



Annex 5:

Detailed methodology & tools for Women's Empowerment indicator



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Author: CARE International UK

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5.3 Data collection guidance for enumerators

Introduction

The women's empowerment section is part of a comprehensive questionnaire developed by the Delta Project team to collect the data points needed for each of the 15 Delta indicators. This survey was piloted in South Africa in 2020 and in India in 2021.

The questions on women's empowerment are in the sections J and K of the survey tool, and they elicit information on the three domains of empowerment that compose the Delta indicator on Women's Empowerment:

- **Leadership:** Women and men's membership in economic or social groups.
- **Decision-making:** Women and men's input into productive decisions.
- **Control of economic assets:** Women and men's ownership and control of productive asset such as land, agricultural equipment, and credit.

This guidance note does not pertain to the questions developed for Large Farms under the Delta sub-indicators on Women's Empowerment: 'Input into workplace decisions' and 'Gender equality at workplace'.

Because it would not be possible to evaluate the extent of gender disparities by interviewing women alone, the women's empowerment section of the questionnaire has to be administered to an adult male (farmer enlisted in a project) and an adult female in a dual-adult household, or to a single adult female (farmer enlisted in a project) in a single adult-decisionmaker household. Projects may also make the decision to interview male single adult households or child headed households if they have specific interest in the data.

Definition of household and respondents

A household is a group of people who live together and take food from the "same pot", even if not blood relatives. In our survey, a household member is someone who has lived in the household at least six months, and at least half of the week in each week in those months. Even those persons who are not blood relations (such as servants, lodgers, or agricultural labourers) are members of the household if they have stayed in the household at least three months of the past six months and take food from the same pot. If someone stays in the same household but does not bear any costs for food or does not take food from the same pot, they are not considered household members. For example, if two brothers stay in the same house with their families but they do not share food costs and they cook separately, then they are considered two separate households. Generally, if one person stays more than three months out of the last six months outside the household, they are not considered household members.

The primary and secondary respondents are those who are self-identified as the primary members responsible for the decision-making, both social and economic decisions related to agriculture, within the household.

A few notes to determine which household members they are:

- The primary and secondary respondents are usually husband and wife; however, they can also be another member as long as there is one male and one female aged 18 and over (for instance a mother could be living with her adult son or father with an adult daughter).
- In general, the primary decision-maker is also the head of the household, but this may not always be the case (i.e., an elderly parent living with an adult son/ daughter and the adult son/ daughter may be the primary or secondary respondent).
- It may also be the case that there is only a primary female respondent and there is no adult male present in the household. In cases whereby the primary male adult is absent from the household due to male migration (has gone for work) and has been or is expected to be away for more than three months out of the next/ previous six months, the primary female adult is considered the primary decision-maker.
- In cases where there is only a primary male and no female, do not interview the household; there must be a primary or secondary female in the household to administer the women's empowerment indicators/ questions. In polygamous households, you should randomly select a wife to be interviewed.

General instructions

- If possible, and as facilitated by field team composition, male interviewers should interview the primary male respondent and female interviewers the primary female respondent.
- If at all possible, individual respondents should be interviewed separately, without other household members or outsiders present. Other household members should not assist with questions during the survey.
- Although the women's empowerment section focuses on gender, at no point should you tell the respondent you are interested in gender so as not to skew or bias results.

Instructions by question

Before starting the interview, please double-check to ensure:

- You have sought to interview the individual in private or where other members of the household cannot overhear or contribute answers.
- Do not attempt to make responses between the primary and secondary respondent the same – it is fine for them to be different.

Self-efficacy

This section consists of questions 1 and 2 under section J and K of the survey tool, the purpose of these questions is to get an idea about respondent's belief in his/ her ability to succeed in specific situations or accomplish a task.

Q1

"Think about some goals you have in your personal or working life, how strongly do you agree you could achieve these goals?"

- » **Goals:** aspirations or targets that the respondent has for their working or personal life.

Q2

"How strongly do you agree that you are confident of performing effectively on many different tasks?"

- » **Tasks:** activities that the respondent has to complete in their working or personal life.
- » **Perform effectively:** complete tasks to a good standard, or to the best of their ability.

Remember for these two questions, the focus is not on the goals or tasks themselves, but whether or not the respondents are confident they can achieve them.

Start with a statement, for example, "now I'm going to ask you some questions about different feelings you might have. Please listen to these questions, think about how this relates to your personal or working life, and then tell me how much you agree or disagree with the statement on a scale of 1 to 5, where 1 means you "strongly disagree" and 5 means you 'strongly agree'."

Communication and negotiation skills

This section consists of questions 3 to 7 under section J and K of the survey tool, the purpose of this section is to get an idea about women's and men's confidence in their communication and negotiation skills.

Q3

"Do you feel confident of speaking up in your household regarding your own needs and requirements?"

- » **Needs and requirements:** resources that will enhance the respondent's working or personal life (e.g., increased food budget, shared chores to increase time spent on other activities).

» **Confident:** feeling of certainty in oneself and abilities.

Q4

“Do you feel confident of speaking up in public (e.g., local council, NGOs, markets, government, service providers) regarding your own needs and requirements?”

Q5

“Do you feel confident of speaking up in public to help decide on infrastructure (small wells, roads, water supplies) being built in your community?”

Q6

“Do you feel confident of speaking up in public regarding gender issues (e.g., women’s rights, access to common resources)?”

» **Gender issues:** Gender issues include all aspects and concerns related to women’s and men’s lives and situation in society, to the way they interrelate, their differences in access to and use of resources, their activities, and how they react to changes, interventions, and policies.

Q7

“Do you feel confident of speaking up in public to protest the misbehaviour of authorities or elected officials?”

» **Protest:** express disapproval or objection.

» **Misbehaviour:** behaviour that is not acceptable to other people or breaks a rule.

Collective action

This section consists of questions 8 to 11 under section J and K of the survey tool, the focus of the following questions is to assess respondent’s ability to work collectively with others in community to achieve a common goal.

Q8

“How strongly do you agree that you could collaborate with other members of the community to address a community need?”

» **Collaborate:** working together on an activity, task, or project.

» **Community need:** shared aspirations by members of community to address gaps between the present conditions of the community and the ideal, potential conditions of the community.

Q9

“How strongly do you agree that you could actively participate in a group with other members of the community to address a community need?”

- » **Group:** collection of people meeting to address a shared interest (e.g., improving community).

The key difference between ‘collaborating’ and ‘participating in a group’ is that a group is a more formal, established setting, likely to have regular meetings, systems of group governance, and membership structures.

Q10

“Are you an active member of any group in your community?”

A few things to note:

- Groups in the community can be either formal or informal and customary groups.
- Being an “active” member of a group should be defined by the respondent (i.e., his/ her subjective idea of what being a member constitutes). If asked by the respondent, you may indicate that “active” membership could constitute attending meetings, paying a user fee, holding a leadership position within the group, etc. However, explain that there is too much variation in group type to have a standard definition for an active member so encourage the respondent to use his/ her own judgment.
- “Community” is left to the respondent to define and may be groups within his/ her own village or encompass a larger geographic range including a nearby village or city.
- A “religious group” may include going to church, the mosque, etc. or being a member of a small prayer or religious discussion group.

Input into productive decisions

This section consists of questions 12 to 16 under section J and K of the survey tool, the purpose of this section is to get an idea about men’s and women’s relative roles in decision-making and their inputs into productive decisions. Do not attempt to ensure that responses are the same between the male and female respondent. It is fine for them to be different.

Q12

“In your household who normally makes the decision on what to grow (e.g., cash and subsistence crops)?”

- » **Decision:** the action or process of reaching a conclusion or resolution on a problem, issue or between a set of options.
- » **Cash crop:** crops that are grown primary for sale in the market.
- » **Subsistence crops:** crops that are grown primarily for household food consumption.

Q13

“In your household who normally makes the decision on what to buy (seed selection, pesticides, fertilizers, irrigation systems, machinery)?”

Q14

“In your household who normally makes the decision on when to conduct farming activities (e.g., prepare land, sow seeds, apply inputs)?”

Q15

“In your household who normally makes the decision on when to harvest the crop?”

Q16

“In your household who normally makes the decision on how to market (when and who to take to market, and at what price)?”

Answer rating:

- **I make the decision alone** – the respondent is the sole decision-maker and does not need to seek input or permission from anyone else before making the decision.
- **I make the decision jointly** – the respondent collaborates or communicates with another person (colleague, spouse, other household member) throughout the decision-making process.
- **I am not involved in decision-making** – the respondent does not have the power to make this decision, this decision is made elsewhere by someone else.

Control of productive assets

This section consists of questions 17 to 21 under section J and K of the survey tool, the purpose of this module is to get an idea about men’s and women’s access to productive capital or assets and their ability to control or use of the resource. Again, do not attempt to ensure that responses are the same between the male and female respondent. It is okay for them to be different.

Q17

“How would you describe your control over the agricultural land that you or your household has?”

- » **Control:** the respondent has the power to influence, manage, or make decisions about a certain asset.
- » **Agricultural land:** (pieces/ plots) includes both agricultural land used for growing crops as well as land used for livestock. It may include land that is owned, borrowed, rented, or leased.

Q18

“How would you describe your control over the income that you or your household have?”

- » **Income:** money received on a regular basis through work or investments.

Q19

“How would you describe your control over the savings that you or your household have?”

- » **Savings:** income not spent, putting money aside (e.g., as cash, into savings account, or savings group).

Q20

“How would you describe your control over the farm equipment that you or your household have?”

Q21

“How would you describe your control over the credit that you or your household have?”

- » **Credit:** the ability to borrow money or access goods or services with the understanding that you will pay for it at a later date.

Answer rating:

- **I own and control this asset** – the respondent has legal ownership of this asset and has the power to influence, manage or make decisions about this asset
- **I don't own but control this asset** – the respondent has no legal ownership of this asset but has the power to influence, manage or make decisions about this asset
- **I only have access to this asset** – the respondent has no power to influence, manage, or make decisions about this asset, but can use this asset (e.g., a woman who farms on land but has no say in how that land is managed would have access to but not control over that land).
- **I have neither access to nor control over this asset** – the respondent cannot use this asset for any means because they have no opportunity to access or control this asset.

Gender equitable attitudes

This section consists of questions 22 to 26 under section J and K of the survey tool, the purpose of these questions is to assess men's and women's perceptions on gender equitable attitudes to control of economic assets.

Q22

"How strongly do you agree that women should have a say in important production decisions?"

» **Important productive decisions:** decisions that impact the productive capability of the farm.

Q23

"How strongly do you agree that a husband and wife should decide together about use of savings in production/business?"

Q24

"How strongly do you agree that a husband and wife should decide together about use of loan in production/business?"

Remember, crucial to these questions is that we find out about gender attitudes. If the respondent is unmarried, or the spouse is away, we can still ask what they think about husbands and wives making these kinds of decisions together.

Q25

"How strongly do you agree that women should be able to have ownership of land?"

Q26

"How strongly do you agree that women should have a say in investments for farm equipment?"

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Better Cotton
Chemin de Balxert 7-9
1219 Chatelaine
Switzerland
www.deltaframework.org

