



SECURING WOMEN'S  
RESOURCE RIGHTS  
THROUGH GENDER  
TRANSFORMATIVE  
APPROACHES



Investing in rural people



# DATA COLLECTION TOOLBOX FOR MONITORING AND EVALUATION of Gender Transformative Approaches Targeting **Married Couples**



## ACKNOWLEDGEMENTS

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### ABOUT THE INITIATIVE

#### SECURING WOMEN'S RESOURCE RIGHTS THROUGH GENDER TRANSFORMATIVE APPROACHES

In 2020, the International Fund for Agricultural Development (IFAD) invited a consortium of the Center for International Forestry Research and World Agroforestry (CIFOR-ICRAF), the International Food Policy Research Institute (IFPRI) and the Alliance of Bioversity International and the International Center for Tropical Agriculture (CIAT) to work with selected IFAD projects to promote and strengthen women's land rights through the integration of gender transformative approaches (GTAs) in rural development interventions by improving policies, tools and practices.

<https://www.cifor-icraf.org/wlr>  
[https://www.ifad.org/en/gender\\_transformative\\_approaches](https://www.ifad.org/en/gender_transformative_approaches)

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# INTRODUCTION

A gender transformative approach (GTA) is a set of approaches that aims to change gender norms at various scales (individual to systemic) and domains (informal to formal), see brief on [GTA to Strengthen Women's Land and Resource Rights](#) for more information. This Data Collection for M&E toolbox is designed to guide data collection to understand the impact of household-level GTAs targeting male-headed households with married couples, such as the Gender Model Family.

## THIS M&E TOOLBOX CONTAINS:

A set of add-on modules designed to:

- Integrate into different data collection formats: Individual Interview, Family/Friends Interviews, Focus Group Discussions, and Community Profiles.
- Adapt to expected impacts of the GTA and the project.
- Collect factual and perception information at the community and individual level to facilitate data triangulation.
- Capture the expected and unexpected impact of the GTA.

A User Guide explaining how to use the modules, including:

- How the toolbox was developed.
- When, where, and how the data collection modules can be used.
- How to adapt the modules to align with expected project and GTA impacts.

# GUIDELINE

## How was this toolbox developed?

This toolbox was developed under the Women's Resource Rights initiative funded by IFAD. The three-year initiative (2021-2024) conducted gender analyses, piloted context-appropriate GTAs to advance the recognition and protection of women's land rights in different IFAD projects, and scaled up the GTA agenda. The initiative team collaborated with IFAD project personnel in each country to share insights, add value, and learn from ongoing efforts. Appropriate and relevant approaches were identified for scaling women's land rights initiatives. Each IFAD project was unique, entailing different phases and timelines of project implementation, approaches to addressing gender, and issues concerning rights to land and resources. The initiative worked across diverse projects and contexts to harvest lessons and promote cross-learning.

This toolbox is based on a pilot study in Ethiopia conducted in 2023, in collaboration with PASIDP II, implemented between 2016 and 2024. The pilot study focuses on a GTA implemented by PASIDP II called the Gender Model Family (GMF)<sup>1</sup>. GMF was created in Ghana and piloted and scaled up from 2019 to 2024 by the Ethiopian Ministry of Agriculture's implementation of the Participatory Small-Scale Irrigation Development Programme Phase II (PASIDP II)<sup>2</sup>.

*We refer to our pilot study experiences to provide users of this toolbox with concrete examples. These examples start with the phrase: "During our pilot study..."*



<sup>1</sup> <https://www.fao.org/3/cb1331en/cb1331en-03.pdf>  
<sup>2</sup> [https://pasidp-moa.gov.et/?page\\_id=486](https://pasidp-moa.gov.et/?page_id=486)

### WHAT IS THE PASIDP II PROJECT AND HOW DID THEY IMPLEMENT GMF?

**Participatory Small-Scale Irrigation Development Programme Phase II (PASIDP II)** was implemented by the Ethiopian Ministry of Agriculture from 2016 until 2024 with co-financing from IFAD. The programme had two rural development components: developing small-scale irrigation and sustainable agriculture development for smallholder farmers. It aimed to benefit 108,750 households, of which 20% are female-headed households. PASIDP II envisaged the development of 18,400 hectares through 116 small-scale irrigation schemes in four regions (former SNNPR, Oromia, Amhara, and Tigray). Particular attention was given to women, young people, and vulnerable groups.

GMF was piloted by PASIDP II to improve the programme's gender inclusiveness. The first pilot was conducted in 2019 in three villages across three small-scale irrigation (SSI) schemes, involving 44 pioneer households. By 2023, GMF was rolled out in 56 SSI schemes involving 744 pioneer and 3,157 extended families (i.e., 'followers'), totalling 3,901 households. GMF is a capacity building and mentoring process composed of seven phases, consisting of a series of steps that include promotion and awareness, training, monitoring, and providing a social support system for model families and their followers. GMF by PASIDP II targeted 10-15 married couples per village (i.e., 15 males, 15 females) who volunteered to be 'Gender Model Families'. These volunteers were expected to recruit three other couples, who – in turn – were expected to recruit three other couples.

In developing this tool, we worked with gender and social inclusion experts in PASIDP II and IFAD Ethiopia, and the M&E coordinator of PASIDP II, and consulted the PASIDP II logical framework.

Baseline information on gender norms and attitudes prior to GMF's implementation in 2019 is not available, as the GMF was not part of PASIDP II's M&E system. The pilot study therefore used an 'after-project' approach: we compared villages within the PASIDP II intervention areas and villages in the same district (*woreda*) but outside PASIDP II intervention areas. Within PASIDP II villages, we compared individuals and groups with and without GMF interventions. GMF was not implemented outside PASIDP II.

During the piloting, we focused on documenting changes expected from the GMF, which are:

- More equitable management of (i.e., access to, benefits from, and control over) household resources: irrigated and non-irrigated land, cash income opportunities, agricultural inputs, livestock, and nutritious foods.
- Intra-household collaboration across tasks, roles, and responsibilities
- Household wellbeing, in terms of household harmony, reduced violence, income security, food security, and health.
- Spillover effects to other households and impacts at community level.



Throughout this toolbox, 'Users' refers to those utilizing the modules.

## Who are these M&E data collection modules designed for?

These modules are designed for rural development projects that want to monitor and evaluate the impact of GTAs on (1) changing attitudes and norms on gender among their beneficiaries, and (2) attaining project outputs and outcomes.

We are cognizant of real-world constraints faced by such projects propose a toolbox that realistically integrates these constraints, such as:

- Limited M&E staff (e.g., no M&E staff in the field, limited interview skills of M&E staff).
- Limited budget.
- The existence of other M&E tools used by the project.
- Limited time of respondents.

<sup>3</sup> <https://genderatwork.org/analytical-framework/>

## How can I adapt these modules in my project?

These modules are meant to be part of a larger M&E tool (e.g., questionnaire/ survey/ discussion guide). In all cases, users need to develop a training guide for data collectors and the M&E team that integrates these modules with other M&E tools of the project. Ensure the module fits the overall style of the larger M&E tool by using the same vocabulary/terms, focusing on the same impacts, and using similar guiding statements. Depending on your project, you may need to change your sampling frame, add or delete question, and decide when to ask which questions to whom in your sampling frame.

GTAs vary widely in terms of objectives and targeting, ranging from targeting a change at the individual to societal levels, in both informal (i.e., traditions, practices, attitudes) and formal (e.g., laws, regulations, systems) dimensions<sup>3</sup>.



Users must bear in mind these modules may need to be adapted to meet their specific needs. They were developed based on the characteristics of the GTA it was based on, notably:



■ **Targeted population:** Married couples in male-headed households, in villages within PASIDP II command area (i.e., area of project intervention).



■ **Level of impact:** Individuals in families, notably wife and husband heads of the family, and their close family/friends recruited by model families. Over time, GMF may have spillover effects at community levels.



■ **Scope of impact:** Changing norms, attitudes, division of labour, and resources (i.e., informal dimension).

## What M&E data collection modules are included in this toolbox?

This toolbox contains three modules, each focusing on identifying impacts at different levels:

- **Module 1:** Couple, family and friends (CFFI) - Individual interview
- **Module 2:** Focus group discussion (FGD)
- **Module 3:** Community profile (CP)

Each module has its own guidelines on objectives, how to select respondents (i.e., sampling frame), and required resources. These guidelines are included in each module.

## How do these modules work?

These modules work best when used together, i.e., collected by the same team at the same time for monitoring the same GTA. By using them together, they can triangulate information, complete a story of change from different perspectives, and identify the level at which each impact occurs.

We suggest conducting the community profile first, followed by FGDs, and then CFFI. However, it is possible to interchange the timing of CFFI and FGDs to coincide with the project's timeline for different surveys (e.g., household survey in year 1, FGDs in year 2). Nevertheless, more care needs to be taken in documenting what happens between the various modules, such as different interventions and events that took place during and between each data collection period, especially if the GTA was

implemented between the two periods.

## Where should data be collected?

Ideally, data should represent important aspects that contribute to spatial heterogeneity of gender norms regarding how resources, roles, and responsibilities are divided between men and women. Often, these aspects are represented by ethnicity, religion, subnational jurisdictions (representing different land laws), or migrant status. The choice depends greatly on the context and resources available.

If resources are scarce (as was the case when we conducted our pilot study for this toolbox), prioritize choosing locations with differences in multiple aspects, e.g. three regions with different ethnicities, religions, and land laws. Users can prioritize pilot areas (i.e., areas where the intervention was implemented first) to maximize the chance that time has sufficiently passed to allow for impacts to be observed. If resources are sufficient, however, the location for the data collection should be selected randomly to represent spatial (and temporal) heterogeneity.

■ **During our pilot study,** we collected data in one (pilot) intervention and one comparison village per region, across three regions. Each region represented different ethnic groups, religion, and implementation of joint land titling, which were the most important factors determining gender norms.

## When should data be collected?

These modules can be applied under two data collection timelines:

- **Before-After Mode:** Data is collected before and after the implementation of the GTA, in intervention and comparison areas. This is sometimes referred to the BACI method (Before/After/Control/Intervention). This is the best approach but requires that M&E for GTAs is programmed early, e.g. as part of the project baseline studies.
- **After Only Mode:** Data is collected after the implementation of the GTA, in intervention and comparison areas. This is the second-best approach for projects that added GTAs after implementing baseline studies. Although not ideal, adding on GTAs rather than planning it as part of a project's activities/M&E system is a common occurrence.

In both modes, a comparison area is required to ensure that the observed changes are not due to a background change that affects all the intervention areas.

In the After Only mode, wording focuses on asking respondents to recall the situation before and after the intervention. In the Before-After Mode, wording focuses on explaining the present situation. Given

that GMF had impacts at community and individual levels, we had comparisons at these two levels:

## Comparison villages

Villages with intervention vs. villages without intervention but sharing:

- The same gender norms.
  - The same contexts influencing the impacts to evaluate.
- If possible, users should choose comparison villages with the same probability of being chosen as intervention villages, e.g., if the GTA is rolled out in phases, users can select villages where the GTA is planned to be, but not yet implemented.



### During our pilot study, we used the

After Only mode with purposive sampling. We chose villages within the same district, which have the same ethnic and religious characteristics, and have similar main land uses (e.g., agriculture, pastoralism). Since our study was conducted almost at the end of the project (i.e., in 2023, when the project ends in 2024), very few villages were next in line. We therefore compared PASIDP II villages where GMF was first piloted in 2019-2020 with villages in the same district that was not PASIDP II intervention villages.



## Note on M&E Indicators

M&E of GTA impacts involves monitoring norm changes (e.g., increases in men and women's level of mutual respect, more equitable allocation of influential roles in the household and community). In many cases, precise measures using quantitative data collection cannot deliver the information needed, as gender norm changes imply changes in attitudes and perceptions.

This module focuses on understanding changes in core social norm (See [PLAN International](#)):

- **Individual behaviour:** What I do.
- **Individual attitudes:** What I believe I should do.
- **Normative expectations:** What I think others expect me to do.
- **Actions taken to promote or role model desired behaviours.**

This module helps collect qualitative and quantitative data for the following indicators:

- Number of beneficiaries **completing GTA-related activities** (by gender)
- **Depth of understanding** of GTA objectives among beneficiaries (by gender)
- Number of beneficiaries (by gender) with **more equitable perception** of responsibilities and decision-making roles for women and men at the community and household levels
- Number of beneficiaries or groups (by gender) with **more equitable sharing of work burdens** for women and men at the community and household levels
- Number of beneficiaries (by gender) with **more equitable sharing decisions** over household expenditures between women and men
- Number of beneficiaries (by gender) who felt **GTAs have improved their wellbeing** (household harmony, respect between men and women, income, savings, collaborative management of finance and farmland, food security, consumption of nutritious foods, children's education, health, self-confidence, support for women to earn income and travel.
- Average proportion of households in communities **participating** in GTA
- Number of community groups (by gender) with **increased proportion of households supporting GTAs**
- Number of community groups (by gender) who felt GTAs **improved wellbeing** of participants and non-participants
- Number of community groups (by gender) who felt GTAs have **improved their perception of women's rights over resources** (farmland, irrigation structures, livestock, agricultural inputs, cash income)
- Number of community groups (by gender) who felt GTAs **reduced violence** at community and household levels
- Number of communities where **women and men are more equitably involved** in planning, implementing and benefiting from project interventions
- Number of communities with more **equitable number of memberships and leadership positions** in important organizations.
- Number of interventions in communities where **40-60% of beneficiaries reached are women.**

## Module One

# 01

# COUPLE, FAMILY, AND FRIENDS INTERVIEW



The Couple, Family, and Friends Interview (CFFI) is an **individual interview** organized in a conversational format to explore topics that are difficult for outsiders to observe (such as customary norms/practices or informal rules) or that are difficult for respondents to explain.

The CFI respondents include three types:

- 1 **Intervention Couples** who participate in the GTA and live in a village in the command/ intervention area of the programme.
- 2 **Wife and Husband of Comparison Couples** who do not participate in the GTA but are in the same village as intervention couples.
- 3 **Comparison Couples** who do not participate in the GTA and are not in the command area/ intervention area of the programme.

We suggest interviewing at least two couples per type, representing high and low access to resources relevant for the programme, e.g., those with and without access to irrigation.

Each type of respondent comprises of four separate interviews:

- 1 Wife
- 2 Wife's Family/Friend nominated by the wife
- 3 The Wife's Husband
- 4 The husband's Family/Friend nominated by the husband

In the case of polygamous marriages, each wife and her children are considered a separate household unit, distinct from the other wives and their children who share the same husband.



**During our pilot study**, nominated family/friends were the same gender as the person nominating them, although this was not required.

**A mixed-gender and gender sensitive M&E teams are highly recommended.** The CFFI is conducted in an intimate setting, normally in the respondent's home (rather than a public place), involving few people (preferably just the respondent and the interviewer). In case this is not desirable (e.g., due to the respondent's need for a witness or translator), the interview can be

conducted with members of the household. It is very important to ensure the security and wellbeing of our respondents. This means taking measures that protect respondents' privacy and ensures responses are voluntary, such as:

- Interviewees must be able to give full, prior, informed consent to be interviewed. Only interview adult members of the community, over the age of 18.
- Explaining that respondents are **TOTALLY** free to refuse to answer any question. To impress upon this, the interviewer can ask a mock question and the respondent can practice saying "I don't want to answer that". This is preferable to "I don't know".
- Explaining that we do not use the respondent's name in any publications. We replace their name with a code (pseudonym), such as HF101.
- Outside the interview, never discussing our interviews in a way that can relate respondents to their responses (i.e., don't say "During my interview, Mr. Berhanu said ..."). Discussion about responses should therefore refer to anonymous respondents, not to a particular person (e.g., A respondent once said that...). This practice applies in discussion within and outside the research team.
- Outside the interview, keeping filled-in answer sheets securely, to prevent others outside the research team from seeing the responses.
- Pausing or rescheduling the interview when the respondent cannot be interviewed privately (e.g., neighbours, kebele administration, or development agents observing the conversation).

The CFFI will consist of a combination of open-ended questions about:

- The wellbeing context framing access to resources relevant to your project.
- How rules, practices, and concepts function related to access to and benefits from resources relevant to your project.
- The influence of gender and the GTA intervention on those rules, practices, and concepts.

**During our pilot study**, we focused on the following resources:

- Irrigated farmland
- Non-irrigated farmland
- Cash income
- Membership in community groups



## Note on Before-After and After Only modes

In the Before-After mode, it is important to re-interview the same couple in both the Before and After periods. Attrition may occur, meaning some couples or their family/friends may be unavailable for the After interview. Therefore, we suggest interviewing more couples during the Before interview to ensure that at least two couples are available for the After interview.

Before-After mode is very time-sensitive. The Before interview should take place after GTA participants are identified but before or not long after the GTA process starts. To facilitate this, we recommend that the Before interview be conducted by those implementing the GTA locally, possibly as part of the recruitment process for GTA participants. The After interview can then be conducted by the project M&E team to ensure unbiased responses.

	BEFORE-AFTER MODE	AFTER ONLY MODE
<b>TIMING</b>	Before: Before the intervention or within one month after the start of the intervention. After: Same interviewees re-interviewed at least one year after the intervention is completed.	Interviews are conducted at least two years after the intervention was implemented.
<b>INTERVIEWEE SELECTION</b>		
<b>INTERVENTION COUPLE</b>	Started participating in the GTA within six months from the interview date or have been accepted as a volunteer.  At least four couples per village, each representing couples with different access to the most important resource for the project (e.g., with vs. without small-scale irrigation, membership in cooperative)	Participated in the GTA at least two years after the intervention.  At least two couples per village, each representing couples with different access to the most important resource for the project (e.g., with vs. without small-scale irrigation, membership in cooperative)
<b>SAME-VILLAGE COMPARISON COUPLE</b>	In the same village as intervention couples, were asked but refused to volunteer for the GTA. If not available, have similar characteristics to GTA volunteers*.	
<b>OUTSIDE-VILLAGE COMPARISON COUPLE</b>	(optional – same as After Only Mode)	Village outside of the programme boundary; shares similar gender norms (e.g., religion, ethnicity, rules/regulations on land) and resource constraints/opportunities (e.g., similar livelihood sources, access to natural resources). Couples have similar characteristics to GTA volunteers*.
<b>FAMILY AND FRIENDS</b>	Two family members or friends, each chosen by wife and husband in selected couples.	

\* Characteristics: e.g., age, education, land ownership – the variables you use to determine similarity may differ across locations.

## Questionnaires

Please adjust the sentences according to whether it is before/after the GTA intervention (The module is designed as After-Only), and the relevant resources for the programme.

### IMPORTANT:

Unless otherwise stated, questions posed to Family/Friends are about their view on the Intervention/Comparison spouse that nominated them (i.e., "the spouse"), **NOT** about themselves or their own family. That is, replace "the respondent" with the name of the person who nominated them. When introducing the survey to the Family/Friend, be sure to mention the name of the person who nominated her/him.



SECTION 1:

## PARTICIPATION IN GTA

Q#	QUESTION	RESPONSE
1	Did you participate in <i>[GTA name]</i> ?	1: Yes <input type="checkbox"/> 0: No <input type="checkbox"/> [If no, skip to Q4]
2	If yes, when did you start participating in <i>[GTA name]</i> ?	Month _____ Year _____ -9: Don't know -8: Refuse to answer
3	When did you/the couple graduate or plan to graduate?	Month _____ Year _____ -9: Don't know -8: Refuse to answer
4	What were your reasons for participating/not participating in <i>[GTA name]</i> ?	<b>[Probe:</b> perceived benefits/costs of participation, views of other family members, couple's situation before, vision of good wellbeing] -9: Don't know -8: Refuse to answer
5	What do you [including Family/Friends] know about <i>[GTA name]</i> ?	<b>[Probe:</b> What does it do? What is its objectives? Who participates? What is its impact?

SECTION 2:

## SHARING RESPONSIBILITIES

Q#	QUESTION	RESPONSE
		In your community? <i>[Probe - Community: responsibilities related to taking care of communal land, representing the household in the community, making communal decisions about irrigation, water and agricultural inputs, implementing/enforcing communal decisions]</i>
		In your/the couple's household? <i>[Probe - Household: responsibilities related to managing farmland, rearing livestock, earning cash income, running the household]</i>
1	What are <b>women's</b> responsibilities...	
2	What are <b>men's</b> responsibilities...	
3	What are NOT women's responsibilities...	
4	What are NOT men's responsibilities...	
5	Who decides on who is responsible for what ... (e.g., elders, we decide together, men, women, our culture/ religion)	
6	How does <i>[GTA name]</i> influence the way women and men share responsibilities...	

SECTION 3:

## SHARING WORK

1 In the past month, please describe which work to run the household is mainly done by whom. (Check only one box; if "other", please specify.)

WORK	WIFE	HUSBAND	WIFE AND HUSBAND	OTHER/ DON'T KNOW/ NOT APPLICABLE (SPECIFY)
a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
e	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
f	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
g	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
h	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
i	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
j	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
k	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
l	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
m	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
n	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
o	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
p	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
q	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
r	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
s	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
t	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
u	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SECTION 4:

## SHARING DECISIONS

Q#	QUESTION	RESPONSE
1	According to most people in this village, who has the responsibility of earning cash income in a household?	1. The wife 2. The husband 3. Both are equally responsible
2	According to you, in this couple, who has the responsibility for earning cash income in a household?	1. The wife 2. The husband 3. Both are equally responsible
3	In the past year, <b>who decides how/how much money</b> is spent on the following (e.g., for tools, paid labor, materials) in the couple? (Note: Edit list of expenses as needed. Try to be consistent with list from Section 3, to compare who does what vs. who decides what)	

		Not Applicable					
		WIFE	HUSBAND	WIFE & HUSBAND	DON'T HAVE	NOT PAID	OTHER (SPECIFY)
a.	Childcare	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	Food stuffs (e.g., sugar, oil, staple foods, vegetables)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	Healthcare (for sick family members)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	School fees/ materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	Clothes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	Hygiene (e.g., soap, drinking water, shampoo)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.	Water for household (drinking, washing)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h.	Fuelwood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i.	Watering crops	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j.	Weeding crops	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k.	Harvesting crops	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l.	Feeding livestock	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m.	Grazing livestock	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n.	Paid farm labor work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o.	Entertainment (e.g. chat, alcohol, going out)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p.	Selling big items (e.g., cow, big volume crops)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q.	Making big investments (e.g., machinery, loans, livestock)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r.	Travel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s.	Social contributions (e.g., donations, ceremonies)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t.	Contributions in public works	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION 5:

## IMPACTS ATTRIBUTED TO [GTA NAME] WITHIN THE FAMILY

Questions to couples and their family and friends on observed changes attributed to implementing [GTA name]. Ask only after [GTA name] has been implemented.

- 7 **FOR COUPLE:** What impact did [GTA name] have on you personally in the following aspects?
- FOR FAMILY/FRIEND:** Based on your observation, what impact did [GTA name] have on [the person that nominated them] on the following aspects?
- NOTE:** The list of potential impacts can be adjusted to reflect expected impacts of [GTA name]. Add any explanations or comments in the "Notes" column

POTENTIAL IMPACTS		1 = MORE; 2 = LESS; 3 = THE SAME 9 = I DON'T KNOW	NOTES (E.G., WHY OR HOW THIS IMPACT OCCURRED)
a.	Household harmony		
b.	Respect between wife and husband		
c.	Joint decision-making		
d.	Doing activities together outside the house		
e.	Sharing work burden inside the house		
f.	Income		
g.	Amount of savings		
h.	Collaboration with spouse in managing household finance		
i.	Collaboration with spouse in managing farmland		
j.	Food security (e.g., days without hunger)		
k.	Consumption of nutritious foods*		
l.	Children's education		
m.	Good health		
n.	Self confidence		
o.	Husband's support for wife to work outside the house		
p.	Husband's support for wife to earn income		
q.	Husband's support for wife to travel independently		
r.	Other (Specify)		

\* Nutritious foods such as meat/fish, eggs, lentils, beans, fruits, green vegetables, yellow/red vegetables, nuts and grains.





# FOCUS GROUP DISCUSSION

The Focus Group Discussion (FGD) is a facilitated **group discussion** focusing on the theme of understanding existing gender norms and the impact of GTAs on those norms. Each FGD combines two types of questions:

- **Poll questions:** Closed-ended/multiple choice questions. Each participant is given a voting card and asked to fill in their responses individually. If possible, poll results are quickly tabulated and used to discuss related discussion questions.
- **Guided discussion questions:** Open-ended questions. Participants are encouraged to discuss and formulate a response as a group. Points of disagreements or omission (e.g., topics participants avoid discussing) need to be documented.

The FGDs include three group types, with separate discussions for women and men:

- **GTA group (women, men):** Women and men who participate in the GTA and live in a village in the command/intervention area of the programme.
- **Non-GTA group (women, men):** Women and men who do not participate in the GTA but live in the same village as intervention couples.
- **Comparison group (women, men):** Women and men who do not participate in the GTA and are not in the command area/intervention area of the programme.

## Facilitator Roles

We recommend three facilitators for each FGD:

- **Lead facilitator:** Leads the discussion, asks questions, and probes for explanations as needed.
- **Assistant:** Takes notes, registers participants, distributes poll materials, and tabulates responses.
- **Assistant for 'crowd control':** Entertains children outside the meeting area (e.g., by showing a film or reading a story), prevents intrusions from non-participants, and ensures snacks and drinks are provided during the FG.

## Group Size and Preparation

We suggest having between 4 to 8 participants per group. Larger groups are difficult to manage effectively. In preparation, consider the following questions:

- Will some individuals in these groups need special assistance or modifications to ensure their full participation, such as childcare, safe transport, translators, or materials/assistants for participants with low literacy? If yes, plan to provide for them in advance.
- Have we adequately considered the specific needs and schedules of women and men when deciding on when and where the meeting will be held?
- Do the selected participants represent a wide spectrum of women and men in each type of FGD? Consider including participants with different social/economic statuses, livelihoods, ages, and access to important resources such as irrigated/non-irrigated land and forests.

## Facilitator Considerations

**During our pilot study,** FGD facilitators were the same gender as participants and assisted by a co-facilitator. Mastery of the local language is crucial for FGD facilitators. Interpreters, if needed, should be properly briefed on the content and intent of the FGD questions, methods for seeking free, prior, and informed consent from participants, and maintaining confidentiality. Choose and prepare interpreters so they are less likely to introduce their own biases and can stay true to participants' responses.

## Potential modifications

Resources included in the questions can be adjusted to those most relevant to the project.



**During our pilot study,** the resources included were:

- Irrigated farmland
- Non-irrigated farmland
- Livestock
- Agricultural inputs
- Cash income

**Mixed-gender and gender-sensitive FGD teams are highly recommended.** The FGD is conducted in a group setting within a community where gender dynamics are present. Our experiences include men listening in and sometimes interjecting during women's FGDs, timid women participants, women's FGDs taking twice as long as men's because they are less familiar with formal meetings, male leaders deciding who should participate, and women participants distracted by their children. A mixed-gender team aware of these gender dynamics is essential for ensuring everyone can participate without feeling pressured and can voice their opinions in a conducive environment.

This module consists of seven sections:

0		1		2	
List of participants		Community participation in and support for [GTA NAME]		Perception of wellbeing	
3			4		
Access to and control over resources			Challenges and barriers to access and benefits		
5		6		7	
Influence of [GTA NAME] in access to & benefit from resources		Roles of women and men in the community		Gender-based violence	

## POLL QUESTION INSTRUCTIONS

Responses to poll questions are recorded using polling sheets. Each sheet is numbered according to the Focus Group ID, participant ID (see participant list), and poll number. As participants arrive, allocate a number badge to identify their poll responses. For latecomers, quickly assign an ID badge and obtain their participant information after the meeting.

Each participant receives four polling sheets. Each sheet is pre-filled with the FG#, Participant ID# (to cross-reference with participant information taken during registration/after meeting), and Poll# (1-4). Keep extras on hand in case participants need replacement.

Collect the polling sheets after the FGD or as participants leave (if they leave in the middle of the discussion).

## Example of Poll Sheet Summary

FG# \_\_\_\_\_ Poll # \_\_\_\_\_ 1 \_\_\_\_\_

PARTICIPANT ID	Tick the response for each question number																								
	Q1			Q2			Q3			Q4			Q5			Q6			Q7			Q8			
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	
P1																									
P2																									
P3																									
P4																									
P5																									
P6																									
P7																									
P8																									
TOTAL																									

### SECTION 0:

## LIST OF PARTICIPANTS



(This information is taken during registration, before the discussion starts. Provide an ID# badge as participants arrive. Make sure all participants who answer the poll have an ID# badge, so we can relate responses across different poll questions, and to information in this table.)

(\* This question can be modified to reflect important resources in the project's context)

PARTICIPANT ID#	SEX	AGE	[GTA NAME] PARTICIPANT? (YES/NO)	OWN IRRIGATED FARMLAND?* (YES/NO)	OWN NON-IRRIGATED FARMLAND? (YES/NO)
1					
2					
3					
4					
5					
6					
7					
8					

SECTION 1:

# COMMUNITY PARTICIPATION IN AND SUPPORT FOR GTA



## Poll questions 1

1	What proportion of households in the community participated in <i>[GTA]</i> ?	1= Almost none of the HH 2= Only a few HH 3=Some HH, 4=Most HH 5=All HH -9=Don't know
2	What proportion of the households in the community was supportive of the GTA when it was first introduced in [year of introduction]?	1= Almost none of the HH 2= Only a few HH 3=Some HH, 4=Most HH 5=All HH -9=Don't know
3	What proportion of the households in the community is supportive of the GTA now?	1= Almost none of the HH 2= Only a few HH 3=Some HH, 4=Most HH 5=All HH -9=Don't know

## Discussion questions 1

4	What are the characteristics of households who were the earliest to support the <i>[GTA]</i> ?	(Free list)
5	What are the characteristics of households that (until now) are <i>not</i> supportive of the <i>[GTA]</i> ?	(Free list)



SECTION 2:

# PERCEPTION OF WELLBEING



## Discussion questions 2

1	What are the characteristics of households that are well off? (Free list)	Use flip chart to record statements from participants. Rotate through group asking each respondent to volunteer ideas.
2	What are the characteristics of households there are worse off? (Free list)	Use flip chart to record statements from participants. Rotate through group asking each respondent to volunteer ideas.
3	What are the differences and similarities in the well-being of women and men in the community? (Use participants' definition of wellbeing in Q1 to prompt discussion)	
4	Has <i>[GTA]</i> influenced the wellbeing of the community, including those who did not participate in it?	Yes/No/Don't know/ Other
5	Why? How? Can you please elaborate?	



SECTION 3:

## ACCESS TO AND CONTROL OVER RESOURCES



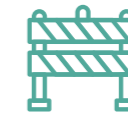
The following questions focus on the way women and men share ownership and decision-making over important household resources.

### Poll questions 2

1	In the community, who has the rights over farmland?	1) Only men; 2) More men than women; 3) Men and women equally; 4) More women than men; 5) Only women - 9) Don't know
2	Who decides how farmland is used? E.g., if land should be rented out or planted a certain way	1) Only men; 2) More men than women; 3) Men and women equally; 4) More women than men; 5) Only women - 9) Don't know
3	Who has the use rights over the irrigation structures on irrigated farmland?	Only the household who has rights to the land The household and some community members All community members can use it -9) Don't know
4	Who are the leaders of organizations in this village?	1) Only men; 2) More men than women; 3) Men and women equally; 4) More women than men; 5) Only women - 9) Don't know
5	In the household with irrigated farmland - Who decides how those irrigation structures are used and maintained	1) Only men; 2) More men than women; 3) Men and women equally; 4) More women than men; 5) Only women - 9) Don't know
6	In the household with irrigated farmland - Who directly uses irrigation structures?	1) Only men; 2) More men than women; 3) Men and women equally; 4) More women than men; 5) Only women - 9) Don't know
7	In the household with irrigated farmland - Who benefits from irrigation structure?	1) Only men; 2) More men than women; 3) Men and women equally; 4) More women than men; 5) Only women - 9) Don't know

SECTION 4:

## CHALLENGES AND BARRIERS TO ACCESS AND BENEFITS



### Poll questions 3

On a scale from 1-5 (1=strongly disagree; 5=strongly agree) to what extent do you agree with the following statements:

		1-5
<b>Compared to a woman, a man should have MORE rights to</b>		
1	own farmland (irrigated)	
2	own farmland (non-irrigated)	
3	own livestock	
4	get agricultural inputs including training and experience sharing	
5	earn cash income	
<b>Women are not able to manage these things properly</b>		
6	farmland (irrigated)	
7	farmland (non-irrigated)	
8	livestock	
9	agricultural inputs	
10	cash income	
<b>Compared to women, men should have MORE influence over decisions about</b>		
11	farmland (irrigated)	
12	farmland (non-irrigated)	
13	livestock	
14	agricultural inputs	
15	cash income	
<b>Women have the necessary knowledge and skills to make decisions about managing:</b>		
16	farmland (irrigated)	
17	farmland (non-irrigated)	
18	livestock	
19	agricultural inputs	
20	cash income	
<b>Men should discuss decisions with women about how to manage:</b>		
21	farmland (irrigated)	
22	farmland (non-irrigated)	
23	livestock	
24	agricultural inputs	
25	cash income	
<b>Women and men participating in [GTA NAME] share more decisions and responsibilities about their</b>		
26	farmland (irrigated)	
27	farmland (non-irrigated)	
28	livestock	
29	agricultural inputs	
30	cash income	

SECTION 5:

## INFLUENCE OF [GTA NAME] IN ACCESS TO AND BENEFIT FROM RESOURCES



RESOURCE	Has [GTA NAME] influenced how <b>women</b> access to and benefit from this resource? (Yes/No)	WHY?	Has [GTA NAME] influenced how <b>men</b> access to and benefit from this resource? (Yes/No)	WHY?
1 farmland (irrigated)				
2 farmland (non-irrigated)				
3 livestock				
4 agricultural inputs				
5 cash income				



SECTION 6:

## ROLES OF WOMEN AND MEN IN THE COMMUNITY



### Poll questions 4

On a scale from 1-5 (1=strongly disagree; 5=strongly agree) to what extent do you agree with the following statements:

RESPONSIBILITIES	THESE ARE WOMEN'S RESPONSIBILITIES IN THE COMMUNITY	THESE ARE MEN'S RESPONSIBILITIES IN THE COMMUNITY
1 Social events		
2 Communal labor (e.g., building canals, planting trees)		
3 Share knowledge and opinions		
4 Manage village finance/investments		
5 Represent their household in the community, when spouse is not present		
6 Represent their household in the community, even when spouse is present		
7 Implement/follow community decisions		
8 Manage/take care of communal lands		
9 Be part of councils and make community decisions		
10 Keeping peace and security in the village		
11 Nothing – they have no role in the community		
12 Everything – they have a role in everything in the community		



SECTION 7:

# GENDER-BASED VIOLENCE



Below is a description of various types of violence, for the interviewer's reference. Please explain as needed to respondents. Use simple words.

Violence includes (from Council of Europe:

<https://www.coe.int/en/web/gender-matters/types-of-gender-based-violence>):

1. Physical violence (e.g., beating, burning, kicking, punching, biting, maiming or killing, or the use of objects or weapons.)
2. Verbal violence (e.g., putdowns in private or in front of others, ridiculing, using swear-words, saying bad things about the other's loved ones, verbal threats)
3. Psychological violence (e.g., isolation or confinement, withholding information, disinformation, and threatening behaviour)
4. Sexual violence (e.g., sexual harassment, and abuse related to reproduction (e.g., forced pregnancy, forced abortion, forced sterilisation, female genital mutilation).
5. Socio-economic violence (e.g., taking away the earnings of the victim, not allowing them to have a separate income (giving them housewife status, or making them work in a family business without a salary), or making the victim unfit for work through targeted physical abuse)

1	In this village, which type of violence are women more at risk of suffering, compared to men?	
2	Which type of violence are men more at risk of suffering, compared to women?	
3	[After GTA is implemented] Has [GTA NAME] influenced the frequency and types of violence in <b>households</b> ? How?	
4	[After GTA is implemented] Has [GTA NAME] influenced the frequency and types of violence in <b>the village</b> ? How?	

Module Three

# 03

# COMMUNITY PROFILE



The Community Profile is a key informant interview and secondary data collection tool organized in a survey format to:

- Document social, economic, agricultural, and political background information about the community, and the current situation in terms of use and access to and control over key resources.
- Document community-level factors that generate or reinforce gender norms that hinder the full recognition and enjoyment of resource rights.
- Document changes across time.
- Provide a comparison between villages with and without implementation of a GTA.

There are two types of information sources for filling out this community profile:

- Review of secondary data sources (e.g., village records, maps, other data sources collected by the project).
- Interviews with key informants who have relevant information.

While this community profile focuses on factors relevant for understanding gender dimensions in access to resources, it can be combined with other information needed by the project or integrated into existing community-level information collection by the project.

## Guidance on conducting key informant interviews

- **Plan which key informant should answer which question** based on their expertise ahead of the interviews.
- **Key informants must include women and men.** If no female representative is found, substitute for the most informed female counterpart.
- **All questions can be answered by women or men, unless explicitly tagged [Ask women/men].** These questions must be answered by at least one female or male key informant, as indicated.
- **Individual vs. group interviews:** The team can choose to meet with a group of key informants in a single session, although holding separate interviews with participants is preferable to be mindful of respondents' time. Meeting separately with men and women informants may be needed in cases where women may not to speak freely in the company of men in formal settings.
- **Follow-up interviews with additional informants may be needed** to complete the questionnaire or to cross-check or complete responses that may be partial or confusing.

**Documenting information sources is key**, for two reasons:

1. **Before-After comparison:** If the information is based on key informants, try to re-interview the person with the same position, rather than the individual. Describing the informant's position and name are important to facilitate the After interview. If the information is based on secondary data sources such as reports or maps, document the author, title and year of publication, and the place where it was retrieved (e.g., the village administration's office).
2. **Across village comparison:** Sources of information should be relatively consistent across villages involved in the evaluation. M&E coordinators should provide guidance on the types of data sources expected for each question. This will help data collection teams plan and coordinate their work (e.g., collecting similar data from one source for multiple villages, preparing interview request letters). During implementation, data sources may differ from what is in the guidance as teams adjust to the best available data source (i.e., the most accurate, reliable, up to date) in each village setting.

**The Community profile focuses on two types of communities:**

- **Intervention community:** In the command/intervention area of the programme that plan to implement or have implemented GTA as part of the evaluated project.
- **Non-intervention community:** Not in the command/intervention area of the programme that do not plan to implement//have not implemented GTA as part of any other project within the time frame of the evaluated project.

## Defining "community"

**The definition of a community needs to be articulated clearly and consistently by the M&E coordinator.**

Consistency does not necessarily mean at the national level. Rather, it could be consistency across larger geographies with similar governance levels (e.g., regions). For example, we generally define a community as a village. In some parts of Ethiopia, one village is one Kebele (the smallest governance unit in Ethiopia), while in other parts of Ethiopia a village is a unit within a Kebele (i.e., there are several villages in one Kebele). This avoids inconsistency in mixing information from different levels (e.g., Kebele containing multiple villages vs. single villages within a Kebele). This can be important for information such as area or number of households per 'community'.

## Potential modifications

Resources included in the questions can be adjusted to those most relevant to the project.

**During our pilot study**, the resources included were:

- Irrigated farmland
- Non-irrigated farmland
- Livestock
- Agricultural inputs
- Cash income



*The definition of a community should be consistent with how the project evaluates and defines the community so that results of the community profile contribute to M&E of interventions at the community level and can be cross-referenced with other M&E tools at that level.*



SECTION 0:

## INFORMATION SOURCES

### 0.1 Key informants

SOURCE ID	RESPONDENT NAME	CONTACT (A)	GENDER (B)	AGE CLASS (C)	ROLE	DATE INTERVIEWED	AGREED TO INTERVIEW (Y/N)
KI01							
KI02							
ETC.							

Telephone or other ways of contacting for follow-up

- Gender: Woman, Man, (other, specify)
- Age class: 1. < 25 years, 2. 25-35 years, 3. 35-50 years, 4. 50+ years)

### 0.2 Secondary information

SOURCE ID	TITLE	YEAR	PUBLISHER	SOURCE (A)	DATE RETRIEVED
SI01					
SI02					
ETC.					

E.g. website, name of person/office where the data was retrieved, etc.

SECTION 1:

## EXISTING CONDITIONS

**(Note:** If it is not possible to be precise, use number ranges (e.g., less than 10 HH, between 10 and 20 HH) or proportion ranges (e.g., less than 5%, less than 1 in 10).

QUESTION	RESPONSE	SOURCE ID NUMBER
How large is the village area (approx.)?	Ha total village area	
How much of this area is farmland? (optional if relevant - modifiable)	Ha farmland	
How much farmland is irrigated?	Ha irrigated farmland	
How many women and men live in this village?	Women Men	
How many total households live in this village	Households (total)	
How many households are headed by men without wives in this community?	Male-headed HH (without wife)	
How many households are headed by women without husbands in this community?	Female-headed HH (without husband)	

QUESTION	RESPONSE	SOURCE ID NUMBER
<b>[Ask women]</b> What characterizes a female-headed household? [tick all that apply]	Widowed Divorced Migrated husband Never married Other (Specify)	
<b>[Ask women]</b> What do you think are the main challenges facing women-headed households in this kebele?		
<b>[Ask women]</b> What are the main sources of income for men and women in this village? <b>(Note:</b> Consider listing husband, wife, relatives, or children as source of income, especially if there are many female-headed and migrate households)	Men (free list) Women (free list)	

QUESTION/RESPONSE					SOURCE ID NUMBER
Since [start year of project], what kinds of important interventions has this project implemented in this village? Focus on activities that you think have big impacts on people's wellbeing <b>(Note:</b> Max. 10 interventions)					
<i>Implementation period mm/yy</i>					
NO	INTERVENTION	DESCRIPTION	START	END	
1	[GTA name - required]				
2					
3					
....					
....					
10.					
<b>[Ask women]</b> Among the interventions we talked about, how involved are <b>women</b> in planning, implementing, and benefiting from those interventions?					
<i>Women</i>					
NO	INTERVENTION	PLANNING	IMPLEMENTING	BENEFITING	
1	[GTA NAME] (required)				
2					
3					
....					
....					
10.					



QUESTION/RESPONSE		SOURCE ID NUMBER		
<p><b>[Ask men]</b> Among the interventions we talked about, how involved are <b>men</b> in planning, implementing, and benefiting from those interventions?</p>				
		<i>Men</i>		
NO.	INTERVENTION	PLANNING	IMPLEMENTING	BENEFITING
1	[GTA NAME] (required)			
2				
3				
....				
....				
10.				
<p>[If GTA is already implemented in the kebele] How many couples in this kebele were involved in the various steps of [GTA NAME]?</p>				
		# OF COUPLES/ HOUSEHOLDS		
<p><i>[Example steps of participation, from Gender Model Family]</i></p>				
	Attended the meeting to introduce [GTA NAME]			
	Volunteered to participate as pioneer [GTA NAME]			
	Graduated from [GTA NAME]?			
	Followed pioneer [GTA NAME] couples?			



SECTION 2:

**ACCESS TO RESOURCES AND INSTITUTIONS**

QUESTION/RESPONSE		SOURCE ID NUMBER				
<p><b>[Ask women]</b> In this community, how do women access the following resources for their own production, and how much control do they have?</p> <p>(<b>Note:</b> Access means can participate in activities, receive or use the resource. Control means they can decide what to do with these resources once they have accessed it, and how the benefits from the resources are used/allocated to different household members or activities)</p>						
<i>(Choose all that apply)</i>						
NO.	RESOURCE	MEANS OF ACCESS	LEVEL OF CONTROL			
1.	Farmland – irrigated					
2.	Farmland – non-irrigated					
3.	Livestock					
4.	Agricultural inputs					
5.	Cash income					
<p><b>Means of access:</b> 1. Marriage, 2. inheritance, 3. purchase, 3. Gift, 4. Project beneficiary, 5. Required by law, 6. invitation/ permission from others – specify who), 7 Other – specify, -9 Don't know</p> <p><b>Level of control:</b> 0. No control, 1. Low control, 2. Some control. 3. All control, 4. Other – Specify, -9 Don't know</p>						
<p>What are the important formal and informal organizations in this community? How many female leaders/chairpersons, committee members and regular members do they have compared to the total number?</p>						
No	Organization	Female leader?	Committee members (number)		Members (number) (a)	
	<i>e.g. from PASIDP II (replace as needed)</i>	(YES/NO)	TOTAL	FEMALE	TOTAL	FEMALE
1.	Kebele adm.					
2.	Land Adm.					
3.	Cooperative					
4.	Irrigation water users assoc.					
5.						
<p>If it is not possible to be precise, use number ranges (e.g., less than 10 people, between 10 and 20 people) or proportion ranges (e.g., less than 5%, less than 1 in 10)</p>						

QUESTION/RESPONSE

SOURCE ID NUMBER

How many men and women **are reached by activities** implemented by this project **in the last 12 months?**

(Note: "Reach" could be number of women/men who participated in various activities, or directly receiving assistance. The time frame for this question can be adjusted but it needs to be used consistently in the Before – after mode. Please focus on five interventions that impact the greatest number of people in the village)

INTERVENTION	MEN	WOMEN	TOTAL
1			
2			
3			
4			
5			





## INITIATIVE CONSORTIUM



The Center for International Forestry Research (CIFOR) and World Agroforestry (ICRAF) envision a more equitable world where trees in all landscapes, from drylands to the humid tropics, enhance the environment and well-being for all. CIFOR and ICRAF are CGIAR Research Centers.



Climate change, biodiversity loss, environmental degradation, and malnutrition. These four interconnected global crises have put at stake the wellbeing of our planet for years. Fueled by COVID-19, their impact on agriculture, landscapes, biodiversity, and humans is now stronger than ever. Reversing this negative trend is a challenge, but also an opportunity for bold choices and integrated solutions. Established in 2019, the Alliance of Bioversity International and the International Center for Tropical Agriculture (CIAT) was created to address these four crises, maximizing impact for change at key points in the food system.



The International Food Policy Research Institute (IFPRI) provides research-based policy solutions to sustainably reduce poverty and end hunger and malnutrition in developing countries. Established in 1975, IFPRI currently has more than 600 employees working in over 50 countries. It is a research center of CGIAR, a worldwide partnership engaged in agricultural research for development.

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