF 88 <input type="checkbox"/> DK -99 <input type="checkbox"/>	
Do you have any family relation to the following leaders?	
A6. Headman	1 <input type="radio"/> Yes 2 <input type="radio"/> No 3 <input type="radio"/> Self RF 88 <input type="checkbox"/> DK -99 <input type="checkbox"/>
A7. Chief	1 <input type="radio"/> Yes 2 <input type="radio"/> No RF 88 <input type="checkbox"/> DK -99 <input type="checkbox"/>
A8. Local councilor	1 <input type="radio"/> Yes 2 <input type="radio"/> No RF 88 <input type="checkbox"/> DK -99 <input type="checkbox"/>
A9. Previous village head	1 <input type="radio"/> Yes 2 <input type="radio"/> No RF 88 <input type="checkbox"/> DK -99 <input type="checkbox"/>

A10. When did the previous village head step down from power? <i>[indicate year, approximate if needed]</i> — — — — 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF
A11. Why did the previous village head leave office? 1 <input type="radio"/> Died natural causes 2 <input type="radio"/> Removed due to succession dispute 3 <input type="radio"/> Other:..... 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF
A12. Since independence, have there been any incidents where people disputed the leadership of the village head of this village? 1 <input type="radio"/> Yes 2 <input type="radio"/> No RF 88 <input type="checkbox"/> DK -99 <input type="checkbox"/>

A13. Since 1980, have any village heads been fired or demoted by the:		
A13a. District administration	1 <input type="radio"/> Yes 2 <input type="radio"/> No	88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF
A13b. Chief	1 <input type="radio"/> Yes 2 <input type="radio"/> No	88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF
A13c. Headman	1 <input type="radio"/> Yes 2 <input type="radio"/> No	88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF
A13d. Members of this village	1 <input type="radio"/> Yes 2 <input type="radio"/> No	88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF
A13e. Other:	1 <input type="radio"/> Yes 2 <input type="radio"/> No	88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF

Section B. Background Information on Community	
B1a. When was this village founded? <i>[Indicate year]</i> - - - - 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF	
B1b. If do not know the exact year, was the village founded before or after 1980? 1 <input type="radio"/> Before 1980 2 <input type="radio"/> After 1980 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF	
B2. On what type of land is this village? 1 <input type="radio"/> Communal area 2 <input type="radio"/> Small-scale communal farming 3 <input type="radio"/> Old resettlement area 4 <input type="radio"/> A1 5 <input type="radio"/> A2 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF	
B3. How many households are in this village? 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF	
B4anew. How many households moved to this village in the past decade? - - - - 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF	
B4bnew. What were the main reasons for households moving to the village? <i>[multiple answers possible]</i> 1 <input type="radio"/> E 2 <input type="radio"/> D 3 <input type="radio"/> O 1 <input type="radio"/> P 2 <input type="radio"/> NP 77 <input type="checkbox"/> NA 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF	
B5a. How many households moved from this village in the past decade? - - - - 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF	

B5bnew. What were the main reasons for households moving from the village? <i>[multiple answers possible]</i> 1 <input type="radio"/> E 2 <input type="radio"/> D 3 <input type="radio"/> O 1 <input type="radio"/> P 2 <input type="radio"/> NP 77 <input type="checkbox"/> NA 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF		
B6. What <i>madzɪnzɪ</i> (totems) are part of this village? List the three largest, and estimate their size. 1. Totem name: Number: _ _ 77 <input type="checkbox"/> NA 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF 2. Totem name: Number: _ _ 77 <input type="checkbox"/> NA 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF 3. Totem name: Number: _ _ 77 <input type="checkbox"/> NA 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF		
For each of the following services, I would like to know if they are present in your village.		
Service	Present?	
B7a. Electricity	1 <input type="radio"/> Yes 2 <input type="radio"/> No 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF	
B7b. Piped water	1 <input type="radio"/> Yes 2 <input type="radio"/> No 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF	
B7c. Toilet	1 <input type="radio"/> Yes 2 <input type="radio"/> No 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF	
B7d. Radio signal	1 <input type="radio"/> Yes 2 <input type="radio"/> No 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF	
B7e. Cell phone coverage	1 <input type="radio"/> Yes 2 <input type="radio"/> No 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF	
For each of the following services, I would like to know if they are present in your village and, if not, how far away the nearest facility is.		
Service	Present?	Distance?
B8a. Market stalls	1 <input type="radio"/> Yes 2 <input type="radio"/> No 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF	Distance:.....km 77 <input type="checkbox"/> NA 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF
B8b. Primary School	1 <input type="radio"/> Yes 2 <input type="radio"/> No 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF	Distance:.....km 77 <input type="checkbox"/> NA 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF
B8c. Health clinic	1 <input type="radio"/> Yes 2 <input type="radio"/> No 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF	Distance:.....km 77 <input type="checkbox"/> NA 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF
B8d. Police station	1 <input type="radio"/> Yes 2 <input type="radio"/> No 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF	Distance:.....km 77 <input type="checkbox"/> NA 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF
B8f. Church	1 <input type="radio"/> Yes 2 <input type="radio"/> No 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF	Distance:.....km 77 <input type="checkbox"/> NA 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF
B8g. Magistrate's court	1 <input type="radio"/> Yes 2 <input type="radio"/> No 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF	Distance:.....km 77 <input type="checkbox"/> NA 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF

B8h. Headman's court	1 <input type="radio"/> Yes 2 <input type="radio"/> No 77 <input type="checkbox"/> NA 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF	Distance:.....km 77 <input type="checkbox"/> NA 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF
B8i. Chief's court	1 <input type="radio"/> Yes 2 <input type="radio"/> No 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF	Distance:.....km 77 <input type="checkbox"/> NA 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF
B9. Is this village accessible by road in the rainy season? 1 <input type="radio"/> Yes 2 <input type="radio"/> No 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF		
B10. I am going to read you a list of different groups. For each group, please indicate whether this group is active in this community, whether you currently belong to it, and whether you currently have a leadership role in the group.		
Group	Exists?	Belong?
Religious	1 <input type="radio"/> Yes 2 <input type="radio"/> No 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF	1 <input type="radio"/> Yes 2 <input type="radio"/> No 77 <input type="checkbox"/> NA 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF
Village Savings & Lendings	1 <input type="radio"/> Yes 2 <input type="radio"/> No 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF	1 <input type="radio"/> Yes 2 <input type="radio"/> No 77 <input type="checkbox"/> NA 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF
Agriculture/ Farming	1 <input type="radio"/> Yes 2 <input type="radio"/> No 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF	1 <input type="radio"/> Yes 2 <input type="radio"/> No 77 <input type="checkbox"/> NA 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF
Craft	1 <input type="radio"/> Yes 2 <input type="radio"/> No 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF	1 <input type="radio"/> Yes 2 <input type="radio"/> No 77 <input type="checkbox"/> NA 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF
Development	1 <input type="radio"/> Yes 2 <input type="radio"/> No 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF	1 <input type="radio"/> Yes 2 <input type="radio"/> No 77 <input type="checkbox"/> NA 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF
Peace committees	1 <input type="radio"/> Yes 2 <input type="radio"/> No 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF	1 <input type="radio"/> Yes 2 <input type="radio"/> No 77 <input type="checkbox"/> NA 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF
Women's groups	1 <input type="radio"/> Yes 2 <input type="radio"/> No 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF	1 <input type="radio"/> Yes 2 <input type="radio"/> No 77 <input type="checkbox"/> NA 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF

B11a. Are there any other organizations active in this village? For each group, please indicate whether you currently belong to it, and whether you currently have a leadership role in the group. 1 <input type="radio"/> Yes 2 <input type="radio"/> No 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF		
Group <i>[write in]</i>	Belong?	Leader?
..... 77 <input type="checkbox"/> NA 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF	1 <input type="radio"/> Yes 2 <input type="radio"/> No 77 <input type="checkbox"/> NA 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF	1 <input type="radio"/> Yes 2 <input type="radio"/> No 77 <input type="checkbox"/> NA 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF

..... 77 <input type="checkbox"/> NA 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF	1 <input type="radio"/> Yes 2 <input type="radio"/> No 77 <input type="checkbox"/> NA 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF	1 <input type="radio"/> Yes 2 <input type="radio"/> No 77 <input type="checkbox"/> NA 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF
..... 77 <input type="checkbox"/> NA 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF	1 <input type="radio"/> Yes 2 <input type="radio"/> No 77 <input type="checkbox"/> NA 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF	1 <input type="radio"/> Yes 2 <input type="radio"/> No 77 <input type="checkbox"/> NA 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF
B11b. Do you feel close to any other masangano in this country? 1 <input type="radio"/> Yes 2 <input type="radio"/> No 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF		
B11c. If so, which ones? <i>[check all mentioned]</i> 1 <input type="radio"/> 3 2 <input type="radio"/> 4 3 <input type="radio"/> 5 4 <input type="radio"/> 6 77 <input type="checkbox"/> NA 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF		

Section D. Disputes in Community

Type of problems	(A) How many times has this problem occurred in this village in the past twelve months?	(B) How many of these disputes were originally brought to you?	(C) How many of the disputes brought to you did you send to the police?	(D) How many of the disputes brought to you did you send to the headmen or chief's court?	(E) How many of the disputes brought to you did you send to the magistrate's court?	(F) How many of the disputes brought to you did you or your dare arbitrate?	(G) How many of the cases that you arbitrated were successfully resolved?
D1. Boundary disputes	-- 88□ DK -99□ RF	-- 77□NA 88□DK -99□RF	-- 77□NA 88□DK -99□RF	-- 77□NA 88□DK -99□RF	-- 77□NA 88□DK -99□RF	-- 77□NA 88□DK -99□RF	-- 77□NA 88□DK -99□RF
D2. Crop destruction by livestock	-- 88□ DK -99□ RF	-- 77□NA 88□DK -99□RF	-- 77□NA 88□DK -99□RF	-- 77□NA 88□DK -99□RF	-- 77□NA 88□DK -99□RF	-- 77□NA 88□DK -99□RF	-- 77□NA 88□DK -99□RF
D3. Burglaries and theft	-- 88□ DK -99□ RF	-- 77□NA 88□DK -99□RF	-- 77□NA 88□DK -99□RF	-- 77□NA 88□DK -99□RF	-- 77□NA 88□DK -99□RF	-- 77□NA 88□DK -99□RF	-- 77□NA 88□DK -99□RF
D4. Victim of witchcraft, or accused of witchcraft	-- 88□ DK -99□ RF	-- 77□NA 88□DK -99□RF	-- 77□NA 88□DK -99□RF	-- 77□NA 88□DK -99□RF	-- 77□NA 88□DK -99□RF	-- 77□NA 88□DK -99□RF	-- 77□NA 88□DK -99□RF
D5. Domestic violence	-- 88□ DK -99□ RF	-- 77□NA 88□DK -99□RF	-- 77□NA 88□DK -99□RF	-- 77□NA 88□DK -99□RF	-- 77□NA 88□DK -99□RF	-- 77□NA 88□DK -99□RF	-- 77□NA 88□DK -99□RF
D6. Adultery	-- 88□ DK -99□ RF	-- 77□NA 88□DK -99□RF	-- 77□NA 88□DK -99□RF	-- 77□NA 88□DK -99□RF	-- 77□NA 88□DK -99□RF	-- 77□NA 88□DK -99□RF	-- 77□NA 88□DK -99□RF
D7. Marriage disputes	-- 88□ DK -99□ RF	-- 77□NA 88□DK -99□RF	-- 77□NA 88□DK -99□RF	-- 77□NA 88□DK -99□RF	-- 77□NA 88□DK -99□RF	-- 77□NA 88□DK -99□RF	-- 77□NA 88□DK -99□RF
D8. Roora/bride wealth dispute	-- 88□ DK -99□ RF	-- 77□NA 88□DK -99□RF	-- 77□NA 88□DK -99□RF	-- 77□NA 88□DK -99□RF	-- 77□NA 88□DK -99□RF	-- 77□NA 88□DK -99□RF	-- 77□NA 88□DK -99□RF
D9. Rape	-- 88□ DK -99□ RF	-- 77□NA 88□DK -99□RF	-- 77□NA 88□DK -99□RF	-- 77□NA 88□DK -99□RF	-- 77□NA 88□DK -99□RF	-- 77□NA 88□DK -99□RF	-- 77□NA 88□DK -99□RF
D10. Physically harmed by others	-- 88□ DK -99□ RF	-- 77□NA 88□DK -99□RF	-- 77□NA 88□DK -99□RF	-- 77□NA 88□DK -99□RF	-- 77□NA 88□DK -99□RF	-- 77□NA 88□DK -99□RF	-- 77□NA 88□DK -99□RF
D11. Murder	-- 88□ DK -99□ RF	-- 77□NA 88□DK -99□RF	-- 77□NA 88□DK -99□RF	-- 77□NA 88□DK -99□RF	-- 77□NA 88□DK -99□RF	-- 77□NA 88□DK -99□RF	-- 77□NA 88□DK -99□RF
D12. Property destruction	-- 88□ DK -99□ RF	-- 77□NA 88□DK -99□RF	-- 77□NA 88□DK -99□RF	-- 77□NA 88□DK -99□RF	-- 77□NA 88□DK -99□RF	-- 77□NA 88□DK -99□RF	-- 77□NA 88□DK -99□RF

D18. Now I would like to know what institutions exist in this village to help the village head with governing.		
Institution	Exists?	How many times per month do you consult with it?
Dare	1 <input type="radio"/> Yes 2 <input type="radio"/> No 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF	__ __ times 77 <input type="checkbox"/> NA 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF
Council of women	1 <input type="radio"/> Yes 2 <input type="radio"/> No 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF	__ __ times 77 <input type="checkbox"/> NA 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF
Resource Management Committees	1 <input type="radio"/> Yes 2 <input type="radio"/> No 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF	__ __ times 77 <input type="checkbox"/> NA 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF
Other: <i>[write in]</i>	1 <input type="radio"/> Yes 2 <input type="radio"/> No 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF	__ __ times 77 <input type="checkbox"/> NA 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF
D19. How many men and how many women are on your dare? __ __ men __ __ women 77 <input type="checkbox"/> NA 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF		
D20. How many people from different totems are on your dare? Totem name: Number: __ __ Totem name: Number: __ __ Totem name: Number: __ __ 77 <input type="checkbox"/> NA 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF		
D21. Typically, how many members of the public attend village dare meetings for common cases? How many men? How many women? __ __ total __ __ men __ __ women 77 <input type="checkbox"/> NA 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF		
D22. Typically, how many members of the public speak at dare meetings for common cases? How many men? How many women? __ __ total __ __ men __ __ women 77 <input type="checkbox"/> NA 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF		

D23. What is the fee for bringing a case before the village dare? <i>[estimate value of fee if given in kind]</i> __ __ dollars (US) 77 <input type="checkbox"/> NA 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF
D24. Are written records of the decisions made by the dare publicly available? 1 <input type="radio"/> Yes 2 <input type="radio"/> No 77 <input type="checkbox"/> NA 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF
D25a. In this village, are there other places people can take their disputes besides bringing them to you and the village dare? 1 <input type="radio"/> Yes 2 <input type="radio"/> No 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF
D25b. If so, where? <i>[do not prompt, tick al]</i> 1 <input type="radio"/> Church 2 <input type="radio"/> Family courts 3 <input type="radio"/> Police 4 <input type="radio"/> Other:..... 77 <input type="checkbox"/> NA 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF
D26a. In this village, are there some groups of people who rarely bring their disputes to the dare? 1 <input type="radio"/> Yes 2 <input type="radio"/> No 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF
D26b. If so, who? 1 <input type="radio"/> P 2 <input type="radio"/> NP 1 <input type="radio"/> 3 2 <input type="radio"/> 4 3 <input type="radio"/> 5 4 <input type="radio"/> 6 77 <input type="checkbox"/> NA 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF
D27. In an ideal world, would you prefer that the village head's dare had more, less or the same amount of power to resolve disputes? 1 <input type="radio"/> More 2 <input type="radio"/> Less 3 <input type="radio"/> The same 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF
D28a. In the past twelve months , have you organized any community meetings? 1 <input type="radio"/> Yes 2 <input type="radio"/> No 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF

D28b. If yes, how many in total? __ __ meetings	77□NA 88□DK -99□RF
D28c. If yes, typically, how many people attended the meetings? __ __ people	77□NA 88□DK -99□RF
Section E. Community Leadership	
E1. In this past twelve months , did you collect development levies? 1 ○ Yes 2 ○ No	88□ DK -99□ RF
E2. If so, how much did you collect per household ? __ __ dollars (US)	77□NA 88□DK -99□RF
E3. In this past twelve months , have there been food shortages in this village? 1 ○ Yes 2 ○ No	88□ DK -99□ RF
E4a. In this past twelve months , has your village received any maize food assistance? 1 ○ Yes 2 ○ No	88□ DK -99□ RF
E4b. If so, who was the assistance from? <i>[do not prompt, tick all]</i> 1 ○ Government of Zimbabwe 2 ○ WFP 3 ○ PLAN 4 ○ Other NGO:..... 5 ○ Other.....	77□NA 88□DK -99□RF
E4c. If so, what role, if any, did you play in facilitating this? <i>[tick all]</i> 1 ○ None 2 ○ Registration 3 ○ Mobilization 4 ○ Distribution	77□NA 88□DK -99□RF
E4d. If so, how were the beneficiaries selected? <i>[do not prompt]</i> 1 ○ Village head's list 2 ○ PRA 3 ○ Other.....	77□NA 88□DK -99□RF

E5a. In this past twelve months , has your village received any assistance in the form of seed? 1 ○ Yes 2 ○ No	88□ DK -99□ RF
E5b. If so, who was the assistance from? <i>[do not prompt, tick all]</i> 1 ○ Government of Zimbabwe 2 ○ Presidential present 3 ○ Other NGO: 4 ○ Other.....	77□NA 88□DK -99□RF
E5c. If so, what role, if any, did you play in facilitating this? <i>[tick all]</i> 1 ○ None 2 ○ Registration 3 ○ Mobilization 4 ○ Distribution	77□NA 88□DK -99□RF
E5d. If so, how were the beneficiaries selected? <i>[do not prompt]</i> 1 ○ Village head's list 2 ○ PRA 3 ○ Other.....	77□NA 88□DK -99□RF
E6a. In this past twelve months , has your village received any grain loans? 1 ○ Yes 2 ○ No	77□NA 88□DK -99□RF
E6b. If so, who was the assistance from? <i>[do not prompt, tick all]</i> 1 ○ Government of Zimbabwe 2 ○ Other.....	77□NA 88□DK -99□RF
E6d. If so, what role, if any, did you play in facilitating this? <i>[tick all]</i> 1 ○ None 2 ○ Registration 3 ○ Mobilization 4 ○ Distribution	77□NA 88□DK -99□RF
E6e. If so, how were the beneficiaries selected? <i>[do not prompt]</i> 1 ○ Village head's list 2 ○ PRA 3 ○ Other.....	77□NA 88□DK -99□RF
E7a. In this past twelve months , did you receive an allowance from the government? 1 ○ Yes 2 ○ No	88□ DK -99□ RF

E9a. In this past twelve months , did you receive any payments, gifts or contributions from villagers?	
1 <input type="radio"/> Yes 2 <input type="radio"/> No	88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF
E9b. If so, how much in total (over 12 months) ? <i>[estimate value if answers given in kind]</i>	
___ dollars (US)	77 <input type="checkbox"/> NA
88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF	
E11a. In this past twelve months , did you give any gifts or contributions of your own money/goods to other villagers?	
1 <input type="radio"/> Yes 2 <input type="radio"/> No	88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF
E11b. If so, how much in total (over 12 months) ? <i>[estimate value if answers given in kind]</i>	
___ dollars (US)	77 <input type="checkbox"/> NA 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF
E12a. In the past twelve months , have you organized community members to make labor contributions?	
1 <input type="radio"/> Yes 2 <input type="radio"/> No	88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF
E12b. If so, can you estimate what percentage of households in the village contributed labor?	
___ times	77 <input type="checkbox"/> NA
88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF	
E13. In the past twelve months , has this village worked together with people from other villages on a common project?	
1 <input type="radio"/> Yes 2 <input type="radio"/> No	88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF
E14a. Are there some groups of people in this village who are always causing problems?	
1 <input type="radio"/> Yes 2 <input type="radio"/> No	88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF

E14b. If so, which groups? <i>[write in all mentioned]</i>	
1	
1 <input type="radio"/> P 2 <input type="radio"/> NP	
1 <input type="radio"/> 3 2 <input type="radio"/> 4 3 <input type="radio"/> 5 4 <input type="radio"/> 6	77 <input type="checkbox"/> NA 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF 2
.....	
... 1 <input type="radio"/> P 2 <input type="radio"/> NP	
1 <input type="radio"/> 3 2 <input type="radio"/> 4 3 <input type="radio"/> 5 4 <input type="radio"/> 6	77 <input type="checkbox"/> NA 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF 3
.....	
... 1 <input type="radio"/> P 2 <input type="radio"/> NP	
1 <input type="radio"/> 3 2 <input type="radio"/> 4 3 <input type="radio"/> 5 4 <input type="radio"/> 6	77 <input type="checkbox"/> NA 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF
E15a. Are there some groups of people in this village who do not respect your authority?	
1 <input type="radio"/> Yes 2 <input type="radio"/> No	88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF
E15b. If so, which groups? <i>[write in all mentioned]</i>	
1	
.....	
... 1 <input type="radio"/> P 2 <input type="radio"/> NP	
1 <input type="radio"/> 3 2 <input type="radio"/> 4 3 <input type="radio"/> 5 4 <input type="radio"/> 6	77 <input type="checkbox"/> NA 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF 2
.....	
... 1 <input type="radio"/> P 2 <input type="radio"/> NP	
1 <input type="radio"/> 3 2 <input type="radio"/> 4 3 <input type="radio"/> 5 4 <input type="radio"/> 6	77 <input type="checkbox"/> NA 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF 3
.....	
... 1 <input type="radio"/> P 2 <input type="radio"/> NP	
1 <input type="radio"/> 3 2 <input type="radio"/> 4 3 <input type="radio"/> 5 4 <input type="radio"/> 6	77 <input type="checkbox"/> NA 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF
E16a. Are there any influential leaders in this village who do not respect your authority?	
1 <input type="radio"/> Yes 2 <input type="radio"/> No	88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF

E16b. If so, which ones? *[write in all mentioned]*

1

.....

..... 1 ☐ P 2 ☐ NP

1 ☐ 3 2 ☐ 4 3 ☐ 5 4 ☐ 6 77 ☐ NA 88 ☐ DK -

99 ☐ RF 2

.....

..... 1 ☐ P 2 ☐ NP

1 ☐ 3 2 ☐ 4 3 ☐ 5 4 ☐ 6 77 ☐ NA 88 ☐ DK -

99 ☐ RF 3

.....

..... 1 ☐ P 2 ☐ NP

1 ☐ 3 2 ☐ 4 3 ☐ 5 4 ☐ 6 77 ☐ NA 88 ☐ DK -

99 ☐ RF

Now I'm going to read you a number of statements, and I'd like you to tell me if you strongly agree, agree, disagree or strongly disagree with the statement.

E17. Most people in this village are influenced by my opinions.

1 ☐ Strongly agree 2 ☐ Agree 3 ☐ Disagree 4 ☐ Strongly disagree 88 ☐ DK -99 ☐ RF

E17new. People should be free to express their own opinions, even if they are in the minority.

1 ☐ Strongly agree 2 ☐ Agree 3 ☐ Disagree 4 ☐ Strongly disagree 88 ☐ DK -99 ☐ RF

E18. If a serious problem arose in this village, I could get the government to respond to it quickly.

1 ☐ Strongly agree 2 ☐ Agree 3 ☐ Disagree 4 ☐ Strongly disagree 88 ☐ DK -99 ☐ RF

E19. The government needs my assistance to organize people in this village.

1 ☐ Strongly agree 2 ☐ Agree 3 ☐ Disagree 4 ☐ Strongly disagree 88 ☐ DK -99 ☐ RF

E19new. As village head, I act independently of other government officials in making decisions about how to govern this village.

1 ☐ Strongly agree 2 ☐ Agree 3 ☐ Disagree 4 ☐ Strongly disagree 88 ☐ DK -99 ☐ RF

E20. Who is the most senior person you personally know in the government and could contact in the case of a problem?

[Indicate name and position]

Name:.....

1 ☐ Local councilor 2 ☐ District administrator 3 ☐ MP

4 ☐ Other: 88 ☐ DK -99 ☐ RF

E21. On average, how many **times per year** do you exchange information with other village heads, including at events such as funerals?

__ __ times

88 ☐ DK -99 ☐ RF

E23. How many years ago were you first introduced to the headman?

__ __ years

66 ☐ NEVER 88 ☐ DK -99 ☐ RF

E24. On average, how many **times per year** do you exchange information with the headman?

__ __ times

77 ☐ NA 88 ☐ DK -99 ☐ RF

E25. **In the past five years**, how many times have you asked the headman for assistance for yourself or your village?

__ __ times

77 ☐ NA 88 ☐ DK -99 ☐ RF

E26. How many times has he responded positively?

__ __ times 77 ☐ NA

88 ☐ DK -99 ☐ RF

E27. How many years ago were you first introduced to the chief?

__ __ years

66 ☐ NEVER 88 ☐ DK -99 ☐ RF

E28. On average, how many **times per year** do you exchange information with the chief?

__ __ times 77 ☐ NA

88 ☐ DK -99 ☐ RF

E29. **In the past five years**, how many times have you asked the chief for assistance for yourself or your village?
 __ __ times 77□NA
 88□ DK -99□ RF

E30. How many times has he responded positively?
 __ __ times 77□NA
 88□ DK -99□ RF

E32. How many years ago were you first introduced to the local councilor?
 __ __ years
 66□NEVER88□ DK -99□ RF

E33. On average, how many **times per year** do you exchange information with the local councilor?
 __ __ times
 77□NA88□ DK -99□ RF

E34. **In the past five years**, how many times have you asked the local councilor for assistance for yourself or your village?
 __ __ times 77□NA
 88□ DK -99□ RF

E35. How many times has he/she responded positively?
 __ __ times 77□NA
 88□ DK -99□ RF

E36. How many years ago were you first introduced to the district administrator?
 __ __ years
 66□NEVER88□ DK -99□ RF

E37. On average, how many **times per year** do you exchange information with the district administrator?
 __ __ times
 77□NA88□ DK -99□ RF

E38. **In the past five years**, how many times have you asked the district administrator for assistance for yourself or your village?
 __ __ times
 77□NA88□ DK -99□ RF

E39. How many times has he/she responded positively?
 __ __ times
 77□NA88□ DK -99□ RF

On a scale of 0 to 10, where 10 is very good and 0 is very poor, how would rate your relationship with the local:

E40a. Villagers	0	1	2	3	4	5	6	7	8	9	10	88□ DK -99□ RF
E40b. Headman	0	1	2	3	4	5	6	7	8	9	10	88□ DK -99□ RF
E40c. Chief	0	1	2	3	4	5	6	7	8	9	10	88□ DK -99□ RF
E40d. Local councilor	0	1	2	3	4	5	6	7	8	9	10	88□ DK -99□ RF

E41a. Do you ever fear that you could be demoted from your position?
 1 ○ Yes 2 ○ No 88□ DK -99□ RF

E41b. If so, who could demote you? *[do not prompt, tick all]*
 1 ○ Villagers 2 ○ Headman 3 ○ Chief 4 ○ Other..... 77□NA 88□DK -99□RF

E43a. During **the past five years**, has any new infrastructure or service been provided in your village?
 1 ○ Yes 2 ○ No 88□ DK -99□ RF

E43b. If so, what?
 1 ○ New borehole 2 ○ New road 3 ○ New school 4 ○ New toilets
 5 ○ New bridge 6 ○ New well 7 ○ Other: 77□NA 88□DK -99□RF

E43c. If so, who was responsible for providing it?
 1 ○ National government 2 ○ Local government 3 ○ NGO 4 ○ Community members 5 ○ Other:
 77□NA 88□DK -99□RF

Section F. Knowledge of Laws and Rights

<p>F1. According to the laws of Zimbabwe, do individuals have the right to appeal fines levied by primary courts?</p> <p>1 <input type="radio"/> Yes 2 <input type="radio"/> No</p> <p>RF 88□ DK -99□</p>
<p>F2. If an individual appeals a primary court decision, do they have a right to a copy of the proceedings from the court?</p> <p>1 <input type="radio"/> Yes 2 <input type="radio"/> No</p> <p>RF 88□ DK -99□</p>
<p>Fanew. In Zimbabwe, can traditional leaders be removed from office by anyone?</p> <p>1 <input type="radio"/> Yes 2 <input type="radio"/> No</p> <p>RF 88□ DK -99□</p>
<p>Fbnew. According to the laws of Zimbabwe, can traditional leaders preside over any case committed within his or her jurisdiction?</p> <p>1 <input type="radio"/> Yes 2 <input type="radio"/> No</p> <p>RF 88□ DK -99□</p>
<p>Fcnew. In Zimbabwe, should the police be informed of every case of sexual violence?</p> <p>1 <input type="radio"/> Yes 2 <input type="radio"/> No</p> <p>RF 88□ DK -99□</p>
<p>Fdnew. Who should chair the ward based committees such Ward Health Centre Committee and Environment Management Sub-committee ? <i>[do not prompt]</i></p> <p>1 <input type="radio"/> Village Head 2 <input type="radio"/> Headman 3 <input type="radio"/> Chief 4 <input type="radio"/> Councillor 5 <input type="radio"/> Other</p> <p>88□DK -99□RF</p>
<p>F3. According to the laws of Zimbabwe, what is the legal age of majority for women in Zimbabwe?</p> <p>— — years</p> <p>88□ DK -99□ RF</p>
<p>I'm going to read you a number of statements, and then I'd like you to tell me if you strongly agree, agree, disagree or strongly disagree with the statement.</p>
<p>F4. Women should have the right to speak in their own defense at dare hearings.</p> <p>1 <input type="radio"/> Strongly agree 2 <input type="radio"/> Agree 3 <input type="radio"/> Disagree 4 <input type="radio"/> Strongly disagree</p> <p>88□DK -99□RF</p>

<p>F5. A widow should have the right to inherit land</p> <p>1 <input type="radio"/> Strongly agree 2 <input type="radio"/> Agree 3 <input type="radio"/> Disagree 4 <input type="radio"/> Strongly disagree</p> <p>88□DK -99□RF</p>												
<p>F6. Community members should always obey what the village head says</p> <p>1 <input type="radio"/> Strongly agree 2 <input type="radio"/> Agree 3 <input type="radio"/> Disagree 4 <input type="radio"/> Strongly disagree</p> <p>88□DK -99□RF</p>												
<p>G. Community Development and Participation</p>												
<p>G1. What are the three projects that you would wish for in this community in order of importance? <i>[do not prompt]</i></p>												
Choice # 1			Choice # 2			Choice # 3						
<p>1 <input type="radio"/> Borehole</p> <p>2 <input type="radio"/> Toilets</p> <p>3 <input type="radio"/> School</p> <p>4 <input type="radio"/> Clinics</p> <p>5 <input type="radio"/></p> <p>Other:.....</p> <p>88□ DK -99□</p> <p>RF</p>			<p>1 <input type="radio"/> Borehole</p> <p>2 <input type="radio"/> Toilets</p> <p>3 <input type="radio"/> School</p> <p>4 <input type="radio"/> Clinics</p> <p>5 <input type="radio"/></p> <p>Other:.....</p> <p>88□ DK -99□</p> <p>RF</p>			<p>1 <input type="radio"/> Borehole</p> <p>2 <input type="radio"/> Toilets</p> <p>3 <input type="radio"/> School</p> <p>4 <input type="radio"/> Clinics</p> <p>5 <input type="radio"/></p> <p>Other:.....</p> <p>88□ DK -99□</p> <p>RF</p>						
<p>G2. Please tell me which of the following things is more needed in this community – boreholes or subsidized seed?</p> <p>1 <input type="radio"/> Boreholes 2 <input type="radio"/> Subsidized seed</p> <p>88□ DK -99□ RF</p>												
<p>G3. If a new borehole were to be built in this village, what would be the best location for it? <i>[Do not read answers]</i></p> <p>1 <input type="radio"/> Within 500 m from village head's compound</p> <p>2 <input type="radio"/> Further than 500 m from village head's compound</p> <p>88□ DK -99□ RF</p>												
<p>G4. Many people including the president say that irregular electricity is a crucial impediment to tackling rural poverty and underdevelopment in Zimbabwe. On a scale of 0 to 10, where 0 is not at all and 10 is a lot, how much of a priority do you think electrification should be compared to other development activities like education and health?</p>												
0	1	2	3	4	5	6	7	8	9	10	88□ DK -99□ RF	

G6a. Have you ever previously received training on your role in resolving disputes? 1 <input type="radio"/> Yes 2 <input type="radio"/> No 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF	
G6b. If so, who provided the training? 1 <input type="radio"/> Ministry of Justice 2 <input type="radio"/> Ministry of Local Government 3 <input type="radio"/> Headman 4 <input type="radio"/> IRC 5 <input type="radio"/> Other NGO: 6 <input type="radio"/> Other: 77 <input type="checkbox"/> NA 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF	
G7a. Would you like to receive training on your role in resolving disputes? 1 <input type="radio"/> Yes 2 <input type="radio"/> No 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF	
G7b. If yes, who do you think should conduct the training? <i>[Do not prompt]</i> 1 <input type="radio"/> Ministry of Justice 2 <input type="radio"/> Ministry of Local Government 3 <input type="radio"/> Headman 4 <input type="radio"/> IRC 5 <input type="radio"/> Other NGO: 6 <input type="radio"/> Other: 77 <input type="checkbox"/> NA 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF	
G8a. Are there any NGOs or any other organizations currently working in this village? 1 <input type="radio"/> Yes 2 <input type="radio"/> No 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF	
G8b. If so, which ones? <i>[write in]</i> Name: 77 <input type="checkbox"/> NA 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF Name: 77 <input type="checkbox"/> NA 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF Name: 77 <input type="checkbox"/> NA 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF	
G8c. If so, how many times have NGOs or other organizations organized events involving members of this village in the past twelve months? ____ times 77 <input type="checkbox"/> NA 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF	
Time Finished: __ : __ THANK YOU!!	

Selection Q. Other Community Leaders	
Q1. As part of this project, we would also like to interview other community leaders in this village. Can you tell me, are there any of the following leaders residing in this village, and how many?	
Farmer's group leaders	1 <input type="radio"/> None 2 <input type="radio"/> One 2 <input type="radio"/> 2 + 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF
Religious leaders	1 <input type="radio"/> None 2 <input type="radio"/> One 2 <input type="radio"/> 2 + 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF
Village health workers	1 <input type="radio"/> None 2 <input type="radio"/> One 2 <input type="radio"/> 2 + 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF
Caregiver leaders	1 <input type="radio"/> None 2 <input type="radio"/> One 2 <input type="radio"/> 2 + 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF
VIDCO chairperson	1 <input type="radio"/> None 2 <input type="radio"/> One 2 <input type="radio"/> 2 + 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF
Village secretaries	1 <input type="radio"/> None 2 <input type="radio"/> One 2 <input type="radio"/> 2 + 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF
Q2a. Are there any other influential people living in this village? 1 <input type="radio"/> Yes 2 <input type="radio"/> No 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF	
Q2b. If so, who? <i>[write in]</i> 77 <input type="checkbox"/> NA 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF	
Q3. Have any leaders in this community received training from the IRC in the past year? <i>[tick all]</i> 1 <input type="radio"/> Farmer's group leader 2 <input type="radio"/> Religious leader 3 <input type="radio"/> Village health worker 4 <input type="radio"/> Caregiver leaders 5 <input type="radio"/> War veterans 6 <input type="radio"/> VIDCO chairperson 7 <input type="radio"/> Village secretary 8 <input type="radio"/> Other: 88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF	

XX X
TO BE FILLED OUT BY ENUMERATOR AT END OF SURVEY [NOT AT PLACE OF INTERVIEW]

<p>X1. Were you able to complete the interview, and if not, why not?</p> <p>1 <input type="radio"/> Yes 2 <input type="radio"/> No 88 <input type="checkbox"/> DK -99 <input type="checkbox"/></p> <p>RF</p> <p>Reason:.....</p> <p>...</p>
<p>X2. Where was the interview conducted?</p> <p>1 <input type="radio"/> Inside respondent's home</p> <p>2 <input type="radio"/> Outside respondent's home 88 <input type="checkbox"/> DK -99 <input type="checkbox"/></p> <p>RF</p>
<p>X3. Were there any other people immediately present who might be listening during the interview?</p> <p>1 <input type="radio"/> No one 2 <input type="radio"/> Children only 3 <input type="radio"/> Spouse only 4 <input type="radio"/> Other family members 5 <input type="radio"/> Small crowd 6 <input type="radio"/> Authorities 7 <input type="radio"/> Other:.....</p> <p>88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF</p>
<p>X4. Were there any other people immediately present who were participating during the interview?</p> <p>1 <input type="radio"/> No one 2 <input type="radio"/> Children only 3 <input type="radio"/> Spouse only 4 <input type="radio"/> Other family members 5 <input type="radio"/> Small crowd 6 <input type="radio"/> Authorities 7 <input type="radio"/> Other:.....</p> <p>88 <input type="checkbox"/> DK -99 <input type="checkbox"/> RF</p>
<p>X5. Did the respondent seem comfortable answering all of the questions?</p> <p>1 <input type="radio"/> Yes 2 <input type="radio"/> No 88 <input type="checkbox"/> DK -99 <input type="checkbox"/></p> <p>RF</p>
<p>X6. Other Notes:</p> <p>1 <input type="radio"/> 3 2 <input type="radio"/> 4 3 <input type="radio"/> 5 4 <input type="radio"/> 6</p>

APPENDIX G: Qualitative Research Protocol

MEETING WITH VILLAGE HEAD AND ADVISORS DISCUSSION FORM

Thank you for meeting with us today. We would like to speak with you about traditional dispute management and reforms to the traditional justice system in Zimbabwe.

Question 1. Can you tell us about the process for managing disputes in this village? [Follow-up: What are the benefits of this system and what are the problems with this system?]

Response:
<div></div>
1. Did the village head speak in response to the question? 1 <input type="radio"/> Yes 2 <input type="radio"/> No
2. Did anyone other than the village head speak in response to the question? 1 <input type="radio"/> Yes 2 <input type="radio"/> No
3. Did anyone speak without explicitly being called on by the village head? 1 <input type="radio"/> Yes 2 <input type="radio"/> No
4. Did anyone offer an opinion that differed from the village head? 1 <input type="radio"/> Yes 2 <input type="radio"/> No
5. Did the village head adapt his responses following inputs from community members? 1 <input type="radio"/> Yes 2 <input type="radio"/> No
6. Did any woman speak in response to the question? 1 <input type="radio"/> Yes 2 <input type="radio"/> No
7. Did any woman speak without explicitly being called on by the village head? 1 <input type="radio"/> Yes 2 <input type="radio"/> No
8. Did any woman offer an opinion that differed from the village head? 1 <input type="radio"/> Yes 2 <input type="radio"/> No
9. Did the village head adapt his responses following inputs from female community members? 1 <input type="radio"/> Yes 2 <input type="radio"/> No

Question 3. Do you think the government is on the right track with regards to integrating customary dispute management into the justice system? *[Prompt: Can you explain why or why not?]*

Response:

1. Did the village head speak in response to the question? 1 ☐ Yes 2 ☐ No
2. Did anyone other than the village head speak in response to the question? 1 ☐ Yes 2 ☐ No
3. Did anyone speak without explicitly being called on by the village head? 1 ☐ Yes 2 ☐ No
4. Did anyone offer an opinion that differed from the village head? 1 ☐ Yes 2 ☐ No
5. Did the village head adapt his responses following inputs from community members? 1 ☐ Yes 2 ☐ No
6. Did any woman speak in response to the question? 1 ☐ Yes 2 ☐ No
7. Did any woman speak without explicitly being called on by the village head? 1 ☐ Yes 2 ☐ No
8. Did any woman offer an opinion that differed from the village head? 1 ☐ Yes 2 ☐ No
9. Did the village head adapt his responses following inputs from female community members? 1 ☐ Yes 2 ☐ No

Question 4. Are there any groups in the community that are dissatisfied by the current traditional justice system? If so, which groups and why are they dissatisfied?

Response:

- | |
|--|
| 1. Did the village head speak in response to the question? 1 <input type="radio"/> Yes 2 <input type="radio"/> No |
| 2. Did anyone other than the village head speak in response to the question? 1 <input type="radio"/> Yes 2 <input type="radio"/> No |
| 3. Did anyone speak without explicitly being called on by the village head? 1 <input type="radio"/> Yes 2 <input type="radio"/> No |
| 4. Did anyone offer an opinion that differed from the village head? 1 <input type="radio"/> Yes 2 <input type="radio"/> No |
| 5. Did the village head adapt his responses following inputs from community members? 1 <input type="radio"/> Yes 2 <input type="radio"/> No |
| 6. Did any woman speak in response to the question? 1 <input type="radio"/> Yes 2 <input type="radio"/> No |
| 7. Did any woman speak without explicitly being called on by the village head? 1 <input type="radio"/> Yes 2 <input type="radio"/> No |
| 8. Did any woman offer an opinion that differed from the village head? 1 <input type="radio"/> Yes 2 <input type="radio"/> No |
| 9. Did the village head adapt his responses following inputs from female community members? 1 <input type="radio"/> Yes 2 <input type="radio"/> No |

Question 5. Which of the following is more needed in this community – boreholes or subsidized seed?

Response:

1. Did the village head speak in response to the question? 1 ☐ Yes 2 ☐ No
2. Did anyone other than the village head speak in response to the question? 1 ☐ Yes 2 ☐ No
3. Did anyone speak without explicitly being called on by the village head? 1 ☐ Yes 2 ☐ No
4. Did anyone offer an opinion that differed from the village head? 1 ☐ Yes 2 ☐ No
5. Did the village head adapt his responses following inputs from community members? 1 ☐ Yes 2 ☐ No
6. Did any woman speak in response to the question? 1 ☐ Yes 2 ☐ No
7. Did any woman speak without explicitly being called on by the village head? 1 ☐ Yes 2 ☐ No
8. Did any woman offer an opinion that differed from the village head? 1 ☐ Yes 2 ☐ No
9. Did the village head adapt his responses following inputs from female community members? 1 ☐ Yes 2 ☐ No

Question 6. If a new borehole were to be built in this village, what would be the best location for it?

Response:

Also tick to indicate if: O more than 500 m OR

O less than 500 m from VH's compound

- | | | |
|---|-----------------------------|----------------------------|
| 1. Did the village head speak in response to the question? | 1 <input type="radio"/> Yes | 2 <input type="radio"/> No |
| 2. Did anyone other than the village head speak in response to the question? | 1 <input type="radio"/> Yes | 2 <input type="radio"/> No |
| 3. Did anyone speak without explicitly being called on by the village head? | 1 <input type="radio"/> Yes | 2 <input type="radio"/> No |
| 4. Did anyone offer an opinion that differed from the village head? | 1 <input type="radio"/> Yes | 2 <input type="radio"/> No |
| 5. Did the village head adapt his responses following inputs from community members? | 1 <input type="radio"/> Yes | 2 <input type="radio"/> No |
| 6. Did any woman speak in response to the question? | 1 <input type="radio"/> Yes | 2 <input type="radio"/> No |
| 7. Did any woman speak without explicitly being called on by the village head? | 1 <input type="radio"/> Yes | 2 <input type="radio"/> No |
| 8. Did any woman offer an opinion that differed from the village head? | 1 <input type="radio"/> Yes | 2 <input type="radio"/> No |
| 9. Did the village head adapt his responses following inputs from female community members? | 1 <input type="radio"/> Yes | 2 <input type="radio"/> No |

Question 7. Are there any issues that divide you in this community? If so, what are they?

Response:

1. Did the village head speak in response to the question? 1 ☐ Yes 2 ☐ No
2. Did anyone other than the village head speak in response to the question? 1 ☐ Yes 2 ☐ No
3. Did anyone speak without explicitly being called on by the village head? 1 ☐ Yes 2 ☐ No
4. Did anyone offer an opinion that differed from the village head? 1 ☐ Yes 2 ☐ No
5. Did the village head adapt his responses following inputs from community members? 1 ☐ Yes 2 ☐ No
6. Did any woman speak in response to the question? 1 ☐ Yes 2 ☐ No
7. Did any woman speak without explicitly being called on by the village head? 1 ☐ Yes 2 ☐ No
8. Did any woman offer an opinion that differed from the village head? 1 ☐ Yes 2 ☐ No
9. Did the village head adapt his responses following inputs from female community members? 1 ☐ Yes 2 ☐ No

For the following questions, please write down the answer. *If the question was answered by someone other than the village head, please note this and whether the respondent was male or female.*

8. How many men and women sit on the Dare?

9. Which types of women's groups does the VH consult? How many times per month does the VH consult with it?

10. Is there a RMC [Resource Monitors]? How many times per month does the VH consult with it?

11. If an individual appeals a primary court decision, do they have a right to a copy of the proceedings from the court?

12. What is the fee for bringing a case before the village dare? *[estimate value of fee if given in kind]*

13. How much development levy per household did the village head collect last year?

14a. Did you attend training by the IRC in the past two years? [If answer no, interview ends]

14b. Can you tell us the things you liked best about the training?

14c. Can you tell us the things you liked least about the training?

14d. What do you think was the purpose of the training?

14e. Have you noticed any changes in this community since the training? If so, what changes have you noticed? [Follow-up: Would you say all of these changes since the training are for the better, or are there downsides too? Please explain.]

15a. Was anyone in your community trained alongside you? [If answer no, interview ends]

15b. If so, do you think this made the training more or less effective? [Prompt: Why?]

15c. Did your relationship with this individual change as a result of the training? If so, how?

Attendance Sheet

Person (Indicate first name)	Description	Age	Occupation	Relationship to VH	Leadership position(s)
VH					
Male 1					
Male 2					
Male 3					
Male 4					
Male 5					
Male 6					
Male 7					
Male 8					
Female 1					
Female 2					
Female 3					
Female 4					
Female 5					
Female 6					

In villages where a community leader ***was not*** trained alongside the village head, ask the village head: “If it were possible for a community leader other than yourself to receive training on the role and responsibilities of the village head, who would you choose to receive the training? The only constraint is that this individual **must be someone with a leadership position in the village other than on your council**, so it cannot be your village secretary.

Record answer here: _____

In villages where a community leader was trained alongside the village head, record the name of the person who will be interviewed here: _____

Village code:_____

OTHER INTERVIEWER/NOTE-TAKER COMMENTS:

X1. Please note if there was any evidence of:

1 ☐ PP 2 ☐ PR 3 ☐ PI

FOCUS GROUP DISCUSSION FORM

Question 0. Who selected the people to participate in this focus group?

☐ Village Head

☐ Research team (previous interviewees)

Thank you for meeting with us today. We would like to speak with you about traditional dispute management and reforms to the traditional justice system in Zimbabwe. But first let us introduce ourselves.

Attendance Sheet

Person (Indicate first name)	Description	Age	Occupation	Relationship to VH	Leadership position(s)
VH					
Male 1					
Male 2					
Male 3					
Male 4					
Male 5					
Male 6					
Male 7					
Male 8					
Female 1					
Female 2					
Female 3					
Female 4					
Female 5					
Female 6					

Village code: _____

Question 1. Can you tell us about the process for managing disputes in this village? [Follow-up: What are the benefits of this system and what are the problems with this system?]

Discussion:					
Person	Describe	Spoke	Criticized	Disagreed	Notes
Male 1					
Male 2					
Male 3					
Male 4					
Male 5					
Male 6					
Male 7					
Male 8					
Female 1					
Female 2					
Female 3					
Female 4					
Female 5					
Female 6					
1. Which participant spoke the most?					
2. Did any participants express critical views? 1 <input type="radio"/> Yes 2 <input type="radio"/> No					
3. Did any participants present views that disagreed with the views of other participants? 1 <input type="radio"/> Yes 2 <input type="radio"/> No					
4a. If so, were any of the disagreements presented in a confrontational manner? 1 <input type="radio"/> Yes 2 <input type="radio"/> No					
4b. If so, were any of the disagreements presented in a friendly manner? 1 <input type="radio"/> Yes 2 <input type="radio"/> No					
5a. If so, did any of the disagreements result in a confrontational response? 1 <input type="radio"/> Yes 2 <input type="radio"/> No					
5b. If so, did any of the disagreements result in a friendly response? 1 <input type="radio"/> Yes 2 <input type="radio"/> No					
5c. If so, did any of the disagreements result in a response that suggested compromise? 1 <input type="radio"/> Yes 2 <input type="radio"/> No					

Question 2. Have there been any changes in the processes for managing disputes in this village in the past two years? If so, could you describe the changes? *[Prompt: Has this change made the process better or worse?]*

Discussion:					
Person	Describe	Spoke	Criticized	Disagreed	Notes
Male 1					
Male 2					
Male 3					
Male 4					
Male 5					
Male 6					
Male 7					
Male 8					
Female 1					
Female 2					
Female 3					
Female 4					
Female 5					
Female 6					
1. Which participant spoke the most?					
2. Did any participants express critical views? 1 <input type="radio"/> Yes 2 <input type="radio"/> No					
3. Did any participants present views that disagreed with the views of other participants? 1 <input type="radio"/> Yes 2 <input type="radio"/> No					
4a. If so, were any of the disagreements presented in a confrontational manner? 1 <input type="radio"/> Yes 2 <input type="radio"/> No					
4b. If so, were any of the disagreements presented in a friendly manner? 1 <input type="radio"/> Yes 2 <input type="radio"/> No					
5a. If so, did any of the disagreements result in a confrontational response? 1 <input type="radio"/> Yes 2 <input type="radio"/> No					
5b. If so, did any of the disagreements result in a friendly response? 1 <input type="radio"/> Yes 2 <input type="radio"/> No					
5c. If so, did any of the disagreements result in a response that suggested compromise? 1 <input type="radio"/> Yes 2 <input type="radio"/> No					

Village code: _____

Question 3. Do you think the government is on the right track with regards to integrating customary dispute management into the justice system? *[Prompt: Can you explain why or why not?]*

Discussion:

Person	Describe	Spoke	Criticized	Disagreed	Notes
Male 1					
Male 2					
Male 3					
Male 4					
Male 5					
Male 6					
Male 7					
Male 8					
Female 1					
Female 2					
Female 3					
Female 4					
Female 5					
Female 6					

1. Which participant spoke the most?
2. Did any participants express critical views? 1 ☐ Yes 2 ☐ No
3. Did any participants present views that disagreed with the views of other participants? 1 ☐ Yes 2 ☐ No
- 4a. If so, were any of the disagreements presented in a confrontational manner? 1 ☐ Yes 2 ☐ No
- 4b. If so, were any of the disagreements presented in a friendly manner? 1 ☐ Yes 2 ☐ No
- 5a. If so, did any of the disagreements result in a confrontational response? 1 ☐ Yes 2 ☐ No
- 5b. If so, did any of the disagreements result in a friendly response? 1 ☐ Yes 2 ☐ No
- 5c. If so, did any of the disagreements result in a response that suggested compromise? 1 ☐ Yes 2 ☐ No

Question 4. Which of the following is more needed in this community – boreholes or subsidized seed?

Discussion:					
Person	Describe	Spoke	Criticized	Disagreed	Notes
Male 1					
Male 2					
Male 3					
Male 4					
Male 5					
Male 6					
Male 7					
Male 8					
Female 1					
Female 2					
Female 3					
Female 4					
Female 5					
Female 6					
1. Which participant spoke the most?					
2. Did any participants express critical views? 1 <input type="radio"/> Yes 2 <input type="radio"/> No					
3. Did any participants present views that disagreed with the views of other participants? 1 <input type="radio"/> Yes 2 <input type="radio"/> No					
4a. If so, were any of the disagreements presented in a confrontational manner? 1 <input type="radio"/> Yes 2 <input type="radio"/> No					
4b. If so, were any of the disagreements presented in a friendly manner? 1 <input type="radio"/> Yes 2 <input type="radio"/> No					
5a. If so, did any of the disagreements result in a confrontational response? 1 <input type="radio"/> Yes 2 <input type="radio"/> No					
5b. If so, did any of the disagreements result in a friendly response? 1 <input type="radio"/> Yes 2 <input type="radio"/> No					
5c. If so, did any of the disagreements result in a response that suggested compromise? 1 <input type="radio"/> Yes 2 <input type="radio"/> No					

Village code: _____

Question 5. If a new borehole were to be built in this village, what would be the best location for it?

Discussion:					
Person	Describe	Spoke	Criticized	Disagreed	Notes
Male 1					
Male 2					
Male 3					
Male 4					
Male 5					
Male 6					
Male 7					
Male 8					
Female 1					
Female 2					
Female 3					
Female 4					
Female 5					
Female 6					
1. Which participant spoke the most?					
2. Did any participants express critical views? 1 <input type="radio"/> Yes 2 <input type="radio"/> No					
3. Did any participants present views that disagreed with the views of other participants? 1 <input type="radio"/> Yes 2 <input type="radio"/> No					
4a. If so, were any of the disagreements presented in a confrontational manner? 1 <input type="radio"/> Yes 2 <input type="radio"/> No					
4b. If so, were any of the disagreements presented in a friendly manner? 1 <input type="radio"/> Yes 2 <input type="radio"/> No					
5a. If so, did any of the disagreements result in a confrontational response? 1 <input type="radio"/> Yes 2 <input type="radio"/> No					
5b. If so, did any of the disagreements result in a friendly response? 1 <input type="radio"/> Yes 2 <input type="radio"/> No					
5c. If so, did any of the disagreements result in a response that suggested compromise? 1 <input type="radio"/> Yes 2 <input type="radio"/> No					

Question 6. Do you think most, some or none of the outcomes from taking disputes to the village head are fair?

Discussion:					
Person	Describe	Spoke	Criticized	Disagreed	Notes
Male 1					
Male 2					
Male 3					
Male 4					
Male 5					
Male 6					
Male 7					
Male 8					
Female 1					
Female 2					
Female 3					
Female 4					
Female 5					
Female 6					
1. Which participant spoke the most?					
2. Did any participants express critical views? 1 <input type="radio"/> Yes 2 <input type="radio"/> No					
3. Did any participants present views that disagreed with the views of other participants? 1 <input type="radio"/> Yes 2 <input type="radio"/> No					
4a. If so, were any of the disagreements presented in a confrontational manner? 1 <input type="radio"/> Yes 2 <input type="radio"/> No					
4b. If so, were any of the disagreements presented in a friendly manner? 1 <input type="radio"/> Yes 2 <input type="radio"/> No					
5a. If so, did any of the disagreements result in a confrontational response? 1 <input type="radio"/> Yes 2 <input type="radio"/> No					
5b. If so, did any of the disagreements result in a friendly response? 1 <input type="radio"/> Yes 2 <input type="radio"/> No					
5c. If so, did any of the disagreements result in a response that suggested compromise? 1 <input type="radio"/> Yes 2 <input type="radio"/> No					

Village code: _____

Question 7. Are there any issues that divide you in this community? If so, what are they?

Discussion:					
Person	Describe	Spoke	Criticized	Disagreed	Notes
Male 1					
Male 2					
Male 3					
Male 4					
Male 5					
Male 6					
Male 7					
Male 8					
Female 1					
Female 2					
Female 3					
Female 4					
Female 5					
Female 6					
1. Which participant spoke the most?					
2. Did any participants express critical views? 1 <input type="radio"/> Yes 2 <input type="radio"/> No					
3. Did any participants present views that disagreed with the views of other participants? 1 <input type="radio"/> Yes 2 <input type="radio"/> No					
4a. If so, were any of the disagreements presented in a confrontational manner? 1 <input type="radio"/> Yes 2 <input type="radio"/> No					
4b. If so, were any of the disagreements presented in a friendly manner? 1 <input type="radio"/> Yes 2 <input type="radio"/> No					
5a. If so, did any of the disagreements result in a confrontational response? 1 <input type="radio"/> Yes 2 <input type="radio"/> No					
5b. If so, did any of the disagreements result in a friendly response? 1 <input type="radio"/> Yes 2 <input type="radio"/> No					
5c. If so, did any of the disagreements result in a response that suggested compromise? 1 <input type="radio"/> Yes 2 <input type="radio"/> No					

Question 8a. Do you know if your VH has attended any training sessions in the past two years? If so, what do you think was the purpose of the training? Do you know if any other CL has attended any training sessions alongside the VH? If so, do you think the inclusion of the other CL made a difference to the outcomes of the sessions? Please explain.

Discussion:					
Person	Describe	Spoke	Criticized	Disagreed	Notes
Male 1					
Male 2					
Male 3					
Male 4					
Male 5					
Male 6					
Male 7					
Male 8					
Female 1					
Female 2					
Female 3					
Female 4					
Female 5					
Female 6					
1. Which participant spoke the most?					
2. Did any participants express critical views? 1 <input type="radio"/> Yes 2 <input type="radio"/> No					
3. Did any participants present views that disagreed with the views of other participants? 1 <input type="radio"/> Yes 2 <input type="radio"/> No					
4a. If so, were any of the disagreements presented in a confrontational manner? 1 <input type="radio"/> Yes 2 <input type="radio"/> No					
4b. If so, were any of the disagreements presented in a friendly manner? 1 <input type="radio"/> Yes 2 <input type="radio"/> No					
5a. If so, did any of the disagreements result in a confrontational response? 1 <input type="radio"/> Yes 2 <input type="radio"/> No					
5b. If so, did any of the disagreements result in a friendly response? 1 <input type="radio"/> Yes 2 <input type="radio"/> No					
5c. If so, did any of the disagreements result in a response that suggested compromise? 1 <input type="radio"/> Yes 2 <input type="radio"/> No					

Village code: _____

Question 8b. [If at least one person answers yes to 8a] Have you noticed any changes in your community since the training? If so, are they for the better or for the worse?

Discussion:

Person	Describe	Spoke	Criticized	Disagreed	Notes
Male 1					
Male 2					
Male 3					
Male 4					
Male 5					
Male 6					
Male 7					
Male 8					
Female 1					
Female 2					
Female 3					
Female 4					
Female 5					
Female 6					

1. Which participant spoke the most?

2. Did any participants express critical views? 1 ☐ Yes 2 ☐ No

3. Did any participants present views that disagreed with the views of other participants? 1 ☐ Yes 2 ☐ No

4a. If so, were any of the disagreements presented in a confrontational manner? 1 ☐ Yes 2 ☐ No

4b. If so, were any of the disagreements presented in a friendly manner? 1 ☐ Yes 2 ☐ No

5a. If so, did any of the disagreements result in a confrontational response? 1 ☐ Yes 2 ☐ No

5b. If so, did any of the disagreements result in a friendly response? 1 ☐ Yes 2 ☐ No

5c. If so, did any of the disagreements result in a response that suggested compromise? 1 ☐ Yes 2 ☐ No

For the following questions, please write down the answer and note:

(a) who answered the question.

(b) if anyone corrected the respondent.

9. How many men and women sit on the Dare?

10. Is there a council of women? How many times per month does the VH consult with it?

11. Is there a RMC? How many times per month does the VH consult with it?

12. What is the fee for bringing a case before the village dare? *[estimate value of fee if given in kind]*

13. How much development levy per household did the village head collect last year?

ADDITIONAL NOTES:

X1. Please take notes on the interactions between respondents before and after the focus group.

Based on these interactions, which of the following observations best describes the group:

- ☐ 1 Everyone greeted each other ☐ 2 At least two people did not greet one another
☐ 3 People only greeted one another within but not across sub-groups

X2. Please take notes on seating arrangement

- ☐ 1 Men and women on different sides ☐ 2 Different seating arrangement

X3. Please note if there was any evidence of:

- ☐ 1 PP ☐ 2 PR ☐ 3 PI

Coding Scheme

There is one sheet to be filled out for each discussion question.

Use the top part of the sheet (under response) to take notes on the points raised during the discussion of a particular

Village code: _____

question.

Use the middle part of the sheet to take notes on the comments made by each person. Each person should be represented in their own row of the table. For each person, you will take notes on (a) whether they spoke at least once in response to the question (b) whether they expressed a crucial view (i.e. acknowledging problems with the system or particular leaders, or acknowledging divisions within communities) and (c) whether they ever expressed an opinion that differed from a previously expressed view>

Use the bottom part of the sheet to answer a series of yes or no questions about the discussion.

INTERVIEW WITH COMMUNITY LEADER

1. Please tell me every leadership position you have had in this community in the past 5 years.

2. Please tell me about your interactions with the village head during the past year. How often did you interact with the village head? In what kinds of settings? On what kinds of issues?

3. Think back over the past two years. Has the way you interacted with the village head changed at all during this time period? If so, how?

4a. If you did not believe the village head was making decisions in the proper manner, is there anything you could do? If so, what?

4b. How likely do you think it would be that the village head would change his behavior in response any action you took? Please explain your answer.

5. Can you give me any examples the past year where you were able to influence the behavior of the village head?

6. Can you describe the process for managing disputes in this village? What would you say are the advantages of this system? What are the disadvantages?

7a. Have there been any changes in the processes for managing disputes in this village in the past two years? If so, could you describe the changes?

7b. If yes, have these changes made the process better or worse, in your opinion? Please explain your answer.

7c. If there have been changes, are there any groups in the community that have been upset by the changes? If there have not been changes, are there any groups in the community that have been upset by the lack of changes? If so, please explain why.

8. Are there any issues that divide you in this community? If so, what are they? Are they getting better or worse with time?

9a. How many men and women sit on the Dare?

9b. Which groups of women does the VH consult? How many times per month does the VH consult with it?

9c. Is there a RMC [Resource Monitors]? How many times per month does the VH consult with it?

10a. What is the fee for bringing a case before the village dare? *[estimate value of fee if given in kind]*

10b. How much development levy per household did the village head collect last year?

12a. Did you attend training by the IRC in the past two years? **[If answer yes, skip to question 13; otherwise ask question 12b]**

12b. Do you know if your VH attended training by the IRC in the past two years? **[If answer yes, skip to question 14. If answer no, interview ends]**

13a. Can you describe how you were invited to attend the training?

13b. Can you tell us the things you liked best about the training?

13c. Can you tell us the things you liked least about the training?

14a. What do you think was the purpose of the training?

14b. Have you noticed any changes in this community since the training? If so, what changes have you noticed?

14c. Were any people in the village happy about the training for the village head? If so, who and why?

14d. Were any people in the village unhappy about the training for the village head? If so, who and why?

14e. Has your relationship with the village head changed as a result of the sessions? If so, how?

OTHER INTERVIEWER NOTES:

X1. Please note if there was any evidence of:

1 ☐ PP 2 ☐ PR 3 ☐ PI

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