



Annex 5:

Detailed methodology & tools for Women's Empowerment indicator



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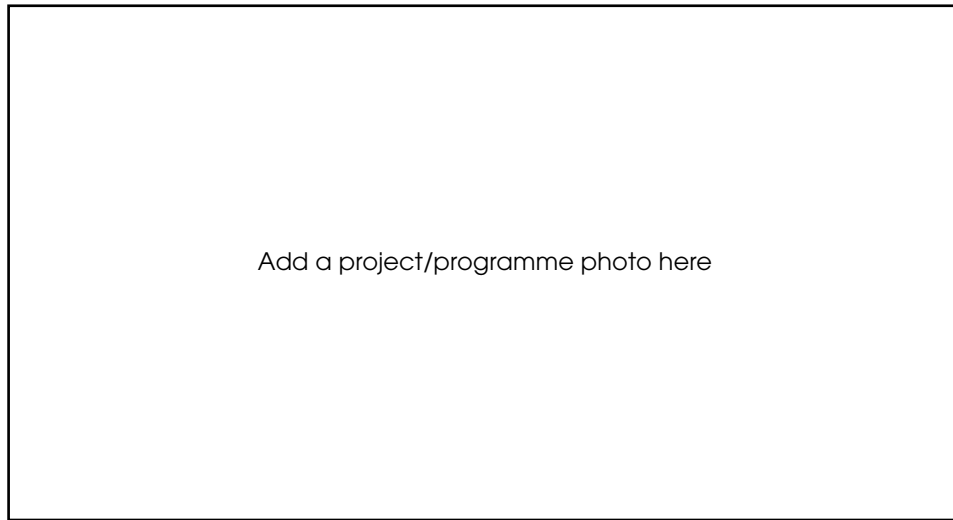
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¹ The four Delta Project partners are: Better Cotton, the Global Coffee Platform (GCP), the International Coffee Organisation (ICO), and the International Cotton Advisory Committee (ICAC).

5.5 Annual reporting template



Date

1. Introduction

Start with aims of using the Delta Framework to assess the progress of the project/ programme. Provide background to the project and rationale for monitoring women’s empowerment in this programme specifically.

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)

Table 1: Women’s Empowerment score

Women’s Empowerment score			
	Smallholder	Large Farm	
% women achieving empowerment			
Mean empowerment score for all women			
N			
Mean empowerment score for disempowered women			
N			
Domain	Indicator	% of women achieving indicator ¹	
		Smallholder	Large farm
Leadership	% 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		
Decision-making	% women who are equally able to input into productive decisions		
	% women who meaningfully participated in decision-making in the workplace or home		

¹ Delete the column (smallholder or large farm) that does not apply to your project/programme

Control of economic assets	% women with ownership or control productive asset		
	% women demonstrate gender equitable attitudes to control of economic assets		
Gender equality in the workplace	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.

Table 2: Gender Parity

		Gender Parity indicators			
Domain	Indicator	% achieving indicator²			
		Smallholder		Large farm	
		F	M	F	M
Leadership	With high levels of self-efficacy				
	With confidence in communication & negotiation skills				
	Could work collectively in community to achieve common goals				
Decision-making	Are equally able to input into productive decisions				
	Are able to meaningfully participate in decision-making in the workplace or home				
Control of economic assets	With ownership or control over productive asset				
	Demonstrating gender equitable attitudes to control of economic assets				
Gender equality in the workplace	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.

² Delete the column (smallholder or large farm) that does not apply to your project/programme

- 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 officers' (or 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

Table 3: 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	
Women farmers' level of agreement with statements of self-efficacy					
Statements of self-efficacy	Strongly disagree	Disagree	Neither agree nor 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					
N					
Men farmers' level of agreement with statements of self-efficacy					
Statements of self-efficacy	Strongly disagree	Disagree	Neither agree nor 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					
N					

3.2.2. Women farmers' communication and negotiation skills

Table 4.1: Statement of confidence on communication and negotiation skills

	Female farmer		Male farmer		
	%				
Farmers who express confidence in communication and negotiation skills	Smallholder	Large farm	Smallholder	Large farm	
Women farmers' level of confidence on statements of communication and negotiation skills					
Statements of confidence on communication and negotiation skills	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 (only for smallholder farm)					
Speak up in public regarding gender issues (e.g., women's rights, access to common resources) (only for smallholder farm)					
Speak up at workplace regarding gender issues (e.g., women's rights, access to common resources) (only for large farm)					
Speak up in public to protest the misbehaviour of authorities or elected officials (only for smallholder farm)					
Speak up at workplace to protest the misbehaviour of co-workers or higher authorities (only for large farm)					
N					
Men farmers' level of confidence on statements of communication and negotiation skills					
Statements of confidence on communication and negotiation skills	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 (only for smallholder farm)					

Speak up in public regarding gender issues (e.g., women's rights, access to common resources) (only for smallholder farm)					
Speak up at workplace regarding gender issues (e.g., women's rights, access to common resources) (only for large farm)					
Speak up in public to protest the misbehaviour of authorities or elected officials (only for smallholder farm)					
Speak up at workplace to protest the misbehaviour of co-workers or higher authorities (only for large farm)					
N					

Table 4.2: Statement of confidence on communication and negotiation skills, for large farm (optional, to be filled only in lieu of questions for large farms in table 4.1)

Female worker/ employee		Male worker/ employee				
%						
Farmers who express confidence in communication and negotiation skills						
Women workers' level of confidence on statements of communication and negotiation skills						
%						
Statements of confidence on communication and negotiation skills	Yes, always	Yes, but after consulting with family members	Yes, but after consulting with spouse	Yes, but after consulting with co workers	No	Don't know / no answer
Comfortable reporting a problem or a complaint at work to a Supervisor/ Management						
N						
Men workers' level of confidence on statements of communication and negotiation skills						
%						
Statements of confidence on communication and negotiation skills	Yes, always	Yes, but after consulting with family members	Yes, but after consulting with spouse	Yes, but after consulting with co workers	No	Don't know / no answer
Comfortable reporting a problem or a complaint at work to a Supervisor/ Management						
N						

3.2.3. Collective action

Table 5: Statement of agreement on collective action

	Female farmer		Male farmer		
	%				
Farmers who could work collectively with others in community to achieve a common goal	Smallholder	Large farm	Smallholder	Large farm	
Women farmers' agreement on statements on working with others to achieve common goals					
Statements of agreement on collective action	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					
N					
Men farmers' agreement on statements on working with others to achieve common goals					
Statements of agreement on collective action	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					
N					

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 officers' (or 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.

Table 6: Decision-making, by sex of farmer, for smallholder farms

	Female farmer		Male farmer
	%		
Farmers who are able to input into productive decisions			
Women farmers' level of input into productive decisions			
Statements of decision making	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)			
N			
Men farmers' level of input into productive decisions			
Statements of decision making	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)			
N			

Table 7: Decision-making, by sex, for large farms

	Female			Male	
	%				
Workers/ employees who are able to input into productive decisions					
Women's level of input into workplace decisions					
Statements of decision making	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
	%				
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					
Views and interests are listened to when decisions are made in the workplace/ about field worker/ employee work patterns					
Make decisions about own work patterns					
N					
Men's level of input into workplace decisions					
Statements of decision making	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
	%				
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					
Views and interests are listened to when decisions are made in the workplace/ about field worker/ employee work patterns					
Make decisions about own work patterns					
N					

3.4. Control of economic assets (smallholder farm)/ Gender equality policy (large 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 to. 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/ having access more.
- Assets that women farmers are owning/ having control/ having access relatively less.
- Whether there are gender equality policies in the workplace.
- Where are the gaps?
- What do field officers' (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)

Table 8: Women and men with ownership or control of productive assets, for smallholder farms

	Female farmers		Male farmers	
	%			
Ownership or control of productive assets				
Women farmers with ownership or control of productive assets at household level				
Statements of ownership and control of productive assets	Agricultural land	Household income	Farm equipment	Credit
	%			
Own and control				
Do not own but can control				
Only have access to				
Have no control				
N				

Men farmers with ownership or control of productive assets				
Statements of ownership and control of productive assets	Agricultural land	Household income	Farm equipment	Credit
%				
Own and control				
Do not own but can control				
Only have access to				
Have no control				
N				

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

Table 9: Socio-cultural norms and attitudes, by sex of farmer, for smallholder farms

	Female farmers			Male farmers		
%						
Farmers expressing attitudes that support gender equitable control of economic assets						
N						
Women with ownership or control of productive assets at household level						
Statements of gender equitable attitudes	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						
N						

Men with ownership or control of productive assets at household level						
Statements of gender equitable attitudes	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						
N						

Table 10: Socio-cultural norms and attitudes, by sex of farmer, for large farms

	Female farmers			Male farmers		
%						
Workers and employees who demonstrate gender equitable attitudes in the workplace						
Women with ownership or control of productive assets at household level						
Statements of gender equitable attitudes	Strongly disagree	Disagree	Neither agree nor 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 (only for seasonal field workers)						
Women and men have the same job and promotion opportunities in this workplace (only for permanent field workers and office employees)						
N						

Men field workers (seasonal and permanent) and office employees					
Statements of gender equitable attitudes	Strongly disagree	Disagree	Neither agree nor 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 (only for seasonal field workers)					
Women and men have the same job and promotion opportunities in this workplace (only for permanent field workers and office employees)					
N					

3.5. Women farmers' participation in formal and informal groups (smallholder farm)

Table 11: Women farmers' participation in formal and informal groups

%	
Women farmers participating in formal and informal groups	
N	
Type of group	% women farmers who are active members
Producers group	
Credit or saving group	
Trade association or cooperative	
Religious group	
Civic group (improving community) or charitable group (helping others)	
Other (specify)	
N	

Reflect on the data overall. What trend are we seeing in 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 or more, you can compare this round to the previous one(s) 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 analysed the first question (What?)**. Write a paragraph briefly **summarising** 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 project/ programme?**
 - 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?

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