



Why create a WEAI Intervention Guide?

to help donors and implementers translate the data and insights gained from the WEAI survey results into practice



This Guide is LONG. Where do I begin?

It depends on what you need.



"I know nothing"

- ✓ Introductory basics
- ✓ What to do when you're stuck
- ✓ Next steps

"Just tell me how"

- ✓ Learn how to do it
- ✓ Step-by-step instructions
- ✓ Examples of what to do
- ✓ How to do it
- ✓ How to do it

"I'm a manager. I don't review them"

- ✓ Learn how to do it
- ✓ Step-by-step instructions
- ✓ Examples of what to do
- ✓ How to do it
- ✓ How to do it

What happens after the WEAI?

- ✓ WEAI survey complete
- ✓ WEAI data received
- ✓ WEAI data shows women are less empowered than men
- ? now what?

Feed the Future's Gender Integration Framework



Where does the WEAI Intervention Guide fit in?

Intervention Guide for the Women's Empowerment in Agriculture Index



Still need more guidance for how to implement these activities?

Market Facilitation and Communication Techniques

- Market Facilitation Techniques**
1. Making the business case
 2. Leveraging buyer standards
 3. Creating gender standards for partners?

What's a gender standard for partners?

Contractual requirements for receipt of \$\$\$

- ✓ quotas for women's participation
- ✓ anti-harassment policy and training in place
- ✓ industry event organizers include a booth on land rights or gender-based violence

Communication Techniques for Social and Behavior Change

1. Informal engagement with community leaders
2. Formal trainings and workshops on gender topics
3. Community and industry events
4. Exposure trips
5. Videos and other media



WEAI DOMAIN II: DECISION-MAKING OVER PRODUCTION

1. WEAI DOMAIN I: ACCESS TO RESOURCES AND PRODUCTION

2. WEAI DOMAIN II: DECISION-MAKING OVER PRODUCTION

3. WEAI DOMAIN III: COMMUNITY ENGAGEMENT AND SUPPORT

4. WEAI DOMAIN IV: KNOWLEDGE ABOUT PRODUCTION

5. WEAI DOMAIN V: COMMUNITY ENGAGEMENT AND SUPPORT

6. WEAI DOMAIN VI: KNOWLEDGE ABOUT PRODUCTION

7. WEAI DOMAIN VII: COMMUNITY ENGAGEMENT AND SUPPORT

8. WEAI DOMAIN VIII: KNOWLEDGE ABOUT PRODUCTION

Intervention Guide for the Women's Empowerment in Agriculture Index



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USAID
FROM THE AMERICAN PEOPLE



FEED THE FUTURE

The U.S. Government's Global Hunger and Food Security Initiative

LEO

Leveraging Economic
Opportunities



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WEAI = data collection tool

i.e., a survey

2.0 PILOT VERSION

MODULE G. WOMEN'S EMPOWERMENT IN AGRICULTURE INDEX – A-WEAI Version

Note: the information in module G1 can be captured in different ways; however there must be a way to a) identify the proper individual within the household to be asked the survey, b) link this individual from the module to the household roster, c) code the outcome of the interview, especially if the individual is not available, to distinguish this from missing data, d) record who else in the household was present during the interview. This instrument must be adapted for country context including translations into local languages when appropriate.

Enumerator: This questionnaire should be administered separately to the primary and secondary respondents identified in the household roster (Section B) of the household level questionnaire. You should complete this coversheet for each individual identified in the "selection section" even if the individual is not available to be interviewed for reporting purposes.

Please double check to ensure:

- You have completed the roster section of the household questionnaire
- You have noted the household ID and individual ID correctly for the questionnaire
- You have gained informed consent for the individual in the household
- You have sought to interview the individual in private or where other people are not present
- Do not attempt to make responses between the primary male decision maker and the respondent

Table 9.1: Bangladesh pilot WEAI		Southwestern Bangladesh	
Indexes		Women	Men
Disempowered Headcount (H)		61.0%	59.8%
Average Inadequacy Score (A)		41.6%	33.7%
Disempowerment Index (M0)		0.254	0.201
SDE Index (1-M0)		0.746	0.799
No. of observations		436	338
% of Data used		96.9%	96.6%
% of women with no gender parity (H _{GPI})		40.2%	
Average Empowerment Gap (I _{GPI})		25.2%	
GPI		0.899	
No. of women in dual households		350	
% of Data Used		94.6%	
WEAI		0.762	

Table 9.2: Guatemala pilot WEAI		Western Highlands Guatemala		No Drop	
Indexes		Women	Men	women	men
Disempowered Headcount (H)		71.3%	39.1%	72.1%	39.8%
Average Inadequacy Score (A)		43.5%	32.9%	43.8%	33.6%
Disempowerment Index (M0)		0.310	0.129	0.316	0.134

Malapit, Hazel (IFPRI):
 This column of results (H, A, M0 & EA) for cutoff k=20 is obtained using the following code:
 File: Calculating-the-WEAI.do
 For women, Line: 302
 Code: browse H_20p A_20p M0_20p EA_20p if gender==2
 For men, Line: 303
 Code: browse H_20p A_20p M0_20p EA_20p if gender==1
 NOTE: the SDE Index (1-M0) is called EA_20p in the do files.

Malapit, Hazel (IFPRI):
 This column of results (H_GPI, ci_average & GPI) is obtained (for women only) using the following code:
 File: Calculating-the-WEAI.do
 Line: 470
 Code: bys country: sum H_GPI ci_average P1 GPI
 NOTE: the average empowerment gap (I_GPI) is called ci_average in the do files; P1 = H_GPI * ci_average; GPI = 1 - P1

country = Guatemala
 Variable | Obs



What happens after the WEAI?



WEAI survey complete



WEAI data received

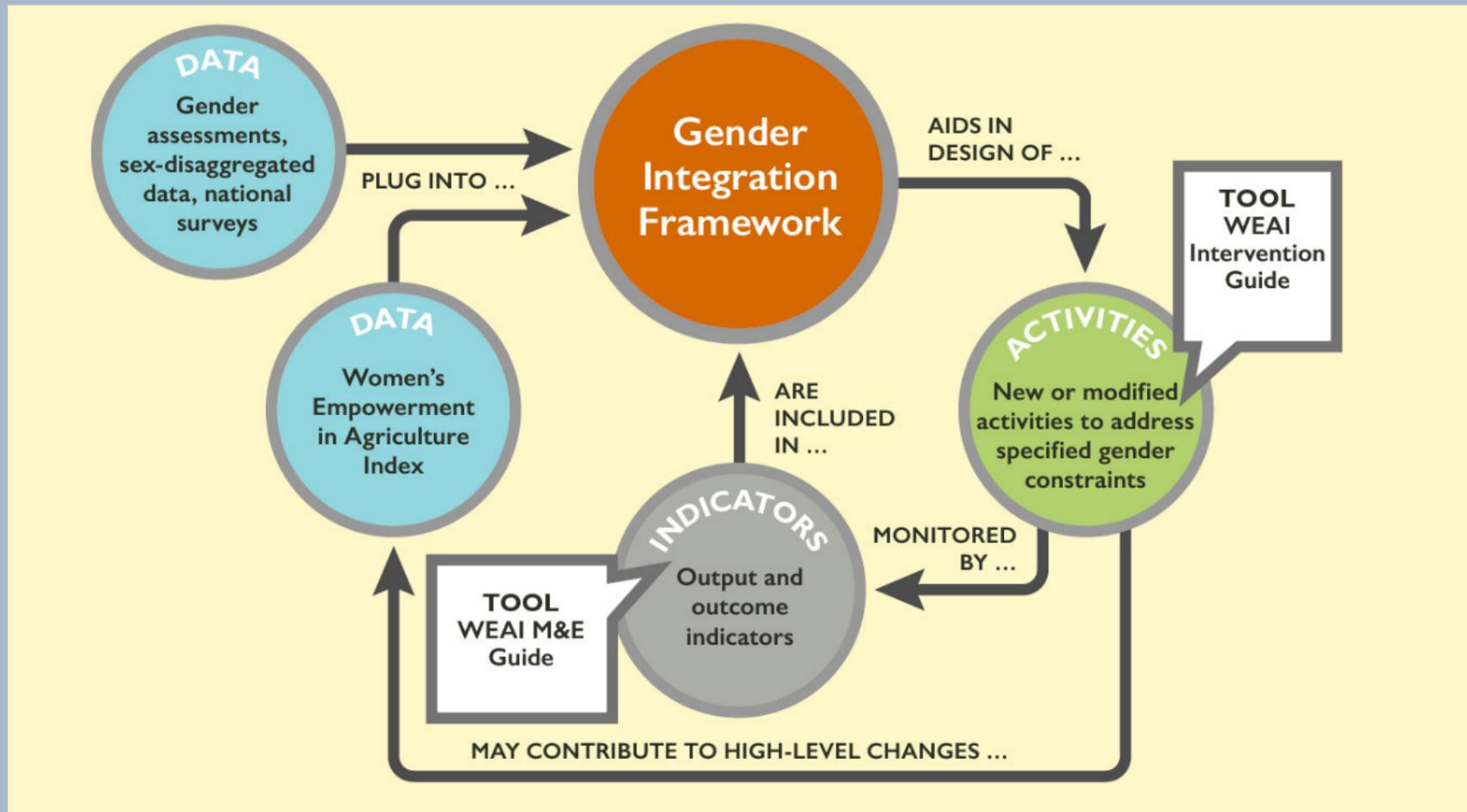


WEAI data shows women are less empowered than men



now what?

Feed the Future's Gender Integration Framework



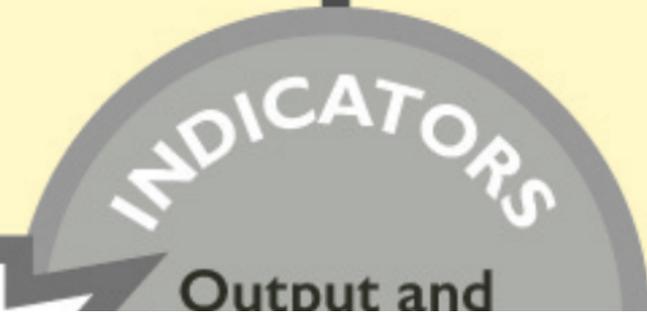
Where does the WEAI Intervention Guide fit in?



PLUG INTO ...



ARE INCLUDED IN ...



AIDS IN
DESIGN OF ...

TOOL
WEAI
Intervention
Guide

ACTIVITIES

New or modified
activities to address
specified gender
constraints

MONITORED
BY ...



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EXPLORE THE WOMEN'S EMPOWERMENT IN AGRICULTURE INTERVENTION GUIDE

THE APPROACH

A market systems and gender responsive approach that integrates social and behavior change

IMPLEMENTATION TECHNIQUES

- **Market Facilitation Techniques** for working with local partners on implementation.
- **Communication Approaches** for leading change in social norms and behaviors.



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EXPLORE THE

WOMEN'S EMPOWERMENT IN AGRICULTURE

INTERVENTION GUIDE

THE APPROACH

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IMPLEMENTATION TECHNIQUES

- **Market Facilitation Techniques** for working with local partners on implementation.
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THE DOMAINS AND THEIR INTERVENTIONS



DOMAIN 1: Decision-Making Over Production

- In-person training and extension services
- ICTs for agricultural extension
- Social and behavior change



DOMAIN 2: Access to Resources

- Land rights
- Community-managed savings groups
- Inclusive financial institutions and products

Each domain chapter includes:



DOMAIN 1: Decision-Making Over Production

- In-person training and extension services
- ICTs for agricultural extension
- Social and behavior change



DOMAIN 2: Access to Resources

- Land rights
- Community-managed savings groups
- Inclusive financial institutions and products
- Access to finance through private companies
- Smart Subsidies
- Financial education
- Social and behavior change



DOMAIN 3: Control Over Income

- Small-holder sourcing schemes
- Wage employment
- Entrepreneurship
- Secure deposit mechanisms
- Social and behavior change



DOMAIN 4: Group Participation and Leadership

- Participation in groups
- Leadership in groups
- Literacy and numeracy training
- Social and behavior change



DOMAIN 5: Time Allocation

- Time and labor-saving technologies
- Men's roles as caregivers
- Social and behavior change

ides:

mentation

Each domain chapter includes:

- ✓ Gender analysis questions
- ✓ Intervention overview
- ✓ Activities for intervention implementation
- ✓ Examples from the field
- ✓ Risks and mitigation strategies
- ✓ Indicators for monitoring change
- ✓ Links to additional resources



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IV.

WEAI DOMAIN I: DECISION-MAKING OVER PRODUCTION

This section describes interventions that aim to increase agricultural production by increasing the knowledge and skills of farmers. Even with greater knowledge of how to improve production, female farmers often face barriers to agricultural production due to cultural norms that make them feel they cannot make decisions about their own farms. To help address these social norms, the interventions in this section focus on fostering women's decision-making power.

Domain I Summary

The first domain is defined as an individual's knowledge, skills, and autonomy in agricultural production. Interventions discussed in this section are:

- Facilitate access to in-person training and extension services
- Use ICT for extension
- Social and behavior change communication

A. ACCESS TO KNOWLEDGE

An important aspect in decision-making about agricultural production is having access to knowledge about different approaches and types of equipment available. Extension and advisory services help farmers gain this knowledge. Unfortunately, extension services tend to be less available to female farmers than male farmers (Peterman, Behrman and Qisu 2001). For example, a recent study on extension services for maize in Malawi found that, while female farmers make up nearly 70 percent of full-time farmers, only about one-fifth of the extension service sites were visited by female farmers during the 1998–1999 season (Sakala and Benson 2013). Another study found significant gender inequalities in extension services in Ghana and India (Madhvani and Pehu 2013).

One reason extension and advisory services are less available to women than men is that extension agents are generally male, and much training for extension agents is focused on male farmers.



IV.

DOMAIN I: DECISION-MAKING OVER PRODUCTION



This section describes interventions that could increase women's decision-making over production by increasing their access to knowledge through extension and advisory services. Even with greater knowledge of innovative approaches and types of equipment available to improve production, female farmers may not be able to fully participate in decisions related to agricultural production due to deeply ingrained beliefs and norms around gender roles. They may feel they cannot make decisions based on what they believe is right because it might go against social norms. To help address this, the guide includes messages on changing social norms that focus on fostering women's decision-making agency.

Domain I Summary

The first domain is defined as an individual having sole or joint decision-making over food and cash-crop farming, livestock, fisheries and autonomy in agricultural production.

Interventions discussed in this section are:

- Facilitate access to in-person training and extension services
- Use ICT for extension
- Social and behavior change communication

1

A. ACCESS TO KNOWLEDGE ABOUT PRODUCTION

An important aspect in decision-making in agricultural production is having access to knowledge around innovative approaches and types of equipment available for production. Extension and advisory services help facilitate access to this knowledge. Unfortunately, extension services in general tend to be less available to female farmers than male farmers (Peterman, Behrman and Qisumbing 2010; Doss 2001). For example, a recent study on extension services for maize in Malawi found that, while female farmers make up nearly 70 percent of full-time farmers in Malawi, only one-fifth of the extension service sites nationwide included female farmers during the 1998–1999 season (Gilbert, Sakala and Benson 2013). Another study revealed large gender inequalities in extension services in areas in Ethiopia, Ghana and India (Madhvani and Pehu 2010).⁶

One reason extension and advisory services may be less available to women than men is that extension workers are generally male, and much training for extension workers

assumes that “farmers” are men. In some countries, studies suggest that cultural or religious norms may limit women farmers' access to extension services (Ofuoku 2013; Budak, Darcan and Kantar 2005; Due, Magayane and Temu 1997). There is also evidence that extension services may favor farmers with larger areas of land and greater access to other inputs; these farmers are less likely to be women (Doss and Morris 2001; Peterman, Behrman and Qisumbing 2010). Additionally, women are more likely to be illiterate, and illiteracy can make extension services less accessible to farmers (Doss 2001). It may also be that women are not aware of extension opportunities in their communities or that service providers assume trainees will share what they have learned with other household members, which is not always the case (Croppenstedt, Goldstein and Rosas 2013). A recent 3ie Impact review highlights some specific reasons why farmer field schools were less available to female farmers than to male farmers in different regions (see box, next page). Since there are

various reasons for women's approaches to improving farm participation in extension services to the needs of each community.

Women's Unequal Farmer Field Schools

Farmer field schools are not just about providing information; rather, they are about experimentation. The purpose is to facilitate greater decision-making over agricultural production and the availability of and participation in extension interventions may foster greater agency in rural areas. Unfortunately, women are less likely than men to participate in farmer field schools. A recent review, “Farmer Field Schools: From Extension to Adult Education” (2014) discusses the following reasons:

- Women are not present at farmer field school program participants are male.
- Women lack access to land and resources to meet the program criteria.
- Women are not members of farmer field school groups.
- Women have household responsibilities that keep them from engaging in farmer field schools.
- Women fail to gain their own income to participate.

various reasons for women's lack of participation, successful approaches to improving female farmers' access to and participation in extension services will need to be tailored to the needs of each community.

Women's Unequal Access to Farmer Field Schools

Farmer field schools are not a one-way dissemination of information; rather, they are based on farmer experimentation. The purpose of this approach is to facilitate greater decision-making power around agricultural production and productivity. As such, availability of and participation in these types of interventions may foster greater empowerment in these areas. Unfortunately, women are generally less likely than men to participate in farmer field schools. A recent review, "Farmer Field Schools: From Agricultural Extension to Adult Education," (Waddington and White, 2014) discusses the following reasons for this:

- Women are not present at village meetings where the program participants are selected.
- Women lack access to land or sufficient education to meet the program criteria.
- Women are not members of a particular organization.
- Women have household and childcare responsibilities that keep them from engaging in the services.
- Women fail to gain their partners' permission to participate.

B. GENDER ANALYSIS QUESTIONS: ACCESS TO KNOWLEDGE ABOUT PRODUCTION

The following questions can be included in the gender analysis to identify existing constraints to women's participation in extension and advisory services in a given project's context:

- What are the differences in male and female farmers' participation in extension and advisory services? What are the differences between the number of male and female extension workers? How does this compare to country benchmarks for male and female farmers' share of work in agriculture?
- How do farmers access extension and advisory services? What are the differences in how men and women access these services?
- In addition to in-person extension and training courses, how and where do farmers obtain information (e.g., radio, television, mobile phones and Internet)? What are the differences in how men and women obtain information?
- Do extension providers track their progress using sex-disaggregated data? Do any of them analyze their clientele by sex? Do they conduct gender training for their staff or have a gender equity approach? Are any gender biases perceived among staff?
- Who makes decisions about production, such as what to plant, when to plant it, what inputs to use, and how much land and inputs to allocate to each crops? How do women influence these decisions? Do the decision-makers in the household vary by crop type,

2

C. ILLUSTRATIVE WEAI INTERVENTIONS ABOUT PRODUCTION

Intervention 1.1: Facilitate Access to In-Person Training and Extension Services

This intervention focuses on transforming in-person training and extension to be more inclusive and meaningful for female farmers.

ACTIVITIES

Activities for this intervention focus on both the quantity and quality of women's participation and leadership. Activities are more likely to be sustainable if implemented through partnerships with local extension providers rather than directly by an implementing agency.

1. **Change outreach efforts to increase the number of female farmers reached by extension and advisory services.** Extension service providers should set targets for female farmers' participation that increase incrementally each year until gender balance is achieved. In some cases, quotas may be appropriate; if not, extension providers and organizers need to understand why the current situation exists and should be able to communicate this to participants to avoid any resistance or backlash. Extension providers should invite and encourage women to attend, including women whose partners already participate in extension activities. Trainers and organizers should use a participatory approach women's groups, using WEAI data to identify the groups in which women are engaged. In addition, extension services and training courses should be scheduled when and where women can attend. Services should offer multiple courses so women and men have the option to attend together or separately. If it is determined to be inappropriate for women and men to be trained together, separate training sessions should be organized.



C. ILLUSTRATIVE WEAI INTERVENTIONS: ACCESS TO KNOWLEDGE ABOUT PRODUCTION

Intervention 1.1: Facilitate Access to In-Person Training and Extension Services

This intervention focuses on transforming in-person training and extension to be more inclusive and meaningful for female farmers.

ACTIVITIES

Activities for this intervention focus on both the quantity and quality of women's participation and leadership. These activities are more likely to be sustainable if implemented through partnerships with local extension providers rather than directly by an implementing agency.

1. **Change outreach efforts to increase the quantity of female farmers reached by extension and advisory services.** Extension service providers can first set targets for female farmers' participation that increase incrementally each year until gender balance is achieved. In some cases, quotas may be appropriate; if so, trainers and organizers need to understand why the quotas are in place and should be able to communicate the reasons to participants to avoid any resistance or backlash. Service providers should invite and encourage women to attend, including women whose partners already participate in extension activities. Trainers and organizers can also approach women's groups, using WEAI data to identify groups in which women are engaged. In addition, extension services and training courses should be held when and where women can attend. Service providers can offer multiple courses so women and men have the option to attend together or separately. If it is culturally inappropriate for women and men to be trained together, separate spaces should be established.
2. **Customize extension curriculum and methods to be more responsive to women's needs.** Extension service providers can make their trainings and technical assistance more accessible to women by ensuring the materials and curricula promote positive



household labor should also be encouraged. This approach has the potential to influence all five WEAI domains. (See the "Learn How" box at the end of this section for detailed information on this approach.)

4. **Train extension staff on gender issues.** Extension service providers can train their staff and trainers on gender topics so they are able to understand, address and respond to the different needs and preferences of male and female farmers.
5. **Hire a gender-balanced extension staff team.** Extension service providers can focus on increasing the number of female extension workers they employ so there is a more equal mix of males and females in those roles. Ways they can do this include:
 - Establish community-based extension services so female agents do not have to travel far.
 - Identify and put in place other enabling factors that would allow more women to work as extension workers, such as providing travel allowances, encouraging teams to travel together and sponsoring lessons in how to drive a motorcycle.
 - Set targets and build the capacity of more women to take on extension and trainer roles.
 - Subcontract and train women's organizations to help carry out extension services. This might involve actions such as direct delivery of training to potential agents and partnerships with agricultural vocational schools from which agents are recruited.
6. **Make the business case to partners to implement the activities above.** Because these activities require additional effort and resources, implementers will have to convince their partners that it is in their interest to implement them. If the partner provides extension services and is also a buyer, the business case would be about improving supply chain reliability. In other words, by increasing the number of female clients and making extension information more relevant to them, the

LEARN HOW – Strategies for Inclusive Participation in E

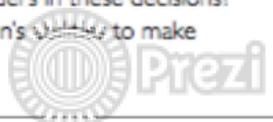
Information on Technoserve provides different strategies to transfer included in *Cultivating Women's Gender-Responsive Agricultural* Kanesathasan of the International Women (2012). One particular the community trainer and role which is described in a blog titled *Through Gender-Balanced Training* this approach, candidates are an immersive, 3-day training program demonstrations and sessions with a training to farmers. Candidates their performance in the training interview process.

MITIGATE RISKS

As noted in the previous section, relations is a complex process. The social change strategy, described in chapter, will help to avoid and it is informed by formative research. Coordinating with other private build on the work they have done and their partners to learn from responding to resistance.

MONITORING CHANGE

USAID's WEAI M&E Guide helps outcome indicators for these activities to select indicators to monitor the gender gap between men's and women who receive training and extension services (and women who receive training and technologies), as well as the quality of men's and women's perceptions and the number of extension service providers who have been trained to reach greater numbers of women through methods, such as focus groups, to capture the quality and effectiveness





LEARN HOW – Strategies for Increasing Women’s Participation in Extension Activities

Information on Technoserve projects that have put in place different strategies to transfer knowledge and skills is included in *Cultivating Women’s Participation: Strategies for Gender-Responsive Agricultural Programming*, a brief by Anjala Kanesathasan of the International Center for Research on Women (2012). One particularly interesting approach is the community trainer and recruitment selection process, which is described in a blog titled *Strengthening Communities Through Gender-Balanced Training* (De Franco 2015). In this approach, candidates are invited to participate in an immersive, 3-day training process that includes hands-on demonstrations and sessions where they practice delivering a training to farmers. Candidates are selected based on their performance in the training, instead of a traditional interview process.

MITIGATE RISKS

As noted in the previous section, including the



ADDITIONAL GUIDANCE

- **Integrating Gender-Responsive Agricultural Extension** provides in-depth information on the challenges and recommendations for extension services.
- **Improving Opportunities for Women in Smallholder-Based Agriculture** is a resource guide that addresses the needs of women and provides additional resources.
- **Reducing the Gender Gap in Agricultural Extension and Advisory Services** is a report on good practices and recommendations for extension services (M. 2015).
- **Integrating Gender-Responsive Agricultural Extension into Nutrition-Integrated Programs** is a funded program that addresses the curriculum and other aspects of extension. Future programs in integrated nutrition-integrated extension services.

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MITIGATE RISKS

As noted in the previous section, achieving change in relations is a complex process that could face resistance. The social change strategy, described at the end of this chapter, will help to avoid and mitigate resistance, as long as it is informed by formative research and gender analysis. Coordinating with other private and public sector actors to build on the work they have done will also help implementers and their partners to learn from their experience responding to resistance.

6

MONITORING CHANGE

USAID's WEAI M&E Guide has a range of outcome indicators for these activities. Implementers need to select indicators to monitor quantitative changes in the

it is informed by formative research and gender analysis. Coordinating with other private and public sector actors to build on the work they have done will also help implementers and their partners to learn from their experience responding to resistance.



MONITORING CHANGE

USAID's WEAI M&E Guide has a range of outcome indicators for these activities. Implementers need to select indicators to monitor quantitative changes in the gender gap between men's and women's access to in-person training and extension services (e.g., the number of men and women who receive training and adopt new agricultural technologies), as well as the quality of the services (e.g., men's and women's perceptions of the quality of training and the number of extension and training services providers who have been trained in gender or in how to reach greater numbers of women farmers.) Qualitative methods, such as focus groups or case studies, can also help capture the quality and effectiveness of the training, and if

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Increasing Women's Extension Activities

...e projects that have put in place
...fer knowledge and skills is
...en's Participation: Strategies for
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...ng innovative resistance, as long as
...research and gender analysis.

ADDITIONAL GUIDANCE

- **Integrating Gender into Rural Adv** provides in-depth information about the challenges and recommendations surrounding and extension services (Colverson, July 2015).
- **Improving Opportunities for Women in Smallholder-Based Supply Chains** is a comprehensive resource guide that addresses this topic (Chapter 4.2) and provides additional information (Chan 2011).
- **Reducing the Gender Gap in Agricultural Extension and Advisory Services** presents research on good practices and best-fit approaches for gender and extension services (MEAS Extension Paper, April 2013).
- **Integrating Gender and Nutrition into Agricultural Extension Services** is a new USAID-funded program that will provide resources, training curriculum and other support services to assist Feed the Future programs in implementing gender-responsive and nutrition-integrated extension services.

Intervention 1.2: Use Information and Communications Technology for Extension

ICT provides farmers with information about weather, market prices, diseases and pest outbreaks. Governments

7

Gender Gaps in V Use of ICT

Although both male and female
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D. SOCIAL AND BEH

While the aforementioned inter...
the gender gap in access to know...
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Below are some examples of pre...
perpetuate social norms and beh...
decision-making over production...
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Gender Gaps in Women's and Men's Information Networks and Use of ICT

Although both male and female farmers' information channels are built on social networks, women's networks are often smaller, so there are fewer opportunities for learning about new productive and commercial opportunities (Sebstad and Manfre 2011). A study conducted at the use of ICT by women in Kenya found their contacts tended to be closer to home and represented cultural actors than those with whom men engaged (Manfre and Nordehn 2013). Many women included in the study had access to information networks. However, the study found there was no guarantee that messages delivered to men in the household were disseminated to other household members. While both men and women had access to mobile phones, services that combine personal contact with technology have been found to be the most successful.

8

D. SOCIAL AND BEHAVIOR CHANGE: DECISION-MAKING OVER PRODUCTION

While the aforementioned interventions primarily address the gender gap in access to knowledge about production, communication and awareness efforts are also necessary to ensure that women have the power and agency to act on that knowledge.

Below are some examples of prevalent attitudes that often perpetuate social norms and behaviors regarding women's decision-making over production. Following each example are strategies implementers and their partners can use to counter and change these attitudes, using methods described in the "Implementation Techniques" section (p. 19). For each of the norms discussed below, implementers and their partners need to conduct formative research to understand why people hold these beliefs; results of that research can be integrated into the project's gender analysis.

Norm: Men are the head of the household and therefore have authority over women.

Response: Share examples of families with husbands and wives working as equal partners experiencing higher quality of life. Cite national policies and international human rights standards that state that women are equal to men. Work with traditional and religious leaders and influencing groups to explore their interpretations of their religion to find more progressive interpretations, citing feminist Muslim or Christian scholars, for example.

Norm: I am a woman, so I am not a farmer. My work on the farm is part of my household duties,

and therefore I do not need to make decisions about farming.

Response: Cite data or statistics that show how women's contributions to agriculture are almost the same as, equal to, or more than men's contributions. Use photos to show pictures of women working on the farm, and ask them to reflect on why they are not considered farmers despite this work. Find opportunities for successful female farmers to speak and share their farming stories and successes to both men and women, whether through public events, drama, videos, posters or exposure visits. Note that when women do not perceive themselves as farmers in these contexts, gender sensitization training can help to overcome these perceptions. Identify men who support successful female farmers and have them share their stories with other men and women about women's role in farming.

Norm: Women do not farm "cash crops" and therefore do not need to be involved in decisions about them.

Response: Use results from the gender analysis or baseline study to show the extent to which women are involved in various cash crop production tasks. Use a participatory process to explore what would happen if women did not perform their roles (i.e., if no one performed them) to highlight the value and importance of these roles

in the "Implementation Techniques" section (p. 19). For each of the norms discussed below, implementers and their partners need to conduct formative research to understand why people hold these beliefs; results of that research can be integrated into the project's gender analysis.

Norm: Men are the head of the household and therefore have authority over women.

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Norm: I am a woman, so I am not a farmer. My work on the farm is part of my household duties,

Norm:

Response:

Still need more guidance for how to implement these activities?

Market Facilitation and Communication Techniques

Market Facilitation Techniques

1. Making the business case
2. Leveraging buyer standards
3. Creating gender standards for partners*

* What's a gender standard for part

Contractual requirements for r

* What's a gender standard for partners?

Contractual requirements for receipt of \$\$\$

- ✓ quotas for women's participation
- ✓ anti-harassment policy and training in place
- ✓ industry event organizers include a booth on land rights or gender-based violence

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rights or gender-based violence

Communication Techniques for Social and Behavior Change

1. Informal engagement with community leaders
2. Formal trainings and workshops on gender topics
3. Community and industry events
4. Exposure trips
5. Videos and other media

in the "Implementation Techniques" section (p. 19). For each of the norms discussed below, implementers and their partners need to conduct formative research to understand why people hold these beliefs; results of that research can be integrated into the project's gender analysis.

Norm: Men are the head of the household and therefore have authority over women.

Response: Share examples of families with husbands and wives working as equal partners experiencing higher quality of life. Cite national policies and international human rights standards that state that women are equal to men. Work with traditional and religious leaders and influencing groups to explore their interpretations of their religion to find more progressive interpretations, citing feminist Muslim or Christian scholars, for example.

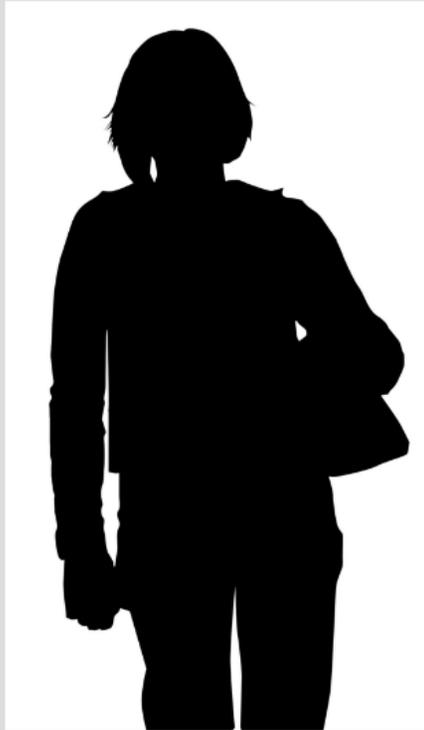
Norm: I am a woman, so I am not a farmer. My work on the farm is part of my household duties,

Norm:

Response:

This Guide is LONG. Where do I begin?

It depends on what you need.





"I know nothing!"



Introductory chapters



Introduction sections in each domain



"Just tell me how!"



"Learn How" boxes + resource links



Gender analysis questions



Mitigating risks



Market facilitation +
communication techniques



"I'm a manager. I don't make work plans, I review them."



Gender analysis questions



List of activities



Mitigating risks



Monitoring change

Intervention Guide for the Women's Empowerment in Agriculture Index

