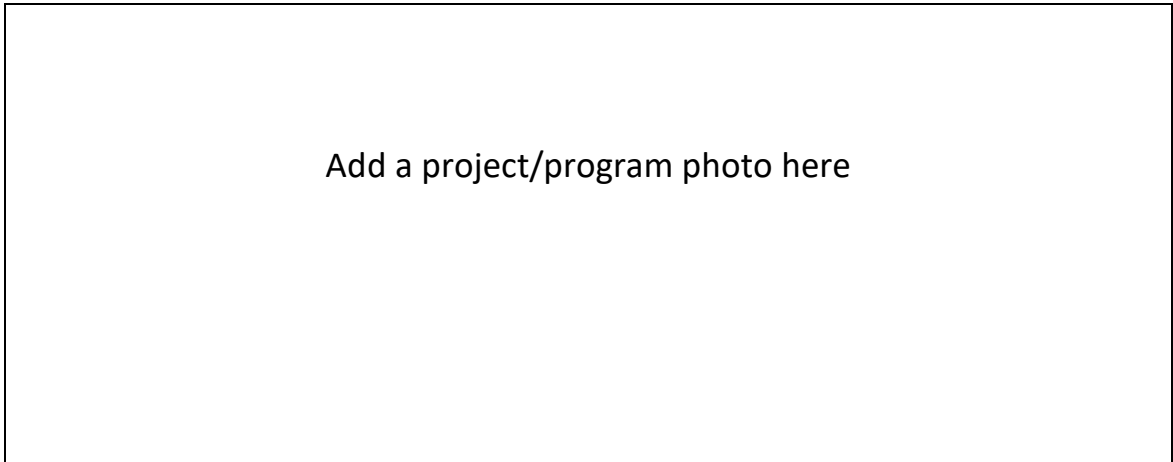


# **Delta Framework: Measuring Women's Empowerment**

## **Annual Reporting Template**



**Date**

# 1.Introduction

Start with aims of the Delta Sustainability Framework. Provide background to the project and rationale for monitoring women’s empowerment in agriculture programing in general and in the cotton/coffee value chain in specific.

# 2. Sampling

Describe the sample size, farmers and villages/communities selected for monitoring and how they were selected. Describe briefly who collected the data, who conducted the analysis, and the time period in which the monitoring was conducted.

# 3. Findings

## 3.1. Women’s Empowerment (Smallholder Farm/Large Farm)

Women’s Empowerment Score			
% of women achieving empowerment			
Mean empowerment score for all women			
<b>N</b>			
Mean empowerment score for disempowered women			
<b>N</b>			
Domain	Indicator	% of women achieving indicator	
		Smallholder	Large farm
<b>Leadership</b>	% women with high levels of self-efficacy		
	% women with confidence in communication & negotiation skills		
	% women who could work collectively in community to achieve common goals		
<b>Decision-making</b>	% women who are equally able to input into productive decisions		
	% women who meaningfully participated in decision-making in the workplace or home		
<b>Control of economic assets</b>	% women with ownership or control productive asset		
	% women demonstrate gender equitable attitudes to control of economic assets		

<b>Gender equality in the workplace</b>	Large farms with at least one policy pertaining to gender		
	% women demonstrate gender equitable attitudes in the workplace		

Discuss the findings by comparing data in each of the domains.

**Gender Parity**

<b>Gender Parity Indicators</b>					
<b>Domain</b>	<b>Indicator</b>	<b>% achieving indicator</b>			
		<b>Smallholder</b>		<b>Large farm</b>	
		<b>F</b>	<b>M</b>	<b>F</b>	<b>M</b>
<b>Leadership</b>	With high levels of self-efficacy				
	With confidence in communication & negotiation skills				
	Who could work collectively in community to achieve common goals				
<b>Decision-making</b>	Who are equally able to input into productive decisions				
	Who are able to meaningfully participate in decision-making in the workplace or home				
<b>Control of economic assets</b>	With ownership or control productive asset				
	Demonstrating gender equitable attitudes to control of economic assets				
<b>Gender equality in the workplace</b>	Gender policy in place in the workplace				
	Demonstrating gender equitable attitudes in the workplace				

Discuss the data highlighting differences between women and men farmers and their implications on farmers’ participation in agriculture/crop production/the value chain. Also compare data between the smallholder and large farm types.

**3.2. Leadership (Smallholder Farm/Large Farm)**

- Include and discuss percentages for each of the sub-categories under this domain e.g. self-efficacy; communication and negotiation skills; and collective action. Provide comparative analysis of women and men reporting levels of self-efficacy (confidence in achieving their set goals) their communication and negotiation skills; and their confidence and ability to take collectively action (working with others in community) to achieve common goals.
- Incorporate graphs/charts to present data.
- Construct a separate graph for men and women for each of the three domains of change showing progress in each of the individual domains.

**REFLECT and summarize: What is happening?**

In what domain of change are women farmers and men farmers making relatively *more progress*?

In which domain of change are women farmers and men farmers making *relatively less progress*?

Where are the gaps?

What do Field Facilitators' (data collectors') NOTES tell you about *why* some domains of change are progressing more than others? Refer to the 'Comments/observations' field of the "Feedback Data collection" section for specific examples to explain the broad trends.

**3.2.1. Women's Self-efficacy**

Statements of self-confidence, by sex of farmer

		Female farmer		Male farmer	
%					
Farmers who express self-efficacy in the statements below	Smallholder	Large farm	Smallholder	Large farm	
	<b>Women farmers' level of agreement with statements of self-efficacy</b>				
Statements of self-efficacy	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
%					
I will be able to achieve most of the goals that I have set for myself					
I am confident that I can perform effectively on many different tasks					
<b>N</b>					
<b>Men farmers' level of agreement with statements of self-efficacy</b>					
I will be able to achieve most of the goals that I have set for myself					
I am confident that I can perform effectively on many different tasks					
<b>N</b>					

**3.2.2. Women farmers' communication and negotiation skills**

Statement of confidence on communication and negotiation skills

		Female farmer	Male farmer
%			

Farmers who express confidence in communication and negotiation skills					
<b>Women farmers' level of confidence on statements of communication and negotiation skills</b>					
Statements of self-efficacy	Not at all confident	Somewhat confident	Fairly confident	Very confident	Extremely confident
%					
Speak up in the household regarding own needs and requirements					
Speak up in public (e.g. local council, NGOs, markets, government, service providers) regarding own needs and requirements					
Speak up in public to help decide on infrastructure (small wells, roads, water supplies) being built in your community ( <i>only for smallholder farm</i> )					
Speak up in public regarding gender issues (e.g. women's rights, access to common resources) ( <i>only for smallholder farm</i> )					
Speak up at workplace regarding gender issues (e.g. women's rights, access to common resources) ( <i>only for large farm</i> )					
Speak up in public to protest the misbehavior of authorities or elected officials ( <i>only for smallholder farm</i> )					
Speak up at workplace to protest the misbehavior of co-workers or higher authorities ( <i>only for large farm</i> )					
<b>N</b>					

**3.2.3. Collective action**

Statement of agreement on collective action

	Female farmer			Male farmer	
%					
Farmers who could work collectively with others in community to achieve a common goal					
<b>Women farmers' agreement on statements on working with others to achieve common goals</b>					
Statements of self-efficacy	Not at all confident	Somewhat confident	Fairly confident	Very confident	Extremely confident
%					

I could collaborate with other members of the community to address a community need					
I actively participate in a group with other members of the community to address a community need					
<b>Men farmers' agreement on statements on working with others to achieve common goals</b>					
<b>N</b>					
I could collaborate with other members of the community to address a community need					
I actively participate in a group with other members of the community to address a community need					
<b>N</b>					

### 3.3. Decision-making (Smallholder Farm/Large Farm)

- Provide comparative analysis of women’s (and men’s) equal participation and contribution towards productive decisions for the smallholder farm context. Highlight the areas/activities where women farmers are able to contribute/participate the most in household production decision-making. Also highlight the areas/activities where women’s participation is minimal / nil and needs improvement.
- Provide comparative analysis of women’s (and men’s) equal participation and contribution towards input into workplace decisions for the large farm context. Highlight the areas/activities where women (seasonal field workers/permanent field workers/ office staff/business employees) are able to contribute/input the most into workplace decision-making. Also highlight the areas/activities where women’s participation is minimal/ nil and needs improvement.
- Incorporate graphs/charts to present data.
- Construct a separate graph for men and women showing status/progress.

**REFLECT and summarize: What is happening?**

In which areas/activities are women farmers / women field workers (seasonal/permanent) / office staff/business employees making relatively **more inputs**?

In which areas/activities are women farmers / women field workers (seasonal/permanent) / office staff/business employees making **relatively less inputs**?

Where are the gaps?

What do Field Facilitators' (data collectors') NOTES tell you about *why* some areas/activities are progressing more than others? Refer to the 'Comments/observations' field of the "Feedback Data collection" section for specific examples to explain the broad trends.

**Decision-making, by sex of farmer (Smallholder Farm)**

		Female farmer	Male farmer
%			
Farmers who are able to input into productive decisions			
<b>Women farmers' level of input into productive decisions</b>			
	I make decision alone	I make decision jointly with a colleague/ HH member	I am not involved in the decision-making
What to grow (cash/subsistence crops)			
What to buy (seed selection, pesticides, fertilizers, irrigation systems, machinery)			
When to conduct farming activities (e.g. prepare land, sow seeds, apply inputs)			
When to harvest			
How to market (when and who to take to market, and at what price)			
<b>N</b>			
<b>Men farmers' level of input into productive decisions</b>			
What to grow (cash/subsistence crops)			
What to buy (seed selection, pesticides, fertilizers, irrigation systems, machinery)			
When to conduct farming activities (e.g. prepare land, sow seeds, apply inputs)			
When to harvest			
How to market (when and who to take to market, and at what price)			
<b>N</b>			

**Decision-making, by sex (Large Farm)**

		Female	Male
%			
Workers/employees who are able to input into productive decisions			
<b>Women's level of input into workplace decisions</b>			

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
Make decisions about own work patterns					
Share views and interests when decisions are made in the workplace/ about field worker/employee work patterns					
Understand how decisions are made in the workplace/ about field worker/employee work patterns					
Women’s views and interests are listened to when decisions are made in the workplace/ about field worker/employee work patterns					
<b>N</b>					
<b>Men’s level of input into workplace decisions</b>					
Make decisions about own work patterns					
Share views and interests when decisions are made in the workplace/ about field worker/employee work patterns					
Understand how decisions are made in the workplace/ about field worker/employee work patterns					
Women’s views and interests are listened to when decisions are made in the workplace/ about field worker/employee work patterns					
<b>N</b>					

### 3.4. Control of Productive Assets (Smallholder Farm)/ Gender Equality Policy (Larger Farm)

- Provide comparative analysis of women’s (and men’s) level of control of productive assets and their gender equitable attitudes in smallholder farm types. Highlight the areas/assets which women own; are able to control; and/or have only access. Discuss the areas/assets which women have no/minimal ownership; control and access. What implications would these have on women’s participation in the value chain?



- For the large farm types, assess whether there is any gender equality policy in place. Discuss and highlight the gender equality policies in place in the workplace that are identified through the assessment.
- Incorporate graphs/charts to present data.
- Construct graph showing comparative status/progress of women farmers and men farmers.

**REFLECT and summarize: What is happening?**

Assets that women farmers are owning/having control/have access *more*.

Assets that women farmers are owning/having control/have access *relatively less*.

Whether there are gender equality policies in the workplace.

Where are the gaps?

What do Field Facilitators’ (data collectors’) NOTES tell you about *why* some areas/activities are progressing more than others? Refer to the ‘Comments/observations’ field of the “Feedback Data collection” section for specific examples to explain the broad trends.

**3.4.1. Control of productive assets (Smallholder Farm)**

Women and men with ownership or control of productive assets

		Female farmers		Male farmers	
		%			
Ownership or control of productive assets					
<b>Women farmers with ownership or control of productive assets at household level</b>					
		agricultural land	Household income	farm equipment	credit
Own and control					
Do not own but can control					
Only have access to					
Have no control					
	<b>N</b>				
<b>Men farmers with ownership or control of productive assets</b>					
Own and control					
Do not own but can control					
Only have access to					
Have no control					
	<b>N</b>				

### 3.4.2. Gender equality policy (Large Farm)

Discuss whether there is a gender equality policy in the workplace. Include and discuss in detail the gender policies that are there in the workplace?

### 3.4.3. Gender equitable attitudes

#### Smallholder Farm:

Socio-cultural norms and attitudes, by sex of farmer

	Female farmers			Male farmers		
	%					
Farmers expressing attitudes that support gender equitable control of economic assets						
<b>N</b>						
<b>Women with ownership or control of productive assets at household level</b>						
	Agree	Partially agree	Disagree	Agree	Partially agree	Disagree
Women should have a say in important production decisions						
Husband and wife should decide together about use of savings in production/ business						
Husband and wife should decide together about use of credit in production/ business						
Women should be able to have ownership of land						
Women should have a say in investments for farm equipment						
<b>N</b>						

#### Large Farm:

	Female			Male	
	%				
Workers and employees who demonstrate gender equitable attitudes in the workplace					
<b>Women field workers (seasonal and permanent) and office employees</b>					
	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
Women can do all the same jobs that men can do in this workplace					

Women are capable of being effective supervisors/managers/ team leaders in the workplace					
Women and men have the same opportunities for seasonal work in the workplace ( <i>only for seasonal field workers</i> )					
Women and men have the same job and promotion opportunities in this workplace ( <i>only for permanent field workers and office employees</i> )					
<b>N</b>					
<b>Men field workers (seasonal and permanent) and office employees</b>					
Women can do all the same jobs that men can do in this workplace					
Women are capable of being effective supervisors/managers/ team leaders in the workplace					
Women and men have the same opportunities for seasonal work in the workplace ( <i>only for seasonal field workers</i> )					
Women and men have the same job and promotion opportunities in this workplace ( <i>only for permanent field workers and office employees</i> )					
<b>N</b>					

### 3.5. Women Farmers’ Participation in Formal and Informal Groups (Smallholder Farm)

Women farmers’ participation in formal and informal groups

%	
Women farmers participating in formal and informal groups	
<b>N</b>	
Type of group	% women farmers who are active members
Producer’s group	
Credit or microfinance group	
Trade or cooperatives association	
Religious group	

Civic groups (improving community) or charitable group (helping others)	
Other (specify)	
	<b>N</b>

REFLECT on the data overall. What trend are we seeing in the each of the domains? What do we need to do to move this further?

**Narrate:**

What is happening?

What does it mean?

#### 4. Graphic Comparisons of Change

Once you have conducted two rounds of data collection, you can compare this round to the previous ones to illustrate overall trends and progress from the baseline.

Look at the graphs side-by-side. Where has the most change occurred? Which domains/indicators have seen less change? How can we explain these differences?

#### 5. Summary and Next Steps: What? So what? Now what?

Use the feedback section of the data collection sheets to present a written analysis of the data and observations. This written narrative should connect the data (what has been described above), with observations that *illustrate* findings.

At this point, you have **thoroughly analyzed the first question (What?)**. Write a paragraph briefly **summarizing** the most important trends above and move to the final questions for reflection:

- **What is happening?** What were the most significant patterns we observed in the data? What were the most positive trends in this reporting period? What were the most significant negative trends?
- **So what? What does that mean? Why might be happening? Why does it matter for the Delta project?**
  - What were the stimulating factors supporting achievement of women’s empowerment?
  - What were the hindering factors?
  - What were some positive trends that came out?
  - What were some negative trends or concerns that came out in the report?
- **Now what?** How will we as a team act on this information/findings? What programmatic adjustments are needed?